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

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**THE GOVERNMENT PRINTING WORKS****PUBLICATIONS DIVISION**

NB: The Publications Division of the Government Printing Works will be relocating to its new premises within the:

**MASADA BUILDING at 196 PROES STREET, PRETORIA
(i.e. CORNER OF PAUL KRUGER AND PROES STREETS)**
with effect from **3 May 2005**.

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATION AUTHORITY

No. 952

30 September 2005

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Sport

Registered by Organising Field 02, Arts & Culture, 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.saqg.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum, 1067 Arcadia Street, Hatfield.

Comment on the qualification and unit standards should reach SAQA at the address ***below and no later than 29 October 2005***. All correspondence should be marked **Standards Setting – SGB for Sport** 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@saqa.co.za


DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Club Professional Golfing

SAQA QUAL ID	QUALIFICATION TITLE		
50017	National Diploma: Club Professional Golfing		
SGB NAME	NSB 02	PROVIDER NAME	
SGB Sport	Culture and Arts		
QUAL TYPE	FIELD	SUBFIELD	
National Diploma	Culture and Arts	Sport	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	240	Level 5	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of the NQF level 5 in the Club Professional Golfing qualification is to provide a structured programme for aspiring golfing professionals and those working within the golf coaching, and retailing sectors to enable them to provide support to strategic leadership and to provide the management needed to transform the golf sport sector. The need for well-qualified efficient, client-oriented club professionals is therefore identified as a priority within the professional golfing environment. The National Diploma is aimed at practitioners working in the golfing and sporting sectors. It is a qualification in a career pathway towards an accomplished business management, sports coaching management and administration specialist.

The National Diploma in Club Professional Golfing consists of exit level learning outcomes covering, sports coaching and training, sports science, financial accounting and retail management and administration, budgeting, business calculations, and human resources for the golfing sector. The competencies covered in the proposed unit standards encapsulate the competencies required by golfing professionals working at the operational and club level.

The qualification will therefore enhance the ability of the qualifying learner as an aspiring golfing professional to perform the necessary tasks expected, as well as improve his/her management abilities. In this way, the qualification enhances transferability of skills within different spheres of the sport sector. At the same time, a learner will gain a firm foundation required for studies leading to qualification registered at NQF levels 6 and 7.

Qualifying learners could follow a career in the following sectors in the golf environment:

- > Financial and retail business management services
- > Golf coaching and training
- > Sport science
- > Equipment technology
- > Rules and tournament management

Rationale:

Golfing professionals (at club level as opposed to touring or tournament professionals) in South Africa operate in a wide variety of social, business and community roles within South African society. Often they work in diverse operating and service delivery environments and contexts including golf training, coaching, golf business in regard to retail, equipment repair and customisation, and club and event management.

The game of golf is a large sport discipline and golf professionals are widely acknowledged for their understanding and awareness of the unique characteristics and challenges they face in the process of service delivery. The sustainability and development of sport in South Africa in general and of golf and the golfing industry are strongly linked to capacity building in this sports segment. It is imperative that golf professionals at club level receive an up to date relevant and respected financial management and administration, coaching, training and golfing practice qualification that recognises that the knowledge and skills which South Africa's professional golfers have, have been satisfactorily obtained. In order to do that most effectively, future club professionals need to have excellent awareness and understanding of the changing needs of today's golf coaching, training, retailing and service delivery systems. They need to identify very clearly the highly relevant expertise which these professionals bring to their roles in the golfing sector which is an integral part of the wider arts and culture sector.

The exit level learning outcomes highlight the coaching, training and golfing skills required within the golfing sports sector. Such skills and knowledge are geared towards enabling persons wishing to become golfing professionals to operate effectively and successfully in a demanding environment. Therefore, exit level outcomes and related assessment criteria are outlined for the areas of competence, which mark out financial and retail management, coaching and teaching, equipment technology, tournament management and sport science as key and highly influential in the golf and golfing services delivery.

The National Diploma in Club Professional Golfing is a specialised qualification which offers administrative, managerial and financial knowledge, coaching, training and golfing skills to learners who wish to be employed in the capacity as a professional at a golf club providing such services as coaching players, running the pro-shop and organising and running tournaments.

The skills, knowledge, values and attitudes reflected in the Qualification are building blocks that will be developed further in a related qualification at NQF Level 6. The intention is:

- > To promote the development of knowledge and skills that are required for the efficient performance of golfing and golf club and facility management and administration and of Financial Management and Administration functions within the golfing and sport sectors.
- > To release the potential of people.

The National Diploma in Club Professional Golfing: Level 5 should produce knowledgeable, multi-skilled workers who are able to contribute to improved productivity and efficiency within the golfing sport sector. It should provide the means for current workers to receive recognition of prior learning, to upgrade their skills and achieve a nationally recognised qualification. It should also assist new entrants to the sporting and golfing sector.

It will ensure that the quality of education and training in the golfing and sporting sector is enhanced and of a world-class standard.

The National Diploma at NQF Level 5 allows the learner to work towards a nationally recognised qualification. The qualification will allow both those in formal education and those already employed in organisations in the golfing field of learning in the sport sector access to a qualification that can be used as a benchmark to gauge their competence against local and international standards.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners accessing this qualification are competent in:

- > Communication at NQF Level 4 in at least two South African languages.
- > Computer Literacy at NQF Level 3.
- > Mathematical literacy at the NQF level 4.

Recognition of Prior Learning

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

This Recognition of Prior Learning may allow for:

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

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

Access to the qualification

All learners accessing this qualification must be in possession of a Further Education and Training Certificate or equivalent qualification.

QUALIFICATION RULES

Level, credits and learning components assigned to the qualification:

The qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 240 credits is required to complete the qualification.

In this qualification the credits are allocated as follows:

- > Fundamental: 18 credits
- > Core: 194 credits
- > Electives: 28 credits
- > Total: 240 credits

Motivation for number of credits assigned to fundamental, core and elective

Fundamental Component

Unit Standards to the value of eighteen credits are allocated to the subject areas of personal and career development, anatomy and physiology and the holistic understanding of golf and its ethos.

