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# Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA  
REPUBLIEK VAN SUID-AFRIKA

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

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## GOVERNMENT NOTICES

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 754

29 July 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

**Human Resource Management and Practices**

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.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 29 August 2005***. All correspondence should be marked **Standards Setting – SGB Human Resource Management and Practices** 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](mailto:ebrown@saqa.co.za)



DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



Established in terms of Act 58 of 1995

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Investigate the costs and benefits of using banking institutions for managing personal finances**

SAQA US ID		UNIT STANDARD TITLE	
119911		Investigate the costs and benefits of using banking institutions for managing personal finances	
SGB NAME		NSB 03	PROVIDER NAME
SGB Insurance and Investment		Business, Commerce and Management Studies	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Business, Commerce and Management Studies	Finance, Economics and Accounting
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Investigate the types of account offered at banking institutions for managing personal finances.

#### **SPECIFIC OUTCOME 2**

Research the costs of various banking transactions.

#### **SPECIFIC OUTCOME 3**

Explain the risks and responsibilities involved when completing various transactions.

#### **SPECIFIC OUTCOME 4**

Make an informed choice regarding own banking.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Investigate credit in own circumstances

SAQA US ID		UNIT STANDARD TITLE	
119912		Investigate credit in own circumstances	
SGB NAME		NSB 03	PROVIDER NAME
SGB Insurance and Investment		Business, Commerce and Management Studies	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Business, Commerce and Management Studies	Finance, Economics and Accounting
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Discuss the implications of credit contracts.

#### **SPECIFIC OUTCOME 2**

Research the cost of credit involved in buying a property/home.

#### **SPECIFIC OUTCOME 3**

Research the cost of credit on household items.

#### **SPECIFIC OUTCOME 4**

Research the cost of credit on clothing and consumable goods.

#### **SPECIFIC OUTCOME 5**

Investigate the options for financing a vehicle.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Use a personal budget to manage own money

SAQA US ID		UNIT STANDARD TITLE	
119913		Use a personal budget to manage own money	
SGB NAME		NSB 03	PROVIDER NAME
SGB Insurance and Investment		Business, Commerce and Management Studies	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Business, Commerce and Management Studies	Finance, Economics and Accounting
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Record and analyse current spending patterns.

#### **SPECIFIC OUTCOME 2**

Investigate ways of controlling of own finances.

#### **SPECIFIC OUTCOME 3**

Recognise the need to save as part of personal financial management.

#### **SPECIFIC OUTCOME 4**

Compile a personal budget.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Identify possible ways of improving employment prospects**

SAQA US ID		UNIT STANDARD TITLE	
119914		Identify possible ways of improving employment prospects	
SGB NAME		NSB 03	PROVIDER NAME
SGB Insurance and Investment		Business, Commerce and Management Studies	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Business, Commerce and Management Studies	Finance, Economics and Accounting
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Evaluate a work offer in terms of its financial implications.

#### **SPECIFIC OUTCOME 2**

Investigate the financial impact of improving own skills and output through training and career path planning.

#### **SPECIFIC OUTCOME 3**

Demonstrate an awareness of appropriate practices in presenting oneself for employment.

#### **SPECIFIC OUTCOME 4**

Negotiate a salary package with a prospective or current employer.

#### **SPECIFIC OUTCOME 5**

Explain the financial and tax implications of allowances in salary packages.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Manage personal expenditure

SAQA US ID		UNIT STANDARD TITLE	
119915		Manage personal expenditure	
SGB NAME		NSB 03	PROVIDER NAME
SGB Insurance and Investment		Business, Commerce and Management Studies	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Business, Commerce and Management Studies	Finance, Economics and Accounting
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Recognise and manage the items on a personal bank statement.

#### **SPECIFIC OUTCOME 2**

Reconcile creditor statements.

#### **SPECIFIC OUTCOME 3**

Identify the impact of a change in interest rates on personal spending.

#### **SPECIFIC OUTCOME 4**

Explain inflation and its impact on the individual.



Established in terms of Act 58 of 1995

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Explain the application of the Basic Conditions of Employment Act and its effect on earnings in own contract**

SAQA US ID	UNIT STANDARD TITLE		
119916	Explain the application of the Basic Conditions of Employment Act and its effect on earnings in own contract		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Insurance and Investment	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Explain the financial elements of an employment contract.

#### **SPECIFIC OUTCOME 2**

Interpret standard deductions reflected on a salary advice.

#### **SPECIFIC OUTCOME 3**

Explain the financial responsibilities that a company has to its employees.

#### **SPECIFIC OUTCOME 4**

Explain the responsibilities of the employee to her/his employer.

No. 755

29 July 2005

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**Human Resource Management and Practices**

publishes the following qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications. The qualifications can be accessed via the SAQA web site at [www.saqqa.org.za](http://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 29 August 2005***. All correspondence should be marked **Standards Setting – SGB Human Resource Management and Practices** 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](mailto:ebrown@saqa.co.za)

  
DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### National Diploma: Productivity

SAQA QUAL ID	QUALIFICATION TITLE		
49794	National Diploma: Productivity		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Human Resource Management and Practices	Business, Commerce and Management Studies		
QUAL TYPE	FIELD	SUBFIELD	
National Diploma	Business, Commerce and Management Studies	Human Resources	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	240	Level 5	Regular-Unit Stds Based

#### PURPOSE AND RATIONALE OF THE QUALIFICATION

##### Purpose:

This qualification aims to equip people in management, or those intending to enter this field, across all economic sectors with core productivity competencies required to improve service delivery, profitability, competitiveness and growth of organisations. The fundamental and core components deal with knowledge, skills, values and attitudes required by all managers to optimise resource utilisation and overall efficiency. Learners will deal with sector-specific or sub-field competency requirements through the selection of appropriate unit standards for the Elective component.

The purpose of the qualification is to build the productivity management competencies of learners with special focus on:

- > In-depth knowledge of productivity and related concepts
- > Various approaches to measuring productivity
- > Measurement and assessment of the factors that influence productivity
- > Productivity improvement methods
- > Relationship between productivity, value added, profitability and cost reduction
- > Developing and promoting productivity improvement strategies
- > Coordinating and evaluating productivity improvement efforts, and
- > Effective management of workgroups to achieve set objectives

Learners will be able to apply the above-mentioned competencies to the specific sector in which they are employed.

A qualified learner at this level will be a well rounded productivity management practitioner with a sound technical management background. This learner will be capable of leading continuous productivity improvement efforts in all sectors of the economy.

The qualification is designed to:

- > Provide the learner with sufficient competencies at NQF level 5 for full employment as a productivity management practitioner or continuous performance improvement specialist in all economic sectors
- > Provide the learner with sufficient background for further study in productivity management and other specialised sub-fields within Generic management
- > To contribute to the full personal development of each learner and the social and economic development of the nation, through the inclusion of the specific unit standards in the fundamental and core components
- > Provide an opportunity to learners to obtain official recognition for knowledge and skills that they possess

in productivity management through the awarding of an officially recognised qualification.

#### Rationale:

The National Diploma in Productivity at NQF level 5 is designed to meet the needs of those learners and people already in management positions who want to specialise in continuous performance improvement within an organisational setting. The qualification highlights the fact that productivity is essential for the continued functioning, competitiveness and growth of any organisation. This includes profit-driven and non-profit organisations. The continuously upward spiralling input costs require all organisations to improve productivity in order to remain afloat and continue delivering services. Thus, organisations in the Far East, Europe, United States and lately in South Africa are awakening to the need to employ specialists who will manage their productivity improvement efforts. The qualification will be useful to owners of Small Medium and Micro Enterprises, who need to sustain and grow their organisations.

The qualification has been designed such that it reflects the work-based needs of organisations to manage their productivity improvement efforts and improve their global competitiveness. Because productivity improves the wealth generation capacity of the organisations, the learner qualifying from this qualification is likely to find placement in most organisations.

The introduction of unit standard based national qualifications in productivity management will allow learners to qualify for a national qualification by accumulating the required credits via short learning programmes or workplace practical experience or both. It also allows learners to achieve the qualifications through recognition of prior learning and/or learnership schemes, overcoming past barriers in the methods of achieving formal qualifications.

#### RECOGNIZE PREVIOUS LEARNING?

Y

#### LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners accessing this qualification will be competent in:

- > Communication at NQF Level 4
- > Mathematical Literacy at NQF Level 4
- > End user computer skills in a business environment at NQF Level 3
- > Business Economics at NQF level 3

#### Recognition of prior learning:

One important need for productivity management qualifications is to provide for the recognition of prior learning. There are currently no unit standard based registered qualifications for productivity management. However, productivity improvement efforts abound in many organisations with individuals driving such efforts. People with workplace experience in the areas covered by this qualification will now be allowed to request assessment and get recognition for prior learning.

This qualification may be achieved in part or in whole through the recognition of prior of learning, which includes formal, informal and non-formal learning and work experience.

#### Access to the qualification

This qualification is open to learners in possession of an FETC and who have at least five years work experience in any sector of the economy. Exposure to productivity is an advantage, but not a requirement.

#### QUALIFICATION RULES

##### Fundamental Component

All the unit standards included in this category, totalling 25 credits, are compulsory.

##### Core Component

Unit standards totalling 175 credits have been included in this category. All these unit standards are compulsory.

##### Elective Component

Learners are to select unit standards from this section totalling a minimum of 40 credits to achieve the required minimum of 240 credits.

**EXIT LEVEL OUTCOMES**

The outcomes are specified in terms of a combination of Specific and Critical Cross-field outcomes as defined in the different unit standards. On achieving this qualification, a learner is able to:

1. Conduct and assess measurements related to all aspects of productivity in an organisation.
2. Prepare, communicate and co-ordinate a plan to improve productivity in a functional unit.
3. Develop and promote holistic productivity strategies and plans in an organisation.
4. Develop and implement operational plans for a functional unit and supervise work to achieve objectives, using a range of generic management and project management skills.
5. Manage information on key factors affecting productivity for a functional unit.
6. Manage change within a functional unit.

Critical cross-field outcomes:

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

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

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

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

**ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > A framework is designed to collate data on identified quantifiable and qualitative factors influencing productivity in an organisation.
  - > Quantifiable and qualitative factors influencing productivity in a unit are discussed and analysed according to the collated data and a comparison of output of the unit to the agreed upon standard and quality.
  - > Value added, multifactor and total factor productivity in the organisation are discussed, analysed and compared to the objectives of the productivity improvement strategy.
2.
  - > A plan for a project to improve productivity within an organisational unit or function or SMME is drawn up, taking the collated information into consideration.
  - > Identified improvement opportunities are communicated to all stakeholders.
  - > Roles and responsibilities are allocated to all team members and their work monitor on an on-going basis.
  - > Project management principles are used to implement productivity improvements.
3.
  - > The productivity strategy is aligned with the organisational strategy.
  - > The effectiveness of the productivity strategy is evaluated against set objectives.
4.
  - > Operational plans are developed to achieve the aims of the productivity improvement strategy.
  - > Operational plans are implemented to optimise the achievement of the productivity improvement strategy.

5.
  - > Information facilities are maintained in such a way that they enable effective communication.
  - > Information is disseminated to all relevant role players and stake holders in such a way that it facilitates effective decision making on total resource productivity improvement.
6.
  - > Changes are initiated to support the productivity improvement strategy.

Integrated assessment:

Assessment will take place according to the detailed specifications indicated in the unit standards.

Over and above the achievement of the specified unit standards, evidence of integration will be required within the context of an active learning environment. Assessors should note that the evidence of integration (as per the associated assessment criteria) could well be presented by candidates when being assessed against the unit standards - thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same time gain evidence of integration.

### **INTERNATIONAL COMPARABILITY**

An extensive literature survey failed to identify any qualification equivalent to this proposed diploma in any other country, because competencies in the field of productivity are usually incorporated into the field of either production management or quality management; as is also current practice in South Africa.