The personal and career development aspect of the fundamental component focuses on the application of basic management skills to self management, personal and career development and planning and the application of these skills to obtain employment within the golfing industry. Five credits have been included for these skills.

Five credits in the application of anatomical and physiological knowledge to golfing activities have also been included in the Fundamental Component, focusing on the fundamental concepts relating to the human skeletal, muscular, energy and cardio-reparatory systems required to effectively work within the golf coaching, training, fitness and sport science sectors.

Eight credits have been allocated to the holistic understanding of golf, golfing and the ethos of the sport including the history of golf, and its administration and noteworthy tournaments, golf courses and golfers of the past and present.

All the Unit Standards are compulsory.

Core Component

One hundred and ninety four credits have been allocated to Unit Standards in the Core Component of this Qualification. This is to ensure that the Qualification has a strong club professional focus and caters for the major roles presently fulfilled by club professionals in the golfing sector. The Unit Standards classified as Core develop:

- > Business management skills necessary for establishing and managing golf pro-shops, including: purchasing merchandise, managing the procurement, marketing, accounting and budgeting functions.
- > Sport science knowledge relating to skills acquisition, sport psychology, swing theory, fitness, sport injuries and biomechanics.
- > Coaching and teaching skills relating to the golf swing, its analysis, building and teaching the swing.
- > The rules of the game and tournaments.
- > Equipment technology, customization and repairs.

The Unit Standards encourage application of knowledge and skills in real situations. The Core Unit Standards provide the basic knowledge and skills that all club professionals need to know about golf, the golfing sector and employment within the professional golfing sector.

All Unit standards are compulsory.

Elective Component

The elective Unit Standards continue from the core component in focusing on learning areas pertinent to the Golfing Club Professionals and will enable learners to gain specialist knowledge relating to business administration and management, financial management and administration, sports management and administration, human resources management, sports programmes, sports science, and sports coaching, which are particularly relevant, or of interest to the learner or a particular learning context.

Learners are required to select Electives that add up to at least twenty-eight credits. While learners may choose any of the electives to make up the twenty-eight credits, it is preferable that the learner chooses the standards in the area in which the learner contemplates further studies or wishes to actively pursue in his/her career. The learner may also select other Unit Standards at the level of the Qualification, not listed in this Qualification, but which would enhance the learner's work performance or employability, or which are of particular interest to the learner, with the approval of the relevant ETQA.

EXIT LEVEL OUTCOMES

On achieving this Qualification, the learner will:

1. Demonstrate an understanding of and apply basic concepts of Sport Science in a golf coaching and development environment.
2. Apply basic business management principles to managing a golfing business.
3. Describe and apply the swing theory and coaching skills in golf.
4. Demonstrate an understanding of and apply the rules of golf, golf tournaments and the history and ethos of golf.
5. Apply knowledge of equipment technology to equipment repair, golfing characteristics, and customisation.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Skills acquisition concepts are applied to golfing development and coaching.
 - > Human anatomical and physiological knowledge is applied to golfing activity.
 - > Golfing injuries and their prevention are understood and graded.
 - > The role of diet and nutrition in improving golfing performance is understood and used to advance performance of the coach and those being coached.
 - > Sports psychology is understood and applied in a golfing environment.
 - > Biomechanics is applied to golf movements.
2.
 - > Business management concepts are applied to managing own career and personal development.
 - > A business plan for a golfing 'pro-shop' is developed.
 - > Merchandise is purchased and a procurement process is established, implemented and controlled to ensure the financial viability of the shop.
 - > Accounting practices and budgeting is performed according to standard accounting principles.
 - > Golf technology is described and applied in a merchandising and golf workshop environment.
3.
 - > The way in which the golf swing is built is understood and taught to clients.
 - > Swing faults are analyzed in golf coaching sessions.
 - > Techniques in the short game of golf are understood and taught to clients.
 - > Coaching skills are applied in teaching golf skills.
4.
 - > The layout and rules of golf in various contexts are understood and applied in golf tournaments.
 - > The rules relating to professional and amateur status are understood so as to assist clients not to inadvertently contravene the rules and jeopardise their status.
 - > The rules relating to golfing equipment are understood so that only correct equipment is obtained for the

pro-shop and clients only sold compliant equipment.

- > The rules relating to the tournament organization and management are understood and applied to golf tournaments.
- > The history of golf, its administration, tournaments, courses and players both past and present and the ethos of the game are understood.

5.

- > Building the golf swing is described and taught to clients with a range of abilities.
- > Swing faults are analyzed in golf coaching.
- > Techniques in the short game of golf are described and taught to clients.
- > The rules of golf are applied practically to situations in golf tournaments.
- > The rules of tournament organization are understood and applied to local tournaments.

Integrated assessment

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

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

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic Debt Recovery 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

Internationally the sport of golf is governed and administered according to the rules of the American Professional Golfers Association in the United States of America and in the rest of the world by local professional golfers associations that follow the rules of the professional golfers association of the United Kingdom and Ireland. In South Africa golfing is regulated and administered, following the UK model by the South African PGA.

The differences between golf administration and training in the United States and the rest of the world, which follow the UK and Ireland system, is not vast.

Both groups of international PGAs provide academic and practical training to golfers within a learning pathway that leads learners to becoming a club professional. The PGAs in most golf playing countries, either themselves or in association with a tertiary institution offer a professional qualification for prospective club professionals.

This South African qualification, which has been modelled on the qualification provided by the PGA of the United Kingdom and Ireland, is typical of and fully comparable with qualifications offered to Professional Golfers by PGAs in other countries around the world following the UK and Irish model.