For example:

- > The New Zealand National Certificate in First Line Management has a component unit standard (no. 1988) that contains "monitor and measure workplace productivity in a specified workplace" as a learning outcome.
- > The Durban Institute of Technology includes aspects of productivity in the modules (OGEF102, OGEF202, OGEF 302) on organisational effectiveness in its learning programmes leading to the National Diploma: Production Management (NLRD ID 1005) and the Bachelor of Technology: Quality.

However, the Asian Productivity Organization (APO), supported by the International Labour Office (ILO), has developed an internationally recognised learning programme in the field of productivity and quality management, which has been published as the "Productivity Programme and Quality Management - A modular Programme (eds. Joseph Prokopenko, Klaus North. 1996, ILO, Geneva ISBN92-2-110166-5).

This proposed qualification covers all or part of the following modules of the APO/ILO programme:

- > Module 1 Organizational excellence and productivity culture (partially)
- > Module 2: Productivity and quality factors and barriers
- > Module 3: Diagnosing productivity and quality problems
- > Module 4: Productivity measurement and analysis
- > Module 5: Designing a company productivity improvement programme (PIP)
- > Module 6: Implementing a company productivity improvement programme
- > Module 7: Organizing a company productivity and quality movement (partially)
- > Module 8: Managing organizational change
- > Module 10: Industrial engineering techniques (partially)
- > Module 11: Financial and cost analysis
- > Module 12: Capital productivity management
- > Module 13: Developing human resources
- > Module 14: Productivity motivation and gain sharing
- > Module 15: Industrial relations and participation for productivity improvement (partially)
- > Module 16: Innovation management and new technologies
- > Module 17: Work organisation and design (partially)
- > Module 18: Production management (partially)
- > Module 19: Materials management
- > Module 22: Information management (partially)

Findings concerning comparability:

The National Diploma in Productivity, Level 5 compares well with relevant modules of the internationally recognised learning programme in the field of productivity and quality management developed the Asian



Productivity Organization (APO), supported by the International Labour Office (ILO).

### **ARTICULATION OPTIONS**

Holders of this qualification will have accumulated credits that may be transferred to several other qualifications in the management field, especially those registered by Organising Field 03: Business, Commerce and Management Studies and Organising Field 06: Manufacturing, Engineering and Technology.

In particular, this qualification would enable the transfer of articulation credits for the exit level outcomes related to organisational effectiveness in the following qualifications registered on the National Qualifications Framework:

Qual ID: 1005; Qualification Title: National Diploma: Production Management; NQF Level: Level 6; Learning Subfield: Manufacturing and Assembly; Provider: Committee of Technikon Principals

Qual ID: 1599; Qualification Title: Bachelor of Technology: Quality; NQF Level: Level 7; Learning Subfield: Project Management; Provider: Committee of Technikon Principals

### **MODERATION OPTIONS**

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

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

> Assessment and moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQAs policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies).

> Moderation of the assessment of Elective unit standards might have to be done by another ETQA, and in such a case, a Memorandum of Understanding will need to be entered into between that ETQA and the relevant ETQA.

> Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, exit level outcomes as well as the integrated competencies described in the Exit level outcomes of the qualification.

> Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency; assessor or provider institution that is accredited by the Services ETQA or which has a Memorandum of Understanding with the Services ETQA.

### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

Criteria for registration of assessors:

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

> Hold a management qualification that is, at least, one level higher than this qualification.

> Hold a productivity management related qualification that is, at least, one level higher than this qualification, or a minimum of five consecutive years' experience as a productivity improvement practitioner with a traceable track record.

> Be registered as an assessor with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding 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.)**

	<b>UNIT STANDARD ID AND TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>	<b>STATUS</b>
Core	10134 Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget	Level 4	6	Reregistered
Core	10981 Supervise work unit to achieve work unit objectives (individuals and teams)	Level 4	12	Registered
Core	114877 Formulate and implement an action plan to improve productivity within an organisational unit	Level 4	8	Registered
Core	114878 Identify and measure the factors that influence productivity	Level 4	10	Registered
Core	114880 Measure and improve single factor productivity at a work station	Level 4	8	Registered
Core	114884 Co-ordinate the improvement of productivity within a functional unit	Level 4	8	Registered
Core	12996 Record, analyse and prepare cost information	Level 5	10	Registered
Core	14214 Evaluate and improve the project team's performance	Level 5	8	Reregistered
Core	15214 Recognise areas in need of change, make recommendations and implement change in the team, department or division	Level 5	3	Registered
Core	15215 Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division	Level 5	4	Registered
Core	15216 Create opportunities for innovation and lead projects to meet innovative ideas	Level 5	4	Registered
Core	15219 Develop and implement a strategy and action plans for a team, department or division	Level 5	4	Registered
Core	15220 Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation	Level 5	4	Registered
Core	15222 Promote a learning culture in an organisation	Level 5	3	Registered
Core	15226 Implement systems to meet the flow of information in a team, department or division	Level 5	3	Registered
Core	15230 Monitor team members and measure effectiveness of performance	Level 5	4	Registered
Core	15237 Build teams to meet set goals and objectives	Level 5	3	Registered
Core	15238 Devise and apply strategies to establish and maintain relationships	Level 5	3	Registered
Core	114875 Measure and assess the factors that influence capital productivity and establish the relative impact of each factor	Level 5	8	Registered
Core	114876 Measure and assess the factors that influence material productivity and establish the relative impact of each factor	Level 5	8	Registered
Core	114879 Promote a productivity improvement strategy	Level 5	10	Registered
Core	114882 Develop holistic productivity improvement strategies and plans	Level 5	10	Registered
Core	114883 Measure value-added, multi factor and total factor productivity within an organisation	Level 5	10	Registered
Core	114885 Prepare and communicate a productivity improvement plan for a functional unit	Level 5	6	Registered
Core	114886 Measure and assess the factors that influence labour productivity and establish the relative impact of each factor	Level 5	8	Registered
Core	115815 Conduct an analysis of business opportunities and develop future rehabilitation strategies	Level 5	10	Registered
Elective	10050 Integrate marketing plans with business process	Level 5	6	Reregistered
Elective	10060 Organise field staff to ensure the desired data is collected	Level 5	8	Reregistered
Elective	10631 Demonstrate an understanding of manufacturing, principles, methodologies and processes	Level 5	7	Reregistered
Elective	12997 Prepare financial reports and returns	Level 5	8	Registered
Elective	15232 Coordinate planned skills development interventions in an organisation	Level 5	6	Registered
Elective	10985 Conduct a disciplinary hearing	Level 6	5	Registered
Elective	12138 Conduct an organisational needs analysis	Level 6	10	Reregistered
Fundamental	12432 Use mathematical and statistical techniques effectively	Level 5	20	Registered
Fundamental	14525 Present an informed argument on a current issue in a business sector	Level 5	5	Registered



No. 756

29 July 2005

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Comment on the qualification and unit standards should reach SAQA at the address ***below and no later than 29 August 2005***. All correspondence should be marked **Standards Setting – SGB Human Resource Management and Practices** 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](mailto:ebrown@saqa.co.za)

  
**DUGMORE MPHUTHING**  
**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *National Certificate: Productivity*

SAQA QUAL ID		QUALIFICATION TITLE	
49793		National Certificate: Productivity	
SGB NAME		NSB 03	PROVIDER NAME
SGB Human Resource Management and Practices		Business, Commerce and Management Studies	
QUAL TYPE		FIELD	SUBFIELD
National Diploma		Business, Commerce and Management Studies	Human Resources
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	124	Level 5	Regular-Unit Sds Based

#### **PURPOSE AND RATIONALE OF THE QUALIFICATION**

##### **Purpose:**

This qualification is intended for any person who wants to enter the field of productivity management as a potential career, and has little or no previous exposure to productivity; or who may have been practising within the field, but without formal recognition. In particular, the Certificate will be useful for:

- > Continuous Improvement Managers
- > Quality Circle Managers
- > Productivity Managers
- > Kaizen Managers

Holders of this qualification will be able to:

- > Apply mathematical and statistical techniques to measure and assess the relative impact of factors affecting labour, material and capital productivity
- > Prepare, communicate and co-ordinate a plan for the improvement of productivity within a functional unit
- > Manage and oversee a work unit to ensure achievement of set objectives
- > Plan and implement changes in a functional unit.

##### **Rationale:**

The National Certificate in Productivity is designed to meet the needs of those learners who are responsible for productivity in a department or division in an organisation or who run a small, micro or medium enterprise (SMME).

The critical link between improving competitiveness and the standard of living is to improve the productive capacity of the South African population. Improving productivity is the most effective way to create more wealth for the nation - and the more equitable the wealth is shared the higher the standard of living of the population. With the current levels of ineffective usage of resources, the greater the need is for South Africa to equip its workforce with productive competencies for a better future.

A high correlation coefficient (0.88) was noted between productivity and competitiveness in 2003. This was particularly so in a group of countries that scored highly in competitiveness ratings. This has confirmed the notion that for countries to improve their competitiveness, they have to improve productivity.

Qualifying learners will be able to play a part at their level in an organisation in the measurement of productivity and the implementation of productivity improvement, thus contributing meaningfully to the success of the work unit and/or organisation.

This qualification supports the notion that productivity is the essential and key business function, without which success of a business is not possible.

The National Certificate in Productivity level 5 is structured in such a way that it exposes learners to a broad set of core competencies covering all aspects of productivity and key aspects of management, while the choice of electives allows for competence in further and specialist productivity and management competencies.

### **RECOGNIZE PREVIOUS LEARNING?**

Y

### **LEARNING ASSUMED TO BE IN PLACE**

It is assumed that learners accessing this qualification will be competent in:

- > Communication at NQF Level 4
- > Mathematical Literacy at NQF Level 3
- > End user computer skills in a business environment at NQF Level 3

Recognition of Prior Learning:

This qualification may be achieved through the recognition of prior learning (RPL), which includes formal, informal and non-formal learning and work experience, assessed by a registered assessor. Work experience could include statements, testimonials, etc by supervisors of work completed and competencies shown on the job in the present or previous place of employ. Portfolios of work done may also be used.

Access to the qualification

This qualification is open to learners in possession of an FETC and who have at least five years work experience in any sector of the economy.

### **QUALIFICATION RULES**

Fundamental Component

All the Unit Standards included in this category, totalling 25 credits, are compulsory.

Core Component

Unit Standards totalling 61 credits have been included in this category. All these Unit Standards are compulsory.

Elective Component

Learners are to select Unit Standards from this section totalling a minimum of 38 credits to achieve the required minimum of 124 credits.

### **EXIT LEVEL OUTCOMES**

In addition to the detailed specific outcomes, associated assessment criteria and range statements described in each of the individual unit standards making up this qualification, the qualification is further defined by means of a number of Exit Level Outcomes.

Exit Level Outcomes:

1. Measure and assess factors that influence productivity in an organisational unit.
2. Prepare, communicate and co-ordinate a plan for the improvement of productivity in a functional unit.
3. Develop and implement operational plans for a functional unit and supervise work to achieve objectives, using a range of generic management and project management skills.
4. Plan and implement change within a functional unit.

Critical cross-field outcomes:

This qualification addresses the following Critical Cross-Field Outcomes:

> Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.

- > Working effectively with others as a member of a team, group, organisation or community.
- > Organising and managing oneself and one's activities responsibly and effectively.
- > Collecting, analysing, organising and critically evaluating information.
- > Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- > Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- > Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

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

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

### **ASSOCIATED ASSESSMENT CRITERIA**

1.

> A framework is designed to collate data on identified quantifiable and qualitative factors influencing productivity in a functional unit.