The following is provided as a representative sampling:

The United Kingdom and Ireland

The PGA of the United Kingdom and Wales (after which this course has been modelled) provides their training as a BA degree in Applied Golf Management Studies through the University of Birmingham. (See www.education.bham.ac.uk/programmes/ugrad/sport/golf.htm)

The UK qualification is accordingly at a higher level than this qualification. However subjects taught in both qualifications cover similar topic areas and are in all other respects comparable.

In the UK qualification, across all three years of the degree, the learner covers modules in the areas of applied sports science, materials science and coaching theory. In the first year the learner covers a generic approach to sport and golf: sports science, equipment technology, coach education and business management. In the second and third years the learner covers more applied modules, including Golf Psychology, Swing Theory, Sports Science (Physiotherapy) and Event Management.

This qualification is generally set out in the same format as this South African one.

The United States of America

In the USA various universities and colleges provide qualifications in partnership with the American PGA.

A typical, and representative example is Pen State University in Pennsylvania. Pen State integrates the PGA Golf Management Program into the university curriculum for students wishing to become professional golfers.

The curriculum is at a degree level which is higher than NQF level 5 and includes subjects that are also comparable and consistent with the international position. The program includes courses on:

Purchasing Materials, PGA Constitution, Career Enhancement, Introduction to Teaching, Food & Beverage, Golf Club Design and Repair, Business Planning & Operations, Customer of Relation, Analysis of the Swing, Golf Car Fleet Management, Business Planning, Golfer Development, Rules of Golf, Golf Club Design and Repair, Tournament Operations Analysis of the Swing, Turf grass Management, Merchandising & Inventory Management, Customer Relations Food & Beverage Control Business Communications Electives Philosophy & Swing Concepts of Teaching, Supervising & Delegating Supervising & Delegating PGA Membership Application.

Canada

The Canadian PGA, which follows the UK model likewise partners with tertiary institutions to provide its learners with suitable qualifications. Typical, and representative is the course presented by Holland College - Prince Edward Island in Canada. The program is a diploma in Professional Golf Management and comprises the competencies:- Scientific analysis of the golf swing, Golf strategies, Player development, Applied human anatomy and kinesiology, advanced business communications, Applied sport psychology for golf, Professional selling, Retail and Merchandise Management, Advanced Computer Software Applications, Accounting for Club Operations and Advertising.

Australia & New Zealand

The qualifications offered in these countries are not unit standard based. However, the qualification content is very similar to that being covered in the South African qualification, including:

- > The golf swing
- > Golf science
- > Club design, construction and repair
- > Retail theory specific to golf business
- > Golf specific psychology
- > Tournament promotion and management

This qualification differs in that it also covers club design, construction and repair. However, in this regard, the South African golf profession would rather include this in another qualification at NQF Level 6 as this is not the main focus of the Level 5 Diploma.

Switzerland

The Swiss PGA themselves offer various courses for golf teaching and other disciplines. They also offer similar content to this qualification, including:

- > Swing technology
- > Practical teaching
- > Rules of golf
- > Green keeping
- > Club fitting
- > General golf knowledge

On the commercial side, the following is covered:

- > Bookkeeping
- > Purchase and sales
- > Accounting
- > Stock-taking
- > Taxes and insurance
- > Correspondence
- > Contracts administration

In conclusion, it can be stated that while the qualifications that are offered to aspiring golf professionals in other countries tend to be at bachelors degree level, the programmes include the same competencies as those offered in this South African qualification. It is also felt that in view of the South African situation that it is justifiable to have this qualification as a diploma at level 5. This is in view of the complexity of learning in the qualification and the profile of learner accessing the qualification.

ARTICULATION OPTIONS

This Qualification articulates horizontally with the following Qualifications:

- > National Certificate: Coaching Science, Level 5
- > National Certificate: Fitness, Level 5
- > National Diploma: Coaching Science, Level 5
- > National Diploma: Fitness, Level 5
- > National Certificate; Management, Level 5

Vertical articulation is possible with the following Qualifications:

- > B Com Sports Management
- > Other Diplomas and Certificates in Coaching and Fitness at Level 6

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, 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

Criteria for registration of assessors

For an applicant to register as an assessor, the applicant needs:

- > A minimum of 2 (two) years' practical, relevant occupational experience in Administration.
- > To be registered as an assessor with the relevant ETQA.
- > To be in possession of a Qualification in Sports Administration, Administration or Management at NQF Level 5 or higher.

NOTES

N/A

UNIT STANDARDS

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	8283 Buying merchandise	Level 4	20	Reregistered
Core	12995 Maintain financial records and prepare general ledger accounts	Level 5	12	Registered
Core	110528 Compile and control a budget for a range of office supply requirements	Level 5	4	Registered
Core	120193 Demonstrate an understanding of the basic elements of golf fitness	Level 5	10	Draft - Prep for P Comment
Core	120194 Find and analyse swing faults in golf swing teaching	Level 5	12	Draft - Prep for P Comment
Core	120195 Prevent and grade golf injuries	Level 5	10	Draft - Prep for P Comment
Core	120196 Teach, and describe techniques used in the short game in golf	Level 5	8	Draft - Prep for P Comment
Core	120202 Produce a business plan for a golfing pro-shop	Level 5	12	Draft - Prep for P Comment
Core	120203 Apply knowledge of equipment technology and golfing characteristics to equipment repair and customisation	Level 5	16	Draft - Prep for P Comment
Core	120204 Apply knowledge of diet and nutrition to improving golf performance	Level 5	10	Draft - Prep for P Comment
Core	120205 Display and apply knowledge of biomechanics in a golfing context	Level 5	8	Draft - Prep for P Comment
Core	120206 Describe, implement and teach the principles and building blocks of a golf swing	Level 5	12	Draft - Prep for P Comment
Core	120207 Apply coaching skills in teaching golfing skills	Level 5	6	Draft - Prep for P Comment
Core	120208 Apply the rules of golf in various contexts	Level 5	8	Draft - Prep for P Comment
Core	120209 Apply basic concepts of sport psychology in a golfing context	Level 5	12	Draft - Prep for P Comment
Core	120210 Apply concepts of 'skills acquisition' to golfing performance	Level 5	6	Draft - Prep for P Comment
Core	120212 Plan, manage and report on a golf tournament	Level 5	8	Draft - Prep for P Comment
Core	115196 Establish, implement and control procurement processes	Level 6	12	Registered
Core	116368 Apply basic business marketing practices	Level 6	8	Registered
Elective	14357 Demonstrate an understanding of a selected business environment	Level 4	10	Registered
Elective	109999 Manage service providers in a selected organisation	Level 4	5	Registered
Elective	110003 Develop administrative procedures in a selected organisation	Level 4	8	Registered
Elective	114587 Determine and manage the human resource needs of a new venture	Level 4	4	Registered
Elective	117494 Comply to legal requirements in business	Level 4	7	Registered
Elective	117495 Assess legal contracts for business	Level 4	8	Registered
Elective	117497 Apply basic business principles	Level 4	10	Registered
Elective	117499 Demonstrate entrepreneurial competence	Level 4	12	Registered
Elective	9224 Implement policies regarding HIV/AIDS in the workplace	Level 5	4	Reregistered
Elective	12990 Prepare ledger balances and an initial trial balance	Level 5	10	Registered
Elective	12996 Record, analyse and prepare cost information	Level 5	10	Registered
Elective	12999 Contribute to the management of costs and the enhancement of value	Level 5	10	Registered

Elective	13019 Prepare business tax returns	Level 5	12	Registered
Elective	13020 Prepare personal tax returns	Level 5	10	Registered
Elective	13203 Counsel workgroup members in respect of HIV/AIDS	Level 5	3	Registered
Elective	110526 Plan, organise, implement and control record-keeping systems	Level 5	4	Registered
Elective	110531 Plan, organise and control the day-to-day administration of an office support function	Level 5	4	Registered
Fundamental	120192 Apply anatomical and physiological knowledge to golfing activity	Level 5	5	Draft - Prep for P Comment
Fundamental	120197 Plan and implement personal and career development goals within a golfing environment	Level 5	5	Draft - Prep for P Comment
Fundamental	120211 Display a holistic understanding of golf and golfing	Level 5	8	Draft - Prep for P Comment



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Apply anatomical and physiological knowledge to golfing activity

SAQA US ID	UNIT STANDARD TITLE		
120192	Apply anatomical and physiological knowledge to golfing activity		
SGB NAME		NSB 02	PROVIDER NAME
SGB Sport		Culture and Arts	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Culture and Arts	Sport
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 5	Regular

SPECIFIC OUTCOME 1

Describe and apply knowledge of the human skeletal system to golfing activity.

SPECIFIC OUTCOME 2

Describe and apply knowledge of the human muscular system to golfing activity.

SPECIFIC OUTCOME 3

Describe and apply knowledge of energy systems requirements for golfing activity.

SPECIFIC OUTCOME 4

Describe and apply knowledge of the cardio-respiratory requirements for golfing activity.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Demonstrate an understanding of the basic elements of golf fitness

SAQA US ID	UNIT STANDARD TITLE		
120193	Demonstrate an understanding of the basic elements of golf fitness		
SGB NAME	NSB 02	PROVIDER NAME	
SGB Sport	Culture and Arts		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Culture and Arts	Sport	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 5	Regular

SPECIFIC OUTCOME 1

Explain golf specific training and its variations from other sports.

SPECIFIC OUTCOME 2

Apply muscular-skeletal screening of golfers for fitness training.

SPECIFIC OUTCOME 3

Demonstrate and explain stretching and warming up exercises for golfers.

SPECIFIC OUTCOME 4

Describe and explain the process of strength and conditioning in golfers.

SPECIFIC OUTCOME 5

Describe and explain the aerobic function in relation to the golfer.

SPECIFIC OUTCOME 6

Describe and explain training in relation to training volume and in different climates.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Find and analyse swing faults in golf swing teaching

SAQA US ID	UNIT STANDARD TITLE		
120194	Find and analyse swing faults in golf swing teaching		
SGB NAME	NSB 02	PROVIDER NAME	
SGB Sport	Culture and Arts		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Culture and Arts	Sport	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 5	Regular

SPECIFIC OUTCOME 1

Describe and explain a modern approach to fault fixing in relation to the golf swing.

SPECIFIC OUTCOME 2

Describe the concept of 'fault' and identify the main reasons for fault occurrence in relation to the golf swing.

SPECIFIC OUTCOME 3

Describe and apply basic tools in analysing faults in relation to the golf swing.

SPECIFIC OUTCOME 4

Describe and apply basic analysis and diagnostic questions in fault finding and fixing.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Prevent and grade golf injuries

SAQA US ID	UNIT STANDARD TITLE		
120195	Prevent and grade golf injuries		
SGB NAME		NSB 02	PROVIDER NAME
SGB Sport		Culture and Arts	
UNIT STANDARD TYPE	FIELD DESCRIPTION		SUBFIELD DESCRIPTION
Regular	Culture and Arts		Sport
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 5	Regular

SPECIFIC OUTCOME 1

Describe the factors relevant to injury prevention in golf coaching.

SPECIFIC OUTCOME 2

Identify and deal with injuries, fatigue, illness and accidents for future prevention or minimisation.

SPECIFIC OUTCOME 3

Develop and utilise systems for recording and reporting injuries.

SPECIFIC OUTCOME 4

Implement risk management procedures and tools for the proactive management of injuries.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Teach, and describe techniques used in the short game in golf

SAQA US ID	UNIT STANDARD TITLE		
120196	Teach, and describe techniques used in the short game in golf		
SGB NAME	NSB 02	PROVIDER NAME	
SGB Sport	Culture and Arts		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Culture and Arts	Sport	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Describe and explain the approach to teaching the short game in golf.

SPECIFIC OUTCOME 2

Describe and teach techniques of putting.

SPECIFIC OUTCOME 3

Describe and teach techniques of chipping.

SPECIFIC OUTCOME 4

Describe and teach techniques of pitching.