> Quantifiable and qualitative factors influencing productivity in a functional unit are discussed and analysed according to the collated data and a comparison of output of the unit to the agreed upon standard and quality.

2.

> A plan for a project to improve productivity is drawn up within an organisational unit or function or SMME, taking the collated information into consideration.

> Identified improvement opportunities are communicated to all stakeholders.

> Roles and responsibilities are allocated to team members and their work is monitored according to the productivity improvement plan.

> Project management principles are used to implement productivity improvements.

3.

> Operational plans are drawn up for a unit, division, section or small business to realise productivity improvement objectives.

> Systems to monitor the implementation of the productivity plan are drawn up together with staff involved.

> Performance standards are drawn up for and approved by all staff.

> Project management principles are used to implement the productivity improvement plan as well as the monitoring systems.

4.

> Areas in need of change in an organisation, division, or section are identified by looking at internal and external factors affecting the success and effectiveness of the organisation, section or division.

> Barriers to implementing the intended change are identified and ways are devised to eliminate or minimise them.

> The strategic plan is drawn up in such a way that it is flexible enough to allow for required changes to be accommodated as and when required.

Integrated assessment:

Assessment will take place according to the detailed specifications indicated in the individual unit standards and the exit level outcomes.

Over and above the achievement of the specified unit standards, evidence of integration will be required within the context of an active learning environment. Assessors should note that the evidence of integration (as per the associated assessment criteria) could well be presented by candidates when being assessed against the unit standards - thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same time gain evidence of integration.

### **INTERNATIONAL COMPARABILITY**

An extensive search established that an equivalent qualification that has been successfully completed by learners does not exist currently in any other country, because productivity competencies are usually incorporated in the field of production or quality management. This has also been the practice in South Africa up till now.

However, the Asian Productivity Organization (APO), supported by the International Labour Office (ILO), has developed an internationally recognised learning programme in the field of productivity and quality management, which has been published as the "Productivity Programme and Quality Management - A modular Programme (eds. Joseph Koropenko, Klaus North. 1996, ILO, Geneva ISBN92-2-110166-5).

The National Certificate in Productivity: Level 5 covers the following modules of the APO/ILO programme:

- > Module 4: Productivity measurement and analysis
- > Module 5: Designing a company productivity improvement programme (PIP)
- > Module 6: Implementing a company productivity improvement programme
- > Module 11: Financial and cost analysis
- > Module 12: Capital productivity management
- > Module 13: Developing human resources
- > Module 14: Productivity motivation and gain sharing
- > Module 19: Materials management.

The National Certificate in Productivity: Level 5 compares well with relevant modules of the internationally recognised learning programme in the field of productivity and quality management developed the Asian Productivity Organization (APO), supported by the International Labour Office (ILO).

### **ARTICULATION OPTIONS**

Holding this certificate should provide access to the proposed National Diploma In Productivity Management: Level 5.

Holders of this qualification will also have accumulated credits that may be transferred to several other various qualifications in the management field, especially those registered in Organising Field 03: Business, Commerce and Management Studies and Organising Field 06: Manufacturing, Engineering and Technology.

### **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 Sector Education and Training Authority, ETQA or with an ETQA which has a Memorandum of Understanding with the relevant ETQA.

Any institution offering learning that will enable the achievement of the Qualification must be accredited as a provider with the relevant ETQA.

Assessment and moderation of assessment will be overseen by the relevant ETQA according to its 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 guidelines detailed below.

Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, exit level outcomes as well as the integrated competence described in the qualification.



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

### CRITERIA FOR THE REGISTRATION OF ASSESSORS

The assessor must:

- > Be in possession of a productivity qualification at NQF level 6 or above
- > Have a minimum of five years productivity management experience
- > Be registered as an assessor with the relevant ETQA, or an ETQA that has a Memorandum of understanding 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	114877 Formulate and implement an action plan to improve productivity within an organisational unit	Level 4	8	Registered
Core	114884 Co-ordinate the improvement of productivity within a functional unit	Level 4	8	Registered
Core	15214 Recognise areas in need of change, make recommendations and implement change in the team, department or division	Level 5	3	Registered
Core	15216 Create opportunities for innovation and lead projects to meet innovative ideas	Level 5	4	Registered
Core	15219 Develop and implement a strategy and action plans for a team, department or division	Level 5	4	Registered
Core	15220 Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation	Level 5	4	Registered
Core	114875 Measure and assess the factors that influence capital productivity and establish the relative impact of each factor	Level 5	8	Registered
Core	114876 Measure and assess the factors that influence material productivity and establish the relative impact of each factor	Level 5	8	Registered
Core	114885 Prepare and communicate a productivity improvement plan for a functional unit	Level 5	6	Registered
Core	114886 Measure and assess the factors that influence labour productivity and establish the relative impact of each factor	Level 5	8	Registered
Elective	10146 Supervise a project team of a developmental project to deliver project objectives	Level 5	14	Reregistered
Elective	10147 Supervise a project team of a technical project to deliver project objectives	Level 5	14	Reregistered
Elective	10148 Supervise a project team of a business project to deliver project objectives	Level 5	14	Reregistered
Elective	10149 Support the project environment and activities to deliver project objectives	Level 5	14	Reregistered
Elective	14214 Evaluate and improve the project team's performance	Level 5	8	Reregistered
Elective	12138 Conduct an organisational needs analysis	Level 6	10	Reregistered
Fundamental	12432 Use mathematical and statistical techniques effectively	Level 5	20	Registered
Fundamental	14525 Present an informed argument on a current issue in a business sector	Level 5	5	Registered



No. 757

29 July 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

**Military Professional Development**

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 full qualification and unit standards can be accessed via the SAQA web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 29 August 2005***. All correspondence should be marked **Standards Setting – SGB Military Professional Development** and addressed to

The Director: Standards Setting and Development  
SAQA

Attention: Mr. E. Brown

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: [ebrown@saga.co.za](mailto:ebrown@saga.co.za)

  
DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *National Diploma: Joint and Multi-National Operations: Operational Level of War*

SAQA QUAL ID	QUALIFICATION TITLE		
49783	National Diploma: Joint and Multi-National Operations: Operational Level of War		
SGB NAME	NSB 08	PROVIDER NAME	
SGB Military Professional Development	Law, Military Science and Security		
QUAL TYPE	FIELD	SUBFIELD	
National Diploma	Law, Military Science and Security	Sovereignty of the State	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	242	Level 6	Regular-Unit Stds Based

#### PURPOSE AND RATIONALE OF THE QUALIFICATION

##### Purpose

Persons acquiring this qualification will be prepared as officers for senior appointment at the operational level by developing their command, staff and analytical skills, and by broadening their professional understanding of military single-service, joint and multi-national operations, the management of defence and the wider aspects of conflict. This qualification is for senior officers who are being developed so that they may be able to lead and manage the South African National Defence Force (SANDF) successfully into the future. Qualifying learners will be able to:

- > Exercise appropriate judgement in complex military planning at the operational level of war.
- > Organise, plan and conduct joint, combined and multi-national military operations.
- > Lead, manage and command a mission by applying mission analysis, mission command and mission orientated orders/instructions within the legal prescripts.
- > Respond decisively in the application of operational plans to meet the strategic purpose of national security.
- > Critically evaluate and solve qualitative and quantitative problems at the operational level through the application of military appreciation within the legal prescripts.

The achievement of this qualification will reflect that the individual person is capable of effectively undertaking processes related to joint and multi-national military operations at the operational level of war. The skills, knowledge and understanding within this qualification and its associated unit standards will impact positively on national security, social and economic transformation and upliftment within the South African society. The qualification aims at developing a competent and professional SANDF senior command cadre to ensure the effective delivery of relevant and appropriate military services.

##### Rationale

As part of the transformation process of the South African National Defence Force (SANDF) investigations were undertaken into the transformation requirements of education, training and development within the SANDF in order to satisfy its operational needs. The primary need to move from the concept of joint command to unified command was identified. This qualification allows learners to achieve the necessary competencies to conduct joint and multi-national military operations at the operational level of war, thereby enhancing the ability of the SANDF to operate effectively on a joint and multi-national basis and become internationally competitive.

This qualification provides learners with the competencies specifically within joint and multi-national military operations at the operational level of war to protect and promote the sovereignty of the State, uphold national security and advance the interests of the Republic of South Africa.

This qualification allows for the further development of learners in the military environment through vertical mobility to higher-level military professional development qualifications and horizontally to qualifications on the same level but in different disciplines. In general, the learner will also have opportunities for professional development and career advancement within the broader military, security, and safety community such as United Nations (UN), African Union (AU), South African Developing Countries (SADC) and New Economic Partnership for African Development (NEPAD).

### **RECOGNIZE PREVIOUS LEARNING?**

Y

### **LEARNING ASSUMED TO BE IN PLACE**

- > Knowledge of the context of the Department of Defence and military activities - L5
- > Communication skills - L4
- > Analysis and research skills - L5
- > Security awareness - L5
- > Social awareness - L4
- > Single Service doctrinal knowledge - L5
- > Problem solving skills - L5
- > Management skills - L5

### **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. The smallest unit for which RPL may be granted is a Unit Standard.

### **ACCESS TO THE QUALIFICATION**

This qualification is open to all learners who are in possession of a Military Professional Development Tactical Level qualification (Currently under construction).

### **QUALIFICATION RULES**

- > All fundamental unit standards are compulsory: 98 credits.
- > All core unit standards are compulsory: 109 credits.
- > At least 35 credits must be completed in the elective component.

### **EXIT LEVEL OUTCOMES**

Qualifying learners are able to:

1. Exercise judgement in complex military operational planning.
2. Organise, plan and conduct joint and multinational operations at the operational level in accordance with relevant military doctrine.
3. Lead, manage and command an operation by applying mission analysis, mission command and directives within legal and ethical prescripts.
4. Critically evaluate and solve qualitative and quantitative problems.

### **ASSOCIATED ASSESSMENT CRITERIA**

1.

- > Interpersonal and interaction skills are demonstrated through concise and coherent briefings at the operational level.
- > The goals and objectives of the joint and multinational teams are set, monitored and measured through the application of appropriate military management techniques, leadership techniques and the values and standards of the organisation.
- > Accounting procedures are applied in managing and controlling unit or formation budgets in accordance with the Public Finance Management Act (PFMA).
- > The principles of economics are applied to ensure maximum efficiency and effectiveness with regards to resource allocations.
- > The effects of global trends on defence and the military are analysed to determine economic implications

and impact on military operational deployments.

- > The SANDF doctrine and strategies are applied with a tolerance for cultural diversity, ethical differences, equal opportunity and be in accordance with the South African Constitution and international law.
- > Co-operation during planning sessions is promoted by applying sound negotiation, problem solving and conflict resolution skills.
- > Historical lessons are taken into account when planning campaigns.

2.

- > Joint operational plans and deployment procedures are formulated at the operational level through application of the planning cycle and interpretation and application of doctrine and policy.
- > The military Strategic Direction process is supported through the utilisation of operational and tactical planning processes and participation in strategic planning processes.
- > Operational planning is conducted in accordance with the campaign planning process.
- > Personnel and resources are organised to ensure maximum efficiency and effectiveness in achieving operational and strategic objectives, through interpreting and application of policies.
- > The theory of operational art is applied in planning and conducting joint and multinational operations at the operational level of war.
- > The strategic purpose and application of risk and crisis management for the maintenance of national security is analysed in order to develop operational plans and objectives.
- > Operational plans are developed in the context of national policy, national security and relevant strategy.

3.