SPECIFIC OUTCOME 5

Describe and teach techniques of bunker shots.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Plan and implement personal and career development goals within a golfing environment

SAQA US ID	UNIT STANDARD TITLE		
120197	Plan and implement personal and career development goals within a golfing environment		
SGB NAME	NSB 02	PROVIDER NAME	
SGB Sport	Culture and Arts		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Culture and Arts	Sport	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 5	Regular

SPECIFIC OUTCOME 1

Describe and apply basic management skills to self-management.

SPECIFIC OUTCOME 2

Develop an action plan for own personal development.

SPECIFIC OUTCOME 3

Describe career development and develop an action plan for own career development.

SPECIFIC OUTCOME 4

Demonstrate and apply knowledge of how to obtain an employment position within the golfing industry.

SPECIFIC OUTCOME 5

Apply time management skills in self and career development.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Produce a business plan for a golfing pro-shop

SAQA US ID	UNIT STANDARD TITLE		
120202	Produce a business plan for a golfing pro-shop		
SGB NAME	NSB 02	PROVIDER NAME	
SGB Sport	Culture and Arts		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Culture and Arts	Sport	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 5	Regular

SPECIFIC OUTCOME 1

Identify and demonstrate understanding of the elements of a business plan.

SPECIFIC OUTCOME 2

Compile an organisation structure for one's golfing business to determine how a business plan can best be integrated.

SPECIFIC OUTCOME 3

Identify resources and information required to complete own business plan.

SPECIFIC OUTCOME 4

Compile business plan.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Apply knowledge of equipment technology and golfing characteristics to equipment repair and customisation

SAQA US ID	UNIT STANDARD TITLE		
120203	Apply knowledge of equipment technology and golfing characteristics to equipment repair and customisation		
SGB NAME	NSB 02	PROVIDER NAME	
SGB Sport	Culture and Arts		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Culture and Arts	Sport	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	16	Level 5	Regular

SPECIFIC OUTCOME 1

Demonstrate understanding of golf ball technology as it affects golf.

SPECIFIC OUTCOME 2

Demonstrate knowledge of shaft technology as it affects golf.

SPECIFIC OUTCOME 3

Demonstrate knowledge of club head design and construction as it affects golf.

SPECIFIC OUTCOME 4

Provide a club repair service to repair and maintain clubs.

SPECIFIC OUTCOME 5

Demonstrate knowledge of custom fitting technologies as it affects golf play.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Apply knowledge of diet and nutrition to improving golf performance

SAQA US ID	UNIT STANDARD TITLE		
120204	Apply knowledge of diet and nutrition to improving golf performance		
SGB NAME	NSB 02	PROVIDER NAME	
SGB Sport	Culture and Arts		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Culture and Arts	Sport	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 5	Regular

SPECIFIC OUTCOME 1

Define health, health requirements and risks.

SPECIFIC OUTCOME 2

Analyse and interpret the concepts of a balanced diet and essential nutrients.

SPECIFIC OUTCOME 3

Analyse the energy needs of the golfer and determine dietary solutions accordingly.

SPECIFIC OUTCOME 4

Describe and explain an appropriate diet for golfing performance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Display and apply knowledge of biomechanics in a golfing context

SAQA US ID	UNIT STANDARD TITLE		
120205	Display and apply knowledge of biomechanics in a golfing context		
SGB NAME	NSB 02	PROVIDER NAME	
SGB Sport	Culture and Arts		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Culture and Arts	Sport	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Demonstrate an understanding of the underlying principles of biomechanics.

SPECIFIC OUTCOME 2

Describe the mechanical systems of human motion and how they operate.

SPECIFIC OUTCOME 3

Describe and explain muscle force and its relationship to velocity and power.

SPECIFIC OUTCOME 4

Explain the different planes and axes present within the human body and how movement takes place through and around them.

SPECIFIC OUTCOME 5

Apply Newton's laws to golf specific situations.

SPECIFIC OUTCOME 6

Analyse how gravity and an individual's centre of gravity affects stability.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Describe, implement and teach the principles and building blocks of a golf swing

SAQA US ID	UNIT STANDARD TITLE		
120206	Describe, implement and teach the principles and building blocks of a golf swing		
SGB NAME	NSB 02	PROVIDER NAME	
SGB Sport	Culture and Arts		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Culture and Arts	Sport	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 5	Regular

SPECIFIC OUTCOME 1

Describe and apply basic knowledge and principles relating to the golf swing.

SPECIFIC OUTCOME 2

Analyse, describe and demonstrate the pre-swing phase in golf swing building.

SPECIFIC OUTCOME 3

Analyse, describe and demonstrate the in-swing phase in golf swing building.

SPECIFIC OUTCOME 4

Analyse, describe and demonstrate the post-swing phase in golf swing building.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Apply coaching skills in teaching golfing skills

SAQA US ID	UNIT STANDARD TITLE		
120207	Apply coaching skills in teaching golfing skills		
SGB NAME	NSB 02	PROVIDER NAME	
SGB Sport	Culture and Arts		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Culture and Arts	Sport	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 5	Regular

SPECIFIC OUTCOME 1

Describe the background to golf coaching.

SPECIFIC OUTCOME 2

Describe the position as a coach in the golfing context.

SPECIFIC OUTCOME 3

Apply the psychology of learning in a coaching environment.

SPECIFIC OUTCOME 4

Describe and apply the practice of coaching in the golfing environment.

SPECIFIC OUTCOME 5

Integrate the theory and practice of coaching successfully.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Apply the rules of golf in various contexts

SAQA US ID	UNIT STANDARD TITLE		
120208	Apply the rules of golf in various contexts		
SGB NAME	NSB 02	PROVIDER NAME	
SGB Sport	Culture and Arts		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Culture and Arts	Sport	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Demonstrate an understating of the history of golf rules and the structure and layout of the rules of golf.

SPECIFIC OUTCOME 2

Interpret, give advice on, and explain the rules relating to the play and administration of golf.

SPECIFIC OUTCOME 3

Interpret, provide advice on, and explain the rules of golf relating to local rules and competition conditions.

SPECIFIC OUTCOME 4

Interpret, provide advice on, and explain the rules of golf relating to club and ball design.

SPECIFIC OUTCOME 5

Interpret, provide advice on, and explain the rules of golf relating to amateur status.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Apply basic concepts of sport psychology in a golfing context

SAQA US ID	UNIT STANDARD TITLE		
120209	Apply basic concepts of sport psychology in a golfing context		
SGB NAME	NSB 02	PROVIDER NAME	
SGB Sport	Culture and Arts		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Culture and Arts	Sport	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 5	Regular

SPECIFIC OUTCOME 1

Identify and demonstrate an understanding of the basic concepts in sport psychology.

SPECIFIC OUTCOME 2

Demonstrate an understanding of individuality in golfers.

SPECIFIC OUTCOME 3

Analyse and interpret the relationship between stress, anxiety and arousal on physical and mental functioning.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the importance of mental skills in golf performance.

SPECIFIC OUTCOME 5

Apply a framework for mental skill teaching in golf.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Apply concepts of 'skills acquisition' to golfing performance

SAQA US ID	UNIT STANDARD TITLE		
120210	Apply concepts of 'skills acquisition' to golfing performance		
SGB NAME	NSB 02	PROVIDER NAME	
SGB Sport	Culture and Arts		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Culture and Arts	Sport	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 5	Regular

SPECIFIC OUTCOME 1

Describe and define key concepts used in 'skills acquisition' in a golfing environment.

SPECIFIC OUTCOME 2

Describe information processing and motor control in relation to skills acquisition in a golfing environment.

SPECIFIC OUTCOME 3

Describe and apply the principles of learning in a golfing environment.

SPECIFIC OUTCOME 4

Describe and apply the phases of motor skill learning to motor skill learning in a golfing context.

SPECIFIC OUTCOME 5

Apply sports teaching skills in the teaching of golf.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

16

Display a holistic understanding of golf and golfing

SAQA US ID	UNIT STANDARD TITLE		
120211	Display a holistic understanding of golf and golfing		
SGB NAME	NSB 02	PROVIDER NAME	
SGB Sport	Culture and Arts		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Culture and Arts	Sport	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Demonstrate an understanding of the history of golf, its ethos and administration.

SPECIFIC OUTCOME 2

Display knowledge the history of noteworthy tournaments of the past and present.

SPECIFIC OUTCOME 3

Demonstrate knowledge of noteworthy golfers of the past and present.

SPECIFIC OUTCOME 4

Demonstrate knowledge of noteworthy golf courses.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

17

Plan, manage and report on a golf tournament

SAQA US ID	UNIT STANDARD TITLE		
120212	Plan, manage and report on a golf tournament		
SGB NAME	NSB 02	PROVIDER NAME	
SGB Sport	Culture and Arts		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Culture and Arts	Sport	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Plan a golf tournament.

SPECIFIC OUTCOME 2

Manage a golf tournament.

SPECIFIC OUTCOME 3

Conduct post tournament administration.

SPECIFIC OUTCOME 4

Demonstrate an understanding of, and apply the South African handicapping system in tournament planning and management.



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

Civil Engineering and Construction

Registered by Organising Field 12, Physical Planning and 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 upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield.

Comment on the unit standards should reach SAQA at the address ***below and no later than 29 October 2005***. All correspondence should be marked **Standards Setting – SGB Civil Engineering and Construction** 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


DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Computer Aided Drawing Office Practice

SAQA QUAL ID	QUALIFICATION TITLE		
50018	Further Education and Training Certificate: Computer Aided Drawing Office Practice		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	Physical Planning and Construction		
QUAL TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	120	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION**Purpose:**

Any learners, who are, or wish to be involved in the Computer Aided Drawing, will have access to this qualification. This qualification is intended to serve the architectural, engineering and construction industries by providing skilled draftspersons who can produce design drawings which address the need to move from traditional manual drafting to Computer Aided Drawing and Draughting. Portability across other National Qualifications in Engineering and Draughting is therefore ensured.

The specific purpose of this qualification represents the skills, knowledge and understanding required by draughtspersons to:

- > Use and operate a computer system
- > Establish client requirements and gather and apply the required design information
- > Produce computer-aided drawings for an appropriate area of draughting
- > Use a wide variety of measuring instruments to improve the quality and end result of computer-aided drawings
- > Plan and layout a computer-aided drawing
- > Create a free hand drawing in preparation for a computer aided drawing

Rationale:

The FETC in Computer Aided Drawing Office Practice: Level 4 is designed to meet the needs of those learners who enter the field of Computer Aided Drawing.

The FETC in Computer Aided Drawing Office Practice will provide a broad base of knowledge and skills needed in the industry and will help those learners progressing along a career path who:

- > Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training
- > Have worked in Computer Aided Drawing for many years, but have no formal qualification in Computer Aided Drawing
- > Wish to extend their range of skills and knowledge of the industry so that they can become knowledgeable workers in Computer Aided Drawing and Draughting

The FETC in Computer Aided Drawing Office Practice allows the learner to work towards a nationally recognised qualification. The qualification will allow both those in formal educations and those already employed in, but not limited to, architectural, engineering and construction organisations access, due to its

flexibility. It aims to develop learners who are informed and skilled in Computer Aided Drawing and Draughting.

The qualification focuses on the skills, knowledge, values and attitudes required to progress further in this field of learning. The intention is:

- > To provide the development of knowledge and skills that are required in all sub-sectors of Computer Aided Drawing
- > To realise the potential of people in draughting
- > To provide opportunities for people to move up career paths by being more valuable to their organisation, the economy and themselves

The FETC in Computer Aided Drawing Office Practice should produce knowledgeable, skilled Computer Aided Draughtspersons who are able to contribute to improved productivity and efficiency within the draughting industry. It should provide the means for current learners in the Computer Aided Drawing field to receive recognition for prior learning and to upgrade their skills and knowledge base. The qualification is structured in such a way that it exposes learners to a set of core competencies to give a broad understanding of Computer Aided Drawing. The electives will allow for specific competence in a selected area of drawing specialisation. It will also promote the notion of life-long learning.