- > The links between levels of war and command are utilised to ensure effective and efficient command and control.
- > The art of command is demonstrated through exercising mission command and sound military command principles.
- > Responsibilities are delegated to subordinates, reflecting the art of command.
- > Military situational leadership is applied through inspiring and gaining mutual respect of subordinates and junior commanders.
- > Personnel are managed by employing the most appropriate management style within military operations.
- > Time management techniques are applied to achieve operational goals.
- > National and military strategic goals are translated into operational level objectives.
- > The concept of mission analysis and the mechanics of command are applied in making rapid operational decisions, in accordance with legal prescripts, principles of war and the application of force.
- > The role, responsibilities and capabilities of the various organisations, their modus operandi, doctrine and policy issues are considered in the planning and conduct of operations.

4.

- > The military appreciation process is applied in solving quantitative and qualitative problems in joint and multi-national operations at the operational level of war.
- > The appropriate qualitative and quantitative problem solving techniques are applied in the design, conduct and coordination of research.
- > Military doctrine and strategy are evaluated in accordance with policy on joint and Multi-national operations and deployment procedures.
- > Inductive/deductive reasoning, analytical thinking and conceptualisation are used to solve problems.

#### Integrated Assessment

The applied competence (practical, foundational and reflexive competencies) of this qualification will be achieved if a candidate is able to undertake joint military planning at the operational level of war in accordance with military doctrine, legal prescripts and procedures.

The importance of integrated assessment is to confirm that the learner is able to demonstrate applied competence (practical, foundational and reflexive) and ensure that the purpose of this qualification is achieved.

The achievement of applied competence of this qualification will be demonstrated if the learner is able to contribute towards the planning of joint, combined and multi-national operations through advice and support of higher authority and be able to communicate ideas, concepts and arguments verbally and in writing. To ensure this, all specific outcomes, embedded knowledge and critical cross-field outcomes of the unit standards of the qualification must be assessed as well as the exit level outcomes of the qualification.



Integrated assessment processes could be advanced by the "clustering" of unit standards in order to assess them simultaneously and to avoid duplication of assessment of learning outcomes and fragmented assessments. Even though learners will retain credits for those unit standards successfully completed, the learner must, in order to successfully complete the qualification, demonstrate applied competence through an integrated summative assessment of the exit level outcomes of the qualification.

During formative and summative assessments, a combination of a variety of assessment methods could be used to provide the learner with sufficient opportunity to demonstrate applied competence. Assessment methods could include amongst others observation (eg during syndicate exercises), product evaluation (eg the appreciation) and questioning (oral and or written). Exit level summative assessments of this qualification should include the assessment of knowledge, skills and values whilst greater weighting should be given to application in the workplace environment in order to integrate theory and practice. Simulated scenarios must be utilised (e g planning of a multi-national operation and war gaming) to enable the learner to demonstrate the ability to integrate the knowledge, concepts and ideas and put into practise the learning outcomes achieved across the unit standards.

Learners must be assessed on individual work and as part of a team during formative and summative assessments.

The above-mentioned assessment processes are also capable of being applied to recognition of prior learning.

### **INTERNATIONAL COMPARABILITY**

A project team tasked to investigate the ETD transformation requirements for the SANDF visited European and African command and staff colleges to benchmark the international norms concerning command and staff training in general. The specific countries visited were the United Kingdom (UK), France, Spain, Kenya, Tanzania, Ghana and Nigeria. All of these countries present a "Joint" senior command and staff course from their respective single colleges, which serve all Arms of Service (AoS). International comparison was conducted by means of the staff reports compiled by SANDF staff officers during this benchmarking exercise, and interviews with SANDF Directing Staff and International Directing Staff lecturing at the National War College. Extracts of the information available is reflected below:

#### **Information gained through staff visits**

##### **United Kingdom**

A major war-gaming exercise is held using the JOCASTS (Joint Operational Level Command and Staff Training System) computer simulation package. The exercise usually runs on two cycles per day. Separate from the requirements for the ACSC itself, students have the option of studying for a Master's Degree in Defence Administration (MA), which is presented, by a civilian university (King's College). This work is done in parallel with that of the ACSC and, if successful, the degree is awarded to the student on completion of the ACSC. The opinion of the staff responsible for the MA programme is that although the MA does not drive the ACSC, it enhances it by teaching students to think broadly (ie beyond the military focus). Within the MA each student also has various options regarding subject matter to be studied.

##### **France**

The College Interarmees de Defence (CID) curriculum lasts for 12 months. Language training is also available at the CID, as an option for foreign students. The course syllabus is designed to give students the necessary operational training and knowledge to enable them to work and make decisions in a joint services atmosphere as well as to prepare them for work in all types of staff and decision making headquarters within the defence sector.

Single Service Unique Training. A period of 2 months is allocated to specific Service unique training. The remaining 10 months is devoted to joint Service training within joint syndicates. The aim of the Single Service phases is to complement the students' knowledge of their own particular AoS, in order to enable them to represent their respective Service competently in the joint Service environment. Each respective AoS Chief of Staff defines the contents of the single Service syllabi. That said, it is planned that the Single Service phase of the CID will gradually reduce in length, as it is felt that much of the subject matter could be covered elsewhere within a separate single Service environment.

##### **Ghana**

The new Senior Command and Staff Course programme is a 46-week course conducted annually. The programme is split into 4 terms:

> Term 1

> A joint foundation phase of 11 weeks in which students are taught about the role of the military in society, national and international politics, global issues, military theory and doctrine, operational planning processes (mission command, the planning cycle, problem solving and decision making), the roles and combat power of the respective AoS. This term also includes regional tours.

> Term 2

> A single Service component phase of 14 weeks in which students are regrouped into their respective AoS and study in depth their own service unique aspects of operating at the tactical and operational level. Emphasis is on campaign planning at the operational level and the appreciation (estimate) process; as such, each AoS Chief Instructor conducts a confirmatory final exercise at the end of this phase. Higher Management aspects in each of the Services are also covered.

> Terms 3 and 4

> This is a joint studies phase of 17 weeks and is considered the most important part of the course. Here the culmination of what has been taught in Terms 1 and 2 are put into practice and confirmed with the emphasis on the study of joint, combined multinational and inter-agency operations and defence strategy as a whole. Whilst the focus is at the operational level, both the military and national strategic levels of conflict and command are covered. This phase includes a 2-week block period on defence management, a theatre war-game at the operational level and a 3-week peace support operations package.

## Nigeria

The aim of the Nigerian Senior Command and Staff Course is to prepare officers of the rank of major and equivalent for command responsibilities and Grade 2 Staff appointments. The course is presented over a period of 11 months, which is divided into five terms. Two terms are joint and the remaining three are, single service. Service unique modules are presented by the respective individual service faculty. The joint warfare, strategic, geo-political and general studies modules are conducted as tri-service packages presented by the Faculty of Joint Studies. Students also undertake study tours within Nigeria and other African countries as a part of the course. The fact that more time is allocated to single service activity than to joint activity, confirms the impression gained by the team that the course is not really joint.

Information gained through interviews

## Canada

The Canadian Command and Staff Course is presented at a degree level. The course is part of a module based/credit gaining programme to gain a Degree or Masters in the military environment. Those who only complete the Senior Command and Staff course are awarded with a military certificate. Learners are thus awarded two separate qualifications.

## Ghana

The Ghana Armed Forces Command and Staff Course (Senior Division) is presented above a first-degree level. The military programme runs concurrently with a post-diploma and a masters degree programme of University of Ghana. The military programme is not equated to a civil qualification. Learners are thus awarded two separate qualifications.

## USA

The USA Command Course provides an opportunity for access to a masters degree. Learners are, however, awarded two separate qualifications. The Naval Command Course awards a masters degree on graduating from the course.

## United Kingdom

Separate from the requirements for the Advanced Command and Staff Course (ACSC) itself, students have the option of studying for a Master's Degree in Defence Administration (MA), which is presented by a civilian university (King's College). This work is done in parallel with that of the ACSC and, if successful, the degree is awarded to the student on completion of the ACSC.

## Zimbabwe



The Zimbabwean Joint Senior Command and Staff Course is presented below a first-degree level, however, it provides credits towards a first degree at the University of Zimbabwe.

#### Uganda

The Ugandan Senior Command and Staff Course had only been in operation since October 2004. No information regarding articulation is available.

#### Kenya

The Kenyan Grade Two Command and Staff Course is presented below the level of a first degree, however, the programme runs in conjunction with a local university and at the end the learners are awarded a Diploma in Military Strategy at the level of a first degree. The concurrent component is compulsory. Candidates must meet university entry requirements before embarking on the university component. Military qualifications are awarded points by the university board prior to embarking on the university component. Learners are thus awarded two separate qualifications.

#### India

The Indian Command and Staff Course is presented in conjunction with a local university. At the end learners are awarded a Masters degree in Defence Strategy. The component provided by the university is, however, not compulsory. Candidates must meet university entry requirements before embarking on the university component. Military qualifications are awarded points by the university board prior to embarking on the university component. Learners are thus awarded two separate qualifications.

The proposed South African qualification compares favourably with programmes that are being presented by the armed forces of all the countries considered, more so in terms of the fundamental and core unit standards. The content and level is much the same and seems to follow an international trend. None of the countries consider their programmes as being national qualifications neither degree status unless it integrates with a university component. Most countries have now opted to join forces with their universities and in doing so contribute to the development of well-educated military leaders who are well adjusted to civil society.

### ARTICULATION OPTIONS

This qualification is a first for officers involved in military operations at the operational level of war. It is intended for officers who will be capable of effectively undertaking processes related to joint and multi-national military operations at the operational level of war and will enable the qualifying learner to advance to other military professional development related qualifications. This qualification would also provide the necessary foundation to articulate vertically to military related qualifications at level 7 and other specialisation areas within military management. The following qualifications have been identified as providing direct articulation and portability:

- > National Certificate in Security Studies NQF L7 (Currently under construction).
- > Honours at NQF L7.

### MODERATION OPTIONS

- > Anyone moderating the assessment of a learner against this qualification and its associated unit standards must be registered as a moderator with the relevant ETQA.
- > 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 has to:

- > Have assessment competencies and subject matter expertise.
- > Be registered with the relevant Education and Training Quality Assurance Body.
- > Have obtained this qualification or an equivalent international qualification at this level.

Additional requirements for assessors are included in the respective unit standards.

## 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	10301 Complete a research assignment	Level 6	20	Reregistered
Core	119917 Apply the Campaign Planning Process	Level 6	20	Draft - Prep for P Comment
Core	119918 Apply military joint and multi-national doctrine and policy during campaign planning	Level 6	42	Draft - Prep for P Comment
Core	119919 Manage resources within military operations	Level 6	15	Draft - Prep for P Comment
Core	119922 Solve joint and multi-national military and civil-military problems by applying qualitative and quantitative problem solving techniques	Level 6	12	Draft - Prep for P Comment
Elective	119209 Develop functional specification for complex acquisition programmes	Level 5	8	Recommended
Elective	119211 Apply systems engineering principles in a complex acquisition management process	Level 5	8	Recommended
Elective	119212 Manage complex acquisition contracts	Level 5	8	Recommended
Elective	119215 Develop acquisition requirements to meet stakeholders' needs	Level 5	8	Recommended
Elective	10591 Conduct interpersonal management	Level 6	6	Reregistered
Elective	10597 Implement operational management principles and techniques	Level 6	8	Reregistered
Elective	12139 Facilitate the resolution of employee grievances	Level 6	5	Reregistered
Elective	114493 Manage interactive communication between public and government	Level 6	7	Registered
Elective	114868 Demonstrate an understanding of international law in diplomatic context	Level 6	5	Registered
Elective	116338 Apply basic business accounting practices	Level 6	9	Registered
Elective	116367 Apply basic human resources practices	Level 6	8	Registered
Elective	117439 Disseminate information	Level 6	15	Registered
Fundamental	7878 Prepare and Maintain Financial Records and Statements	Level 5	12	Reregistered
Fundamental	10622 Conduct communication within a business environment	Level 5	8	Reregistered
Fundamental	15093 Demonstrate insight into democracy as a form of governance and its implications for a diverse society	Level 5	5	Registered
Fundamental	15220 Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation	Level 5	4	Registered
Fundamental	15230 Monitor team members and measure effectiveness of performance	Level 5	4	Registered
Fundamental	15233 Harness diversity and build on strengths of a diverse working environment	Level 5	3	Registered
Fundamental	15234 Apply efficient time management to the work of a department/division/section	Level 5	4	Registered
Fundamental	15236 Apply financial analysis	Level 5	4	Registered
Fundamental	15237 Build teams to meet set goals and objectives	Level 5	3	Registered
Fundamental	110526 Plan, organise, implement and control record-keeping systems	Level 5	4	Registered
Fundamental	114226 Interpret and manage conflicts within the workplace	Level 5	8	Registered
Fundamental	117987 Contextualize concepts of National Security	Level 5	8	Registered
Fundamental	14505 Apply the principles of ethics and professionalism to a business environment	Level 6	6	Registered
Fundamental	119920 Analyse the impact of global aspects on Southern African military related affairs	Level 6	8	Draft - Prep for P Comment
Fundamental	119921 Apply the Strategic Direction process for a department, division or team at the corporate level	Level 6	7	Draft - Prep for P Comment
Fundamental	119923 Evaluate the impact of the evolution of war on current military affairs	Level 6	10	Draft - Prep for P Comment



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Apply the Campaign Planning Process

SAQA US ID	UNIT STANDARD TITLE		
119917	Apply the Campaign Planning Process		
SGB NAME	NSB 08	PROVIDER NAME	
SGB Military Professional Development	Law, Military Science and Security		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Sovereignty of the State	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	20	Level 6	Regular

#### **SPECIFIC OUTCOME 1**

Review the prevailing situation related to the military operation being planned in order to orientate the military commander and the staff.