Career pathways:

- > Surveying
- > Electronic Engineering
- > Mining Engineering
- > Electrical Engineering
- > Automotive Engineering
- > Structural steel detailing.
- > Piping and plant design.
- > Building and Civil Engineering
- > Instrumentation Engineering
- > Engineering and design draughting
- > Air-conditioning and ventilation design
- > Architecture
- > Wood manufacturing
- > Town and regional planning
- > Road construction

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners are already competent in the following at NQF Level 3:

- > Mathematical Literacy and Communication

The unit Standards:

- > "Plan and determine the drawing requirements to produce a drawing"
- > "Demonstrate basic understanding of the workflow"
- > "Demonstrate an understanding of the drawing office orientation"

Recognition of Prior Learning:

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

This Recognition of Prior Learning may allow:

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

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

Access to the Qualification

Access to this qualification is open bearing in mind learning assumed to be in place.

QUALIFICATION RULES

Rules of combination:

Fundamentals: 56 credits

> All the unit standards are compulsory

Core: 33 credits

> All the unit standards are compulsory

Electives: Minimum of 31 credits should be chosen from any of the specialisations below:

- > Learning pathway for a Mechanical and Piping draughtsperson:
 - > Demonstrate an understanding of production, manufacturing and construction processes as it affects the drawing
 - > Demonstrate an understanding of engineering materials, heat treatment and machining
 - > Demonstrate an understanding of various mechanical components
 - > Identify, interpret and produce working mechanical drawings
 - > Identify, interpret and produce working piping drawings
 - > Set up and prepare 3d model space and produce a 3d model
- > Learning pathway for a Electrical and Air conditioning, ventilation duct and plant draughtsperson:
 - > Demonstrate an understanding of production, manufacturing and construction processes as it affects the drawing
 - > Demonstrate an understanding of engineering materials, heat treatment and machining
 - > Demonstrate an understanding of various mechanical components
 - > Identify, interpret and produce working electrical drawings
 - > Identify, interpret and produce working air conditioning, ventilation duct and plant drawings
 - > Set up and prepare 3d model space and produce a 3d model
- > Learning pathway for Building draughtsperson:
 - > Produce a bill of materials, working drawings and cost a design
 - > Set up a survey instrument to take observations
 - > Identify, interpret and produce working building drawings
 - > Identify, interpret and produce working electrical drawings
 - > Set up and prepare 3d model space and produce a 3d model
 - > Apply contract documentation
- > Learning pathway for a Reinforced Concrete detailing and Structural Steel detailing draughtsperson:
 - > Identify, interpret and produce working structural steel drawings
 - > Identify, interpret and produce working reinforced concrete detail drawings
 - > Demonstrate understanding of regulations, codes and drawing office practices for structural steel detailing
 - > Set up and prepare 3d model space and produce a 3d model
 - > Demonstrate an understanding of basic contract planning functions, workshop and site procedures for structural projects
- > Learning pathway for a Civil Construction draughtsperson:
 - > Identify, interpret and produce working civil construction drawings
 - > Identify, interpret and use construction drawings and specifications
 - > Set up and prepare 3d model space and produce a 3d model
 - > Produce a bill of materials, working drawings and cost a design

EXIT LEVEL OUTCOMES

1. Use and operate a computer system.
2. Establish client requirements and gather and apply the required design information.

3. Produce computer aided drawings for an appropriate area of draughting.
 - > Range: electrical, building, piping, mechanical and structural steel.
4. Use a wide variety of measuring instruments to improve the quality and end result of computer aided drawings.
 - > Range: Venier caliper, micrometers, venier height gauges, venier protractors, steel rule, measuring tape, thread pitch, radius and feeler gauges, theodolite, electronic distance measuring devices.
5. Plan and layout a computer aided drawing.
6. Produce a free hand drawing in preparation for a computer aided drawing.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Basic computer hardware components are connected to a computer system.
 - > Keyboard and mouse are used to access a computer.
 - > Computer, software and peripherals are used to process information.
2.
 - > The client brief is identified and analysed to meet the client requirements.
 - > A survey is conducted to gather the pertinent information.
 - > Data is analysed and applied to the design.
3.
 - > Computer aided drawing commands are used and applied to perform the drawing operations.
 - > Views are projected according to the requirements of the brief.
 - > Relevant dimensions and assemblies are constructed in accordance with design requirements.
 - > Drawing complies to the codes of practice for engineering drawing.
4.
 - > The functions and usage of measuring instruments are described.
 - > Measuring instruments are used to measure and give scale readings as per specifications and requirements.
 - > The object to be drawn is identified and measured to meet the requirements.
 - > The drawing produced meets the set requirements>
5.
 - > Drawing requirements are checked, verified and interpreted in accordance with instructions.
 - > The required detail instructions are recorded to worksite and job requirements.
 - > Components and drawing parameters are selected from specifications obtained to meet the requirements.
 - > Computer aided drawing software programme is selected, activated and configured to link to all the available peripherals.
6.
 - > The object to be drawn is identified and measured to meet requirements.
 - > A drawing is produced and shows the dimensions to meet the requirements.
 - > The drawing is produced using a pencil to represent the different line types.
 - > A given reading is represented by a line drawing.

Integrated Assessment:

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

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

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should be assessed in authentic Computer Aided Drawing 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

The Computer Aided Drawing Industry is a discipline with globally recognised best practices, standards and qualifications. This qualification and set of unit standards utilises international and locally recognised best practice and standards in Computer Aided Drawing practice.