#### **SPECIFIC OUTCOME 2**

Conduct a Commander's Appreciation for a military or a non-military problem.

#### **SPECIFIC OUTCOME 3**

Formulate appropriate own and opposing forces' options and courses of action to achieve the desired end state.

#### **SPECIFIC OUTCOME 4**

Formulate appropriate support courses of action, related to the selected own forces course of action.

#### **SPECIFIC OUTCOME 5**

Apply the fundamentals of operational planning when utilising the Campaign Planning Process in designing and planning military operations.

#### **SPECIFIC OUTCOME 6**

Optimise the campaign plan by conducting a feasibility, acceptability, sustainability (FAS) test through war simulation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Apply military joint and multi-national doctrine and policy during campaign planning

SAQA US ID	UNIT STANDARD TITLE		
119918	Apply military joint and multi-national doctrine and policy during campaign planning		
SGB NAME	NSB 08	PROVIDER NAME	
SGB Military Professional Development	Law, Military Science and Security		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Sovereignty of the State	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	42	Level 6	Regular

#### SPECIFIC OUTCOME 1

Exercise appropriate judgement when applying international laws, national laws, treaties and conventions during military operations.

#### SPECIFIC OUTCOME 2

Apply the theory of Operational Art in, planning and conducting a military operation.

#### SPECIFIC OUTCOME 3

Apply joint and multi-national military doctrine and national policy in planning and conducting a military campaign and/or major operation.

#### SPECIFIC OUTCOME 4

Analyse military single-service capacity, capabilities and their employment across the spectrum of conflict.

#### SPECIFIC OUTCOME 5

Analyse historical military campaigns and major operations in order to draw conclusions on the application of Operational Art.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Manage resources within military operations

SAQA US ID	UNIT STANDARD TITLE		
119919	Manage resources within military operations		
SGB NAME	NSB 08	PROVIDER NAME	
SGB Military Professional Development	Law, Military Science and Security		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Sovereignty of the State	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	15	Level 6	Regular

#### **SPECIFIC OUTCOME 1**

Apply the principles of Process, Project- and Systems Management.

#### **SPECIFIC OUTCOME 2**

Integrate logistics management in the planning and execution of operations (national and multinational) to ensure sustainable operations.

#### **SPECIFIC OUTCOME 3**

Apply Department of Defence (DOD) policy on financial management and procurement to optimise the management of resources in military operations.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Analyse the impact of global aspects on Southern African military related affairs**

SAQA US ID	UNIT STANDARD TITLE		
119920	Analyse the impact of global aspects on Southern African military related affairs		
SGB NAME	NSB 08	PROVIDER NAME	
SGB Military Professional Development	Law, Military Science and Security		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Sovereignty of the State	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 6	Regular

#### **SPECIFIC OUTCOME 1**

Analyse the impact of global macroeconomics on the military environment.

#### **SPECIFIC OUTCOME 2**

Analyse the impact of global politics on the military environment.

#### **SPECIFIC OUTCOME 3**

Analyse the impact of global information management on the South African military environment.

#### **SPECIFIC OUTCOME 4**

Analyse the impact of socio-economic aspects on the Southern African military environment.

#### **SPECIFIC OUTCOME 5**

Analyse the impact of global technological advancement on the military environment.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

Apply the Strategic Direction process for a department, division or team at the corporate level

SAQA US ID	UNIT STANDARD TITLE		
119921	Apply the Strategic Direction process for a department, division or team at the corporate level		
SGB NAME	NSB 08	PROVIDER NAME	
SGB Military Professional Development	Law, Military Science and Security		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Sovereignty of the State	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 6	Regular

#### SPECIFIC OUTCOME 1

Incorporate an analysis and interpretation of national and military strategic guidance in a business plan.

#### SPECIFIC OUTCOME 2

Draft a business plan by making use of the SD process.

#### SPECIFIC OUTCOME 3

Apply the SD process for implementation of a business plan.

#### SPECIFIC OUTCOME 4

Draft a control process for a business plan.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Solve joint and multi-national military and civil-military problems by applying qualitative and quantitative problem solving techniques**

SAQA US ID		UNIT STANDARD TITLE	
119922		Solve joint and multi-national military and civil-military problems by applying qualitative and quantitative problem solving techniques	
SGB NAME		NSB 08	PROVIDER NAME
SGB Military Professional Development		Law, Military Science and Security	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Law, Military Science and Security	Sovereignty of the State
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 6	Regular

#### **SPECIFIC OUTCOME 1**

Solve problems by applying the standard military problem-solving model at the operational level of war.

#### **SPECIFIC OUTCOME 2**

Solve military problems through creativity, lateral thinking, conceptualisation and analytical thought.

#### **SPECIFIC OUTCOME 3**

Solve civil-military specific problems by applying qualitative and quantitative problem solving techniques.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

Evaluate the impact of the evolution of war on current military affairs

SAQA US ID	UNIT STANDARD TITLE		
119923	Evaluate the impact of the evolution of war on current military affairs		
SGB NAME		NSB 08	PROVIDER NAME
SGB Military Professional Development		Law, Military Science and Security	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Law, Military Science and Security	Sovereignty of the State
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 6	Regular

#### SPECIFIC OUTCOME 1

Evaluate the nature of war to determine the parallels that can be drawn from the past for application in future operations.

#### SPECIFIC OUTCOME 2

Evaluate the impact of historical events on the evolution of warfare and the development of operational art.

#### SPECIFIC OUTCOME 3

Evaluate the impact of total war in the 20th century.

#### SPECIFIC OUTCOME 4

Evaluate the evolution of warfare during and after the Cold War era.

#### SPECIFIC OUTCOME 5

Evaluate the application of operational art by military commanders in Southern African history.

No. 758

29 July 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

**Retail and Wholesale**

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](http://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 29 August 2005***. All correspondence should be marked **Standards Setting – SGB Retail and Wholesale** 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](mailto:ebrown@saqa.co.za)

  
DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### **National Certificate: Wholesale and Retail Perishable Food Sales**

SAQA QUAL ID		QUALIFICATION TITLE	
49792		National Certificate: Wholesale and Retail Perishable Food Sales	
SGB NAME		NSB 11	PROVIDER NAME
SGB Retail and Wholesale		Services	
QUAL TYPE		FIELD	SUBFIELD
National Certificate		Services	Wholesale and Retail
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	122	Level 3	Regular-Unit Stds Based

#### **PURPOSE AND RATIONALE OF THE QUALIFICATION**

##### **Purpose:**

The Certificate is part of a learning pathway that currently stretches from NQF Level 2 to 5.

Specifically, the purpose of this qualification is to enable learners to understand and acquaint themselves with the underlying principles of all of the major areas related to Perishable Food Sales in Wholesale and Retail sector. Thus enabling them to become effective employers and/or self-employed members of society. The Certificate further aims to provide career paths with associated learnerships through various levels and areas of the Perishable Food Sales environment thus promoting the notion of quality lifelong learning. By assisting in the development of competence in this field (arguably one of the bigger, more labour intensive and therefore important arenas for social and economic transformation in the country), this Certificate may provide a stepping-stone for learning at the Higher Education and Training Band.

This Certificate provides learners with a grounding in all areas of Retail, with specific emphasis on the production and sale of perishable food.

##### **Rationale:**

The Certificate in Wholesale and Retail Perishable Food Sales, NQF Level 3, is designed to meet the needs of learners who are either actively involved in the process of food preparation and sales within a Retail environment or who wish to be so in future.

The Certificate may also open up opportunities for adult learners who wish to develop their careers in one or more of the related sub-fields.

This qualification reflects some of the needs of the Wholesale and Retail sector both now and in the future. It recognises the workplace as a learning environment.

The range of learners for this Certificate could include school-leavers, youth and the unemployed, and those already employed who desire to develop their skills further. The added value of the skills, knowledge and understanding developed by the Certificate may be evidenced by greater business success resulting from the improved performance of the learner, due to the integration of the learning which may have taken place in the work environment.

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

**LEARNING ASSUMED TO BE IN PLACE**

It is assumed that learner accessing this Unit Standard is competent in the following:

- > Mathematical Literacy at NQF level 2
- > Communication at NQF level 2

**Recognition of prior learning**

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

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

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

**ACCESS TO THE QUALIFICATION**

There is open access to any learner who is employed in the Wholesale and Retail sector, or who is able to arrange for assessment of the Wholesale and Retail sector specific Unit Standards and exit level outcomes to be assessed in a Wholesale and Retail Sector work environment.

**QUALIFICATION RULES**

Level, credits and learning components assigned to the Qualification

The certificate is made up of a planned combination of learning outcomes that have a defined purpose and may provide qualifying learners with applied competence and a foundation for further learning.

The Qualification is made up of Unit Standards classified as Fundamental, Core and Elective. A minimum of 122 credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows:

Fundamental: 36 credits 29 %

Core: 56 credits 45 %

Elective: 30 credits 24 %

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

**Component**

Fundamental Level 3: 36 Total: 36

Core Level 2: 28 Level 3: 28 Total: 56

Elective Level 2: 53 Level 3: 56 Total: 109 Min 30

Total Level 2: 81 Level 3: 120 Total: 201 Min 120

All the Fundamental Unit Standard totaling 36 Credits are Compulsory. All the Core Unit Standards totaling 56 Credits are Compulsory. The Learner must chose Unit Standards to the value of at least 30 Credits from the Elective Unit Standards listed. However, the learner may choose any combination of Unit Standards registered on the NQF as part of their Elective components with the approval of relevant ETQA.

**EXIT LEVEL OUTCOMES**

1. Communicate orally and in writing.
2. Utilise mathematical and numeracy skills.
3. Define and apply core concepts of Wholesale and Retail.
4. Implement requirements related to the cold chain and hygiene.
5. Perform stock related functions.
6. Apply functions related to the sale of products.
7. Perform functions related to merchandising.
8. Prepare food for sale.



**ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > Audience and context needs are accommodated in oral communications
  - > Information from texts is interpreted and used appropriately
  - > Text is written for a range of communicative contexts
  - > Instructions and information are followed, utilised or shared correctly and appropriately
2.
  - > Life and work related problems are investigated using data and probabilities
  - > Financial aspects of personal, business and national issues are investigated and monitored using mathematics
  - > Related mathematical and/or numeracy problems are solved using mathematical concepts and processes
3.
  - > The standards for customer service are identified
  - > Customer enquiries are responded to in a positive manner
  - > A positive image is presented to the customer
  - > A safe and secure work environment is maintained at all times
  - > Different sub-sectors and categories within the Wholesale and Retail industry are identified
  - > The store's target market is identified and described according to the organisation's market segment
  - > The various forms of legislation that impact on the industry are identified in terms of their applicability to a specific organization
  - > General Wholesale and Retail terms are used in context as they apply to the industry
4.
  - > The concept of the cold chain is explained in term of products, flow and maintenance
  - > Cold chain products are moved and stored in an effective manner
  - > The method of monitoring and checking temperatures and what to do if the temperature is outside the range is explained in terms of organisational policy and procedures
  - > The importance of personal hygiene and hygiene standards are explained with reference to contamination of perishable foods
  - > The importance of and procedure for reporting ill health and injury is explained in terms of organisational policy and procedure
  - > Micro organisms found in food stores are described in relation to the impact they have on perishable foods and people eating spoiled foods
  - > Cleaning equipment is maintained and used in a manner that promotes health and hygiene in the store
  - > The presence of pests is identified and reported according to organizational requirements
5.
  - > Stock is received into the wholesale or retail outlet ensuring that stock balances are maintained at optional levels
  - > Stock is safely delivered to customers
  - > Administrative functions related to stock receipt and delivery are performed accurately
  - > The financial impact of stock on the business is explained in terms of over and under supply
  - > Stock takes are performed as required
  - > Discrepancies between actual stock and stock reports are solved using appropriate methods
  - > The flow of stock and sales through a Wholesale and Retail operation is explained with examples
6.
  - > The customer's need is established using questioning techniques
  - > Products are offered to customers by highlighting features and benefits or by demonstrating the product characteristics
  - > Appropriate techniques for closing the sale are demonstrated according to store's procedures
  - > Start and end of day functions at point of sales are performed correctly
  - > Payments are processed and losses are minimised at point of sales
  - > Cash up is performed and cash is replenished according to organizational procedures and policy
  - > Transactions are recorded correctly and in accordance with organisational procedures
  - > Transactions are recorded in order to enhance the efficiency of the supply chain
  - > Practical methods to promote sales at perishable food departments are identified as they apply to the industry in general
  - > The use of accessories to enhance appeal and thus enhance sales is demonstrated practically
- 7.

- > Organisational promotional strategy is described with examples
- > Promotional displays are built, ticketed, dismantled and maintained to best advantage
- > Merchandise is displayed according to a display instruction
- > Merchandise is marked with labels, tickets and signage
- > The use of the equipment to mark and label foods is demonstrated in line with organisational and manufacturer requirements
- > The grouping and layout of stock in applicable chillers and freezers is explained as required by the organisation

8.

- > Equipment and utensils required in the preparation of foods for resale in the department are identified and their use explained
- > The recipes, ingredients, utensils, for the production of the products are gathered and used according to the production plan
- > Left over products are stored or disposed of according to the characteristics of the product and requirements of the organisation
- > Fish or meat is minced using automated mincing equipment
- > An understanding of identifying seafood species and their handling procedures is demonstrated with examples
- > A knowledge of the purpose and ability to fleck and fillet cutting fish is explained according to scientific principles
- > Perishable foods are wrapped and packed according to health and safety requirement

#### Integrated Assessment

Integrated assessment at this level will evaluate the learner's ability to combine actions and ideas across a range of activities and knowledge areas. The integrated assessment must specifically assess the learner's ability to:

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

The assessment may require assessment methods, which take evidence generated during on-the job activities into account. Because assessment practices must be open, transparent, fair, valid and reliable; ensuring that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the qualification.

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 or will work. Where it is not possible to assess the learner in the workplace 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. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated and, during integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, and foundational competencies should be assessed. Assessment should further ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated way. Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience as the assessment process is capable of being applied to RPL, subject to the rules and criteria of the relevant ETQA.

#### INTERNATIONAL COMPARABILITY

A study of international qualifications proved that there are no qualifications related specifically to Perishable Food Sales. The qualifications listed below, however, contain aspects that relate to the National Certificate: Wholesale and Retail Small Business Practice.

- > National Certificate in Retail (NQF0994) - New Zealand
- > C & G Level 2 NVQ in Sales (Q1051447) - UK
- > Certificate III in Retail Operations (WRR 30202) - Australia
- > Certificate III in Sales (12583SA) - Australia
- > Level 2 SVQ in Cleaning and Support Services (Food Premises) (G6N8) - Scotland

- > Level 3 Food Preparation and Cooking (G6FC) - Scotland
- > Certificate II in Food Processing (FDF20198) -Australia

The developer's research proved that independent providers do not train in areas related specifically to perishable food sales. Aspects of the National Certificate: Perishable Food Sales do however relate to courses provided by Hotel Schools and Universities of Technology, especially in the fields of catering and hospitality. Specific examples include:

- > Diploma in Professional Cookery and Kitchen Management offered by the International Hotel School situated in Johannesburg, Cape Town and Durban.
- > National Diploma: Hospitality Management offered by Tshwane University of Technology.

In addition to the above, the international Unit Standards as listed below translate directly to the newly developed Unit Standards as included in this Qualification. The key for the table is as follows:

- > NZ : New Zealand ( [www.nzqa.govt.nz](http://www.nzqa.govt.nz))
- > AUS : Australia ([www.ntis.gov.au](http://www.ntis.gov.au))
- > SL : Scotland ([www.sqa.org.uk](http://www.sqa.org.uk))

Implement requirements of the cold chain Merchandise chillers & freezers in a retail store

- > Work with temperature controlled stock (AUS FDFOPTTS3A)
- > Apply basic food safety practices (AUS FDFCORFS1A)

Implement personal hygiene requirements

- > Ensure Your Own Actions Reduce Risks to Health and Safety (SL B7WE 04)
- > Monitor and Maintain the Health, Safety and Security of Workers, Customers and Other Members of the Public (SL B9M6 04)

Promote sales and reduce wastage at a perishable foods department

- > Apply point of sale handling procedures (AUS WRRCS2B)
- > Develop and Maintain Positive Working Relationships with Customers (SL B4TL 04)

Clean and maintain premises and equipment

- > Clean and sanitise equipment (AUS FDFOPHTS2A)
- > Clean food production areas, equipment and utensils in a commercial kitchen (NZ 13284)
- > Deep Clean Equipment Used in the Preparation, Processing and Storage of Food (SL D7KF 04)

Mark & label foods

- > Label food and related product containers using automated labelling equipment (NZ 7653)
- > Wrap food or related products using automated equipment (NZ 7680)

Prepare foods for sale in a retail store

- > Demonstrate knowledge of terminology used for food and recipes in commercial cookery (NZ 15892)

### ARTICULATION OPTIONS

This Qualification may articulate vertically with all other qualifications registered within the envisioned learning pathway (currently NQF Levels 2-5). Possibilities for horizontal articulation outside of the Wholesale and Retail environment include (for example):

- > National Certificate: Food and Beverage Service (ID 22912) NQF level 3
- > National Certificate: Fast Food Services (ID 14115) NQF level 3
- > Certificate: Retailing (ID 22956) NQF level 3

Possibilities for vertical articulation outside of the Wholesale and Retail environment include (for example) :

- > National Certificate : Food Service Supervision (ID 14130) NQF level 4
- > National Certificate : Food and Beverage Control (ID 14128) NQF level 4

Aspects of the National Certificate: Perishable Food Sales relate to courses provided by Hotel Schools and Universities of Technology, especially in the fields of catering and hospitality. Specific examples include:

- > Diploma in Professional Cookery and Kitchen Management offered by the International Hotel School. NQF level 5
- > National Diploma: Hospitality Management offered by Tshwane University of Technology. NQF level 5

**MODERATION OPTIONS**

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

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

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

- > To be registered as an assessor with the relevant ETQA
- > To be in possession of a relevant Qualification (higher than NQF Level 3)

**CRITERIA FOR THE REGISTRATION OF ASSESSORS**

N/A

**NOTES**

N/A

**UNIT STANDARDS**

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	114895 Define the core concepts of the wholesale and retail environment	Level 2	10	Registered
Core	114903 Interact with customers	Level 2	8	Registered
Core	114912 Maintain a safe and secure wholesale and retail environment	Level 2	10	Registered
Core	119956 Promote sales and reduce wastage at a perishable foods department within a retail store	Level 3	15	Draft - Prep for P Comment
Core	119957 Clean and maintain premises and equipment	Level 3	5	Draft - Prep for P Comment
Core	119958 Implement requirements of the cold chain	Level 3	5	Draft - Prep for P Comment
Core	119961 Implement personal hygiene for perishable food stores	Level 3	3	Draft - Prep for P Comment
Elective	8942 Sort and handle raw seafood manually	Level 2	5	Reregistered
Elective	8944 Fleck and fillet fish manually	Level 2	5	Reregistered
Elective	9051 Mince fish or meat using automated mincing equipment	Level 2	4	Reregistered
Elective	114889 Record transactions	Level 2	8	Registered
Elective	114891 Count stock for a stock-take	Level 2	5	Registered
Elective	114894 Process payment at a Point of Sales (POS)	Level 2	10	Registered
Elective	114904 Implement promotional instructions	Level 2	6	Registered
Elective	114906 Mark merchandise and maintain displays	Level 2	10	Registered
Elective	114892 Dispatch stock	Level 3	10	Registered
Elective	114896 Receive stock	Level 3	12	Registered
Elective	114900 Sell products to customers in a Wholesale and Retail outlet	Level 3	12	Registered



Elective	119959 Prepare foods for resale in a retail store	Level 3	16	Draft - Prep for P Comment
Elective	119960 Merchandise chillers and freezers in a retail store	Level 3	3	Draft - Prep for P Comment
Elective	119962 Mark and label perishable foods for sale	Level 3	3	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	8971 Analyse and respond to a variety of literary texts	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



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

Promote sales and reduce wastage at a perishable foods department within a retail store

SAQA US ID	UNIT STANDARD TITLE		
119956	Promote sales and reduce wastage at a perishable foods department within a retail store		
SGB NAME	NSB 11	PROVIDER NAME	
SGB Retail and Wholesale	Services		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Services	Wholesale and Retail	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	15	Level 3	Regular

#### SPECIFIC OUTCOME 1

Minimise spoilage and wastage within the department.

#### SPECIFIC OUTCOME 2

Identify and dispose of spoiled/expired products.

#### SPECIFIC OUTCOME 3

Display products at the department.

#### SPECIFIC OUTCOME 4

Use equipment safely.

#### SPECIFIC OUTCOME 5

Promote the sale of products in the department.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Clean and maintain premises and equipment

SAQA US ID	UNIT STANDARD TITLE		
119957	Clean and maintain premises and equipment		
SGB NAME	NSB 11	PROVIDER NAME	
SGB Retail and Wholesale	Services		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Services	Wholesale and Retail	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 3	Regular

#### SPECIFIC OUTCOME 1

Prevent the growth of micro organisms.

#### SPECIFIC OUTCOME 2

Use cleaning chemicals.

#### SPECIFIC OUTCOME 3

Identify and report presence of pests.

#### SPECIFIC OUTCOME 4

Clean equipment and utensils.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Implement requirements of the cold chain

SAQA US ID	UNIT STANDARD TITLE		
119958	Implement requirements of the cold chain		
SGB NAME	NSB 11	PROVIDER NAME	
SGB Retail and Wholesale	Services		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Services	Wholesale and Retail	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Identify requirements of products in the cold chain.