Benchmarking was done by comparison to Unit Standards/Outcomes of learning against:

- > The New Zealand qualifications - National Certificate in Design (Draughting) (Level 2) total credit value 70
- > New Zealand Unit Standards in Design - Computer Graphics:
 - > Produce orthographic, scale-working drawings using computer aided draughting (CAD) programs
 - > Produce scale production drawings using computer aided draughting (CAD) programmes
 - > Produce scale production drawings using computer aided draughting (CAD) programmes
 - > Demonstrate knowledge of numerical data used in the draughting industry
 - > Technical And Further Education Authority (TAFE) New South Wales was also used as a resource for international benchmarking

A direct comparison with each unit standard was undertaken and the best practice points were highlighted and incorporated into each unit standard. However the points incorporated were written in a South African context.

Because of the difference in levels across the different countries, difficulty was found in making actual direct comparisons, level to level. It was found that the South African unit standards seem to contain more detail and therefore are slightly more complex and the qualification is longer in duration as they only have 70 credits.

The work groups also referred to other facets of national and international benchmarking, which occurred continuously throughout the qualifications and unit standard writing process.

These facets were:

- > The methods and techniques for writing standards
- > The contents of the unit standards
- > The levels in other countries compared to South Africa

It is the Computer Aided Drawing standard generating workgroup's intent to benchmark on a continuous basis with other unit standards both locally and internationally.

ARTICULATION OPTIONS

This qualification allows for both horizontal and vertical articulation.

Horizontal articulation:

- > National Certificate in Mechanical Engineering: Fitting and Machining NQF Level 4
- > National Certification in Polymer Composites Fabrication NQF Level 4
- > National Certificate in Electrical Engineering NQF Level 4

- > National Certificate in Automotive Components Manufacturing and Assembling NQF Level 4
- > National Certificate in Air Conditioning, Refrigeration and Ventilation NQF Level 4
- > National Certificate in Road Works Construction NQF Level 4

Vertical articulation:

- > National Diploma in Structural Steel Detailing: NQF Level 5

MODERATION OPTIONS

Assessment of learner achievements takes place at providers accredited by relevant ETQA or any ETQA which has signed a Memorandum of Understanding (MoU) with the relevant ETQA in accordance with ETQA Regulations (RSA, 1998b).

- > 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

For an applicant to register as an assessor, the applicant needs:

- > To be registered as an assessor with the relevant ETQA.
- > To have a similar qualification at one level higher than the level of the qualification and a minimum of three years working experience in the relevant field.

NOTES

This qualification replaces qualification 23773, "National Certificate: Computer Aided Drawing Office Practice", Level 4, 146 credits.

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	9532 Demonstrate basic knowledge of computers	Level 3	6	Reregistered
Core	14467 Establish client requirements and gather and apply required design information	Level 4	6	Registered
Core	14471 Plan drawing layout	Level 4	6	Registered
Core	14473 Develop and produce computer aided drawings	Level 4	4	Registered
Core	14474 Plan and schedule workflow	Level 4	3	Registered
Core	14476 Apply drawing office administration procedures	Level 4	3	Registered
Core	14478 Demonstrate an understanding of drawing office orientation	Level 4	2	Registered
Core	14486 Demonstrate an understanding of measuring instruments and produce free-hand drawings	Level 4	3	Registered
Elective	11637 Set up a survey instrument to take observations	Level 3	4	Reregistered
Elective	120199 Set up and prepare 3D model space and produce a 3D model	Level 3	6	Draft - Prep for P Comment

Elective	14426 Read, interpret and use construction drawings and specifications	Level 4	10	Registered
Elective	14489 Identify, interpret and produce electrical working drawings	Level 4	8	Registered
Elective	14490 Identify, interpret and produce working building drawings	Level 4	8	Registered
Elective	14492 Identify, interpret and produce working piping drawings	Level 4	6	Registered
Elective	14495 Identify, interpret and produce working mechanical drawings	Level 4	8	Registered
Elective	14497 Identify, interpret and produce working structural steel drawings	Level 4	8	Registered
Elective	114194 Demonstrate understanding of regulations codes and drawing office practices for structural steel detailing	Level 4	7	Registered
Elective	120198 Identify, interpret and produce working reinforced concrete detail drawings	Level 4	10	Draft - Prep for P Comment
Elective	120200 Produce a bill of material, working drawings and cost a design	Level 4	8	Draft - Prep for P Comment
Elective	120201 Identify, interpret and produce working air conditioning and ventilation duct and plant drawings	Level 4	6	Draft - Prep for P Comment
Elective	120213 Read, interpret and produce working civil construction drawings	Level 4	8	Draft - Prep for P Comment
Elective	14469 Demonstrate an understanding of production, manufacturing and construction processes as it affects the drawing	Level 5	5	Registered
Elective	14485 Demonstrate an understanding of engineering materials, heat treatment and machinery	Level 5	6	Registered
Elective	14488 Demonstrate an understanding of various mechanical components	Level 5	6	Registered
Elective	15137 Apply contract documentation	Level 5	10	Registered
Elective	114221 Demonstrate an understanding of basic contract planning functions workshop and site procedures for structural steel projects	Level 5	5	Registered
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	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Reregistered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Reregistered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Reregistered
Fundamental	8977 Evaluate literary texts	Level 4	5	Reregistered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Reregistered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Identify, interpret and produce working reinforced concrete detail drawings

SAQA US ID		UNIT STANDARD TITLE	
120198		Identify, interpret and produce working reinforced concrete detail drawings	
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	Physical Planning, Design and Management
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 4	Regular

SPECIFIC OUTCOME 1

Identify, and explain reinforced concrete detailing.

SPECIFIC OUTCOME 2

Detail and show beams, foundations and pile caps according to a specified requirement.

SPECIFIC OUTCOME 3

Use drawings to detail and position columns and pipes.

SPECIFIC OUTCOME 4

Demonstrate an understanding of floor slabs.

SPECIFIC OUTCOME 5

Produce detailed drawings for staircases.

SPECIFIC OUTCOME 6

Produce and present bending schedules.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Produce a bill of material, working