#### **SPECIFIC OUTCOME 2**

Move and store cold chain products.

#### **SPECIFIC OUTCOME 3**

Monitor chillers and freezers.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Prepare foods for resale in a retail store

SAQA US ID	UNIT STANDARD TITLE		
119959	Prepare foods for resale in a retail store		
SGB NAME		NSB 11	PROVIDER NAME
SGB Retail and Wholesale		Services	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Services	Wholesale and Retail
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	16	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Explain use of equipment and utensils.

#### **SPECIFIC OUTCOME 2**

Implement production plan.

#### **SPECIFIC OUTCOME 3**

Minimise wastage.

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY****UNIT STANDARD:****Merchandise chillers and freezers in a retail store**

SAQA US ID		UNIT STANDARD TITLE	
119960		Merchandise chillers and freezers in a retail store	
SGB NAME		NSB 11	PROVIDER NAME
SGB Retail and Wholesale		Services	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Services	Wholesale and Retail
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 3	Regular

**SPECIFIC OUTCOME 1**

Display stock in chillers and freezers.

**SPECIFIC OUTCOME 2**

Replenish chillers and freezers.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Implement personal hygiene for perishable food stores

SAQA US ID	UNIT STANDARD TITLE		
119961	Implement personal hygiene for perishable food stores		
SGB NAME	NSB 11	PROVIDER NAME	
SGB Retail and Wholesale	Services		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Services	Wholesale and Retail	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 3	Regular

#### SPECIFIC OUTCOME 1

Implement personal hygiene.

#### SPECIFIC OUTCOME 2

Report health problems.

#### SPECIFIC OUTCOME 3

Wear protective clothing.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Mark and label perishable foods for sale

SAQA US ID	UNIT STANDARD TITLE		
119962	Mark and label perishable foods for sale		
SGB NAME	NSB 11	PROVIDER NAME	
SGB Retail and Wholesale	Services		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Services	Wholesale and Retail	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 3	Regular

#### SPECIFIC OUTCOME 1

Use equipment to mark and label products.

#### SPECIFIC OUTCOME 2

Mark and label products.

#### SPECIFIC OUTCOME 3

Wrap and pack perishable foods.

No. 759

29 July 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

**Civil Engineering Construction**

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](http://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 qualification and unit standards should reach SAQA at the address ***below and no later than 29 August 2005***. All correspondence should be marked **Standards Setting – SGB Civil Engineering Construction** 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](mailto:ebrown@saqa.co.za)

  
**DUGMORE MPHUTHING**  
**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *National Certificate: Rail Construction and Maintenance*

SAQA QUAL ID		QUALIFICATION TITLE	
49795		National Certificate: Rail Construction and Maintenance	
SGB NAME		NSB 12	PROVIDER NAME
SGB Civil Engineering Construction		Physical Planning and Construction	
QUAL TYPE		FIELD	SUBFIELD
National Certificate		Physical Planning and Construction	Civil Engineering Construction
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	138	Level 3	Regular-Unit Stds Based

#### **PURPOSE AND RATIONALE OF THE QUALIFICATION**

##### **Purpose of the Qualification:**

The purpose of this qualification is to ensure competent performance in railway track construction and maintenance, thereby enhancing safety and reliability in the field of Civil Engineering Construction and Maintenance. It will also facilitate increased access of learners to this field.

For those who have been in the workplace for a long time, this Qualification can be used to assess and recognise workplace skills acquired without the benefit of formal education and training.

This Qualification describes the learning outcomes required to effectively participate in a structured workplace.

For education and training providers, this Qualification provides guidance for the development of appropriate learning programmes and assessment documentation.

For employers, this Qualification enables skills gaps to be identified and addressed ensuring that productivity levels are increased and business objectives achieved.

The primary skills that are recognised in this Qualification relate to the construction of railway lines and turnouts, as well as the maintenance of the railway track.

The Qualification will lay a foundation for future career advancement to supervisory and management Qualifications within this field.

##### **Rationale for the Qualification:**

This Qualification is for those persons who are involved in activities relating to the construction and/or maintenance of railway track. Such activities can be performed in any of the following contexts:

Public Rail Transport, including Freight and Passenger Transport  
 Private Sidings  
 Mining operations  
 Port operations

The combination of learning outcomes in this Qualification will provide the learner with applied competence with regard to Rail Construction and Maintenance activities. This Qualification recognises skills, knowledge and values relevant to the workplace. It is suitable for learners who:

- > Have attended courses and then apply the knowledge gained to activities in the workplace.
- > Are already employed and have acquired the skills and knowledge without attending formal courses.
- > Participate in skills programmes or learnerships and the appropriate work experience.
- > Acquire the learning through any combination of the above.

The demand for the Qualification stems from the following factors:

- > The growing need to qualify learners who can contribute to the creation and maintenance of a national rail transport network, which is affordable, reliable, available and safe.
- > Unique environmental circumstances in South Africa, including extreme climatic conditions, which necessitate the continuous maintenance of the rail network.
- > The continuous introduction of new technologies in the Rail Construction and Maintenance environment.
- > The importance of Rail Transport as one of the key transportation modes in the country.

The learning pathway for a learner within the Rail Construction and Maintenance Industry is outlined below:

> NQF Level 2:

"National Certificate: Rail Construction and Maintenance" (Generic Qualification, with specialization in Rail Construction/Maintenance).

NQF Level 3:

"National Certificate: Rail Construction and Maintenance".

NQF Level 4:

"FETC: Supervision of Construction Activities: Rail Construction and Maintenance" (Generic Qualification, specialization in Rail Construction/Maintenance).

NQF Level 5:

"National Certificate: Management of Construction Activities: Rail Construction and Maintenance" (Generic Qualification, with specialization in Rail Construction/Maintenance).

As a contribution to socio-economic transformation, learners will be able to undergo RPL-assessment, thereby receiving recognition for previous learning and experience. The employability and career prospects of learners holding this Qualification will be enhanced.

Benefits to the economy would include improved employment prospects for previously unskilled persons.

The availability of a safe, reliable and affordable Rail network will have a major impact on the economy of the country.

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

It is assumed that learners are already competent in the following:

- > Mathematical Literacy at NQF Level 2
- > Communication at NQF Level 2

Recognition of Prior Learning:

The Qualification may be obtained through the process of Recognition of Prior Learning (RPL). Learners who have met the requirements of any Unit Standard in this Qualification may apply to the relevant Education and Training Quality Assurance Body (ETQA) for Recognition of Prior Learning and will be assessed against the assessment criteria and specific outcomes for the relevant Unit Standard/s. ETQA bodies are responsible for facilitating the implementation of the RPL, and must register trained assessors against specific Unit Standards. Learners are prepared for assessment and assessed against the Unit Standard by such registered assessors. Learners declared competent against a specific Unit Standard will receive ETQA certificates indicating their achievements and this information will also be recorded on the National Learner Record Database (NLRD).

Access to the Qualification:

Access to this qualification is open to all learners, bearing in mind the learning assumed to be in place detailed in this qualification.

However learners within the public rail sector have to complete the Unit Standards listed in the table below, prior to being granted access to this Qualification. These Unit Standards deal with "train working rules". This prerequisite is in accordance with the safety requirements of the Rail Regulator for public rail transport. Advances in track maintenance technology and associated requirements have increased the need for learners in the public rail sector to achieve all these "train working rules".

This access requirement does not apply to learners within the Private rail transport sector.

Unit Standards relating to "train working rules" are the following:

- > 14594 - Utilise semaphore signals/indicators for rail movement on double lines
- > 14607 - Utilise semaphore signals/indicators for rail movement on single lines
- > 14611 - Utilise colour-light signalling for rail movement
- > 14621 - Perform crossing of trains
- > 14608 - Utilise pilot working of train control for safe movement on rail
- > 14622 - Utilise telegraph order system for safe movement on rail
- > 14668 - Utilise the radio train order system of train control for safe movement on rail
- > 14671 - Utilise track warrant system of train control for safe movement on rail
- > 14637 - Utilise Van Schoor method of train control for safe movement on rail
- > 14634 - Utilise various fixed and temporary trackside indicators for rail movement
- > 14670 - Utilise wooden train staff system of train control for safe movement on rail

### **QUALIFICATION RULES**

The Qualification is composed of Fundamental, Core and Elective learning components:

Fundamental: 36 credits

Core: 100 credits

Elective: Minimum of 2 credits

Total: 138

### **EXIT LEVEL OUTCOMES**

1. Afford on-track protection
2. Construct a railway line, as well as a standard turnout
3. Measure track Geometry in order to determine track condition and restore track alignment and super elevation
4. Maintain and/or replace rails, as well as turn outs and turnout components
5. Destress rails
6. Maintain clearances, safety devices and markers

Critical cross-field outcomes:

- > Identify and solve problems.  
Problems experienced with resources, including materials, tools and equipment, are timeously and effectively resolved.
- > Work effectively with all role-players.  
Sound relations are maintained with relevant role-players within the rail environment.
- > Employ self-management and reflect on own performance and areas for improvement.  
Suggestions are made with regard to improvement of own performance.
- > Manage information effectively.  
Drawings, job instructions and specifications are accurately interpreted and correctly utilized.
- > Communicate effectively with all role-players.  
Written communication skills are demonstrated by means of the accurate and legible completion of relevant documentation and reports.
- > Demonstrate scientific and technological competence.  
Technologies used within rail construction and maintenance, are correctly identified and applied.
- > Understand contextual world systems.



The significance of the permanent way in the broader rail industry, is explained.

#### **ASSOCIATED ASSESSMENT CRITERIA**

1.  
> On track protection is afforded and discontinued in accordance with company procedures and safety requirements.
2.  
> A railway line is constructed and handed over in accordance with the design plan and specifications, as well as company procedures.  
> A standard turnout is prepared, laid out and built in accordance with the turnout plan and instructions.
3.  
> Vertical and horizontal alignment deviation measurements are performed and interpreted on straight track and on curves, as well as super elevation on curves, in order to determine track condition.  
> Track alignment and super elevation is restored, using the appropriate corrective action and restoring method/s.
4.  
> Rails and rail joints are maintained and /or replaced in accordance with relevant track standards and specifications. □> Turnouts and turnout components are replaced and /or maintained in accordance with relevant track standards and specifications.
5.  
> Rails are distressed (continuous welded rails, as well as jointed rails) conventionally (manually), as well as by using a rail tensioner and creep is repaired in track in accordance with relevant track standards and specifications.
6.  
> Horizontal and vertical clearances, safety devices and markers are maintained in accordance with relevant specifications.

#### **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, mathematical literacy should be conducted in conjunction with other aspects and should use authentic Rail Construction contexts wherever possible.

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

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

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

Assessment should ensure that all specific outcomes, embedded knowledge and Critical Cross-Field outcomes are evaluated. The assessment of the Critical Cross-Field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

#### **INTERNATIONAL COMPARABILITY**



**United Kingdom:**

The National Certificate in Rail Construction and Maintenance has been benchmarked against the corresponding Qualifications on the Qualification Framework in the United Kingdom. The following emanated from the benchmarking process:

Title of corresponding Qualification:

NVQ in Rail Transport Engineering Maintenance, Levels 3.

Differences with South African Qualification:

The UK Qualification incorporates the different railway engineering disciplines into one Qualification, i.e. a generic core with different streams representing the various disciplines, such as Signal Maintenance, Signal Faulting, Communications, Permanent way, Electrification, Traction and Rolling stock and Plant. In the South African model, each of the railway engineering disciplines are reflected in separate, specialized Qualifications.

Similarities with South African Qualification:

There are a lot of similarities with regard to the individual units or competencies included in this Qualification.

These include competencies relating to:

- > Establishing and maintaining protection.
- > Health and Safety.
- > Diagnosing faults.
- > Coordinating activities with others.
- > Contributing to improving the organisation's working practices.
- > Establishing and maintaining possession of a line during engineering activities.
- > Contributing to the control of trains and other rail borne vehicles.
- > Using small plant.
- > Planning activities and preparing resources.
- > Reinstating the work area upon completion of activities.

**New Zealand:**

The National Certificate: Rail Construction and Maintenance has been benchmarked against the corresponding Qualification and individual Unit Standards registered by the New Zealand Qualifications Authority. The following emanated from the benchmarking process:

Title of corresponding Qualification

National Certificate in Rail Infrastructure, Level 3.

Differences with South African Qualification:

The aim of the New Zealand Qualification is to provide recognition for a broad range of competencies related to the maintenance of track, structures and signals within the rail industry. The South African equivalent excludes signalling and represents a more specialized range of competencies, relating to the construction and maintenance of railway track.

Similarities with South African Qualification:

There are a lot of similarities with regard to the individual units or competencies included in this Qualification.

These include competencies relating to:

- > Fundamental competencies, i.e. Communication and Mathematics.
- > Health and Safety.
- > An understanding of the rail transport industry.
- > Track protection.
- > The use and care of a range of tools.

Individual Unit Standards registered on the New Zealand Framework, which correlate with some of the South African Unit Standards, include:

- > Installing/replacing rails.
- > Installing/replacing sleepers.

- > Maintaining track.
- > Undertaking track ballast activities.
- > Establishing or correcting rail stress.
- > Maintaining rail bridges.
- > Maintaining track geometry by measuring, recording and analyzing track parameters.
- > Conducting inspections.
- > Operating rail service vehicles.

### ARTICULATION OPTIONS

Horizontal articulation is possible with:

- > National Certificate: Rail Operations at NQF Level 3

Vertical articulation is possible with:

- > National Certificate: Management of Construction activities at NQF Level 4
- > National Certificate: Rail Operations at NQF Level 4
- > National Certificate: Supervision of Construction Processes at NQF Level 4

### 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

Registration as an assessor requires:

- > Registration as an assessor by the relevant ETQA.
- > National Certificate: Rail Construction and Maintenance NQF Level 4 or a higher appropriate qualification.

### 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	119980 Maintain clearances, safety devices and markers to ensure a safe rail environment	Level 2	5	Draft - Prep for P Comment
Core	14623 Afford on-track protection	Level 3	5	Registered
Core	119973 Measure track geometry in order to determine track condition	Level 3	15	Draft - Prep for P Comment
Core	119977 Maintain rails	Level 3	21	Draft - Prep for P Comment
Core	119978 Construct a railway line	Level 3	10	Draft - Prep for P Comment

Core	119979 Restore track alignment	Level 3	15	Draft - Prep for P Comment
Core	119981 Destress rails	Level 3	8	Draft - Prep for P Comment
Core	119982 Maintain rail turnouts and turnout components	Level 3	12	Draft - Prep for P Comment
Core	119984 Build a standard rail turnout	Level 3	9	Draft - Prep for P Comment
Elective	119975 Install and maintain trackside rail lubricators	Level 2	3	Draft - Prep for P Comment
Elective	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
Elective	14580 Read and interpret construction drawings and specifications	Level 3	10	Registered
Elective	14594 Utilise semaphore signals/indicators for rail movement on double lines	Level 3	4	Registered
Elective	14607 Utilise semaphore signals/indicators for rail movement on single lines	Level 3	8	Registered
Elective	14608 Utilise pilot working of train control for safe movement on rail	Level 3	2	Registered
Elective	14621 Perform crossing of trains	Level 3	3	Registered
Elective	14622 Utilise telegraph order system for safe movement on rail	Level 3	5	Registered
Elective	14634 Utilise various fixed and temporary trackside indicators for rail movement	Level 3	3	Registered
Elective	14637 Utilise Van Schoor method of train control for safe movement on rail	Level 3	5	Registered
Elective	14668 Utilise the radio train order system of train control for safe movement on rail	Level 3	3	Registered
Elective	14670 Utilise wooden train staff system of train control for safe movement on rail	Level 3	3	Registered
Elective	14671 Utilise track warrant system of train control for safe movement on rail	Level 3	5	Registered
Elective	119974 Construct temporary track support	Level 3	3	Draft - Prep for P Comment
Elective	119983 Operate road rail vehicles and associated hydraulic equipment	Level 3	18	Draft - Prep for P Comment
Elective	119985 Build an advanced rail turnout	Level 3	6	Draft - Prep for P Comment
Elective	10953 Operate a rigid vehicle	Level 4	32	Reregistered
Elective	14611 Utilise colour-light signalling for rail movement	Level 4	18	Registered
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



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Measure track geometry in order to determine track condition

SAQA US ID	UNIT STANDARD TITLE		
119973	Measure track geometry in order to determine track condition		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	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 3	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate an understanding of the purpose of track standards and measurements.

#### **SPECIFIC OUTCOME 2**

Prepare to measure track geometry.

#### **SPECIFIC OUTCOME 3**

Perform vertical and horizontal alignment deviation measurements.

#### **SPECIFIC OUTCOME 4**

Measure curves.

#### **SPECIFIC OUTCOME 5**

Interpret measurements in order to determine track condition.

#### **SPECIFIC OUTCOME 6**

Complete post-measurement operations.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Construct temporary track support

SAQA US ID	UNIT STANDARD TITLE		
119974	Construct temporary track support		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	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	3	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Prepare to construct temporary track support.

#### **SPECIFIC OUTCOME 2**

Construct rail girders.

#### **SPECIFIC OUTCOME 3**

Construct cribs.

#### **SPECIFIC OUTCOME 4**

Perform post construction operations.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Install and maintain trackside rail lubricators**

SAQA US ID	UNIT STANDARD TITLE		
119975	Install and maintain trackside rail lubricators		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	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	3	Level 2	Regular

**SPECIFIC OUTCOME 1**

Demonstrate an understanding of trackside rail lubricators.

**SPECIFIC OUTCOME 2**

Prepare to install trackside rail lubricators.

**SPECIFIC OUTCOME 3**

Install trackside rail lubricators.

**SPECIFIC OUTCOME 4**

Inspect, fill and maintain trackside rail lubricators.

**SPECIFIC OUTCOME 5**

Complete post installation and maintenance operations.





*Established in terms of Act 58 of 1995*

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Maintain rails

SAQA US ID	UNIT STANDARD TITLE		
119977	Maintain rails		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	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	21	Level 3	Regular

#### SPECIFIC OUTCOME 1

Prepare for rail maintenance.

#### SPECIFIC OUTCOME 2

Prepare rails for placement.

#### SPECIFIC OUTCOME 3

Replace rails.

#### SPECIFIC OUTCOME 4

Maintain rail joints.

#### SPECIFIC OUTCOME 5

Complete post maintenance operations.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Construct a railway line

SAQA US ID		UNIT STANDARD TITLE	
119978		Construct a railway line	
SGB NAME		NSB 12	PROVIDER NAME
SGB Civil Engineering Construction		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 3	Regular

#### **SPECIFIC OUTCOME 1**

Read, interpret and apply information on design plan of railway line.

#### **SPECIFIC OUTCOME 2**

Prepare to construct a railway line.

#### **SPECIFIC OUTCOME 3**

Prepare rails for placement.

#### **SPECIFIC OUTCOME 4**

Place ballast, sleepers, fastenings and rails.

#### **SPECIFIC OUTCOME 5**

Finalise ballast, lift, align and tamp track.

#### **SPECIFIC OUTCOME 6**

Finalise track and hand over to client.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Restore track alignment

SAQA US ID	UNIT STANDARD TITLE		
119979	Restore track alignment		
SGB NAME		NSB 12	PROVIDER NAME
SGB Civil Engineering Construction		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 3	Regular

#### **SPECIFIC OUTCOME 1**

Prepare to restore alignment.

#### **SPECIFIC OUTCOME 2**

Restore vertical alignment.

#### **SPECIFIC OUTCOME 3**

Restore horizontal alignment.

#### **SPECIFIC OUTCOME 4**

Complete the restoring process.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Maintain clearances, safety devices and markers to ensure a safe rail environment**

SAQA US ID	UNIT STANDARD TITLE		
119980	Maintain clearances, safety devices and markers to ensure a safe rail environment		
SGB NAME		NSB 12	PROVIDER NAME
SGB Civil Engineering Construction		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 2	Regular

#### **SPECIFIC OUTCOME 1**

Prepare to maintain clearances, safety devices and markers.

#### **SPECIFIC OUTCOME 2**

Maintain horizontal and vertical clearances.

#### **SPECIFIC OUTCOME 3**

Install and/or maintain safety devices and fouling points.

#### **SPECIFIC OUTCOME 4**

Complete post-maintenance operations.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Destress rails

SAQA US ID	UNIT STANDARD TITLE		
119981	Destress rails		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	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 3	Regular

#### **SPECIFIC OUTCOME 1**

Prepare to destress rails.

#### **SPECIFIC OUTCOME 2**

Destress continuous welded rails conventionally.

#### **SPECIFIC OUTCOME 3**

Destress continuous welded rails using a rail tensioner.

#### **SPECIFIC OUTCOME 4**

Destress jointed rails.

#### **SPECIFIC OUTCOME 5**

Repair creep in the track.

#### **SPECIFIC OUTCOME 6**

Determine stress free temperatures in the rail.

#### **SPECIFIC OUTCOME 7**

Complete post-operational tasks related to destressing.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Maintain rail turnouts and turnout components

SAQA US ID	UNIT STANDARD TITLE		
119982	Maintain rail turnouts and turnout components		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	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 3	Regular

#### SPECIFIC OUTCOME 1

Prepare to maintain turnouts and components.

#### SPECIFIC OUTCOME 2

Obtain measurements of turnouts, turnout components and replacement material.

#### SPECIFIC OUTCOME 3

Remove and replace turnouts and components.

#### SPECIFIC OUTCOME 4

Perform post-maintenance operations.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Operate road rail vehicles and associated hydraulic equipment

SAQA US ID	UNIT STANDARD TITLE		
119983	Operate road rail vehicles and associated hydraulic equipment		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	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 3	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate an understanding of the purpose and application of road rail vehicles (RRV), as well as hydraulic equipment.

#### **SPECIFIC OUTCOME 2**

Execute on- and off-tracking of road rail vehicles.

#### **SPECIFIC OUTCOME 3**

Operate road rail vehicles on track.

#### **SPECIFIC OUTCOME 4**

Utilise equipment on road rail vehicle.

#### **SPECIFIC OUTCOME 5**

Ensure effective and safe utilisation of road rail vehicles and equipment by team.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Build a standard rail turnout

SAQA US ID	UNIT STANDARD TITLE		
119984	Build a standard rail turnout		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	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	9	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Prepare to build a turnout.

#### **SPECIFIC OUTCOME 2**

Lay out and build turnout in accordance with specifications.

#### **SPECIFIC OUTCOME 3**

Assess turnout.

#### **SPECIFIC OUTCOME 4**

Assess stock and switchblades.

#### **SPECIFIC OUTCOME 5**

Complete post-construction operations.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Build an advanced rail turnout

SAQA US ID		UNIT STANDARD TITLE	
119985		Build an advanced rail turnout	
SGB NAME		NSB 12	PROVIDER NAME
SGB Civil Engineering Construction		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 3	Regular

#### **SPECIFIC OUTCOME 1**

Prepare to build a turnout.

#### **SPECIFIC OUTCOME 2**

Lay out and build turnout in accordance with specifications.

#### **SPECIFIC OUTCOME 3**

Assess turnout.

#### **SPECIFIC OUTCOME 4**

Assess stock and switchblades.

#### **SPECIFIC OUTCOME 5**

Complete post-construction operations.

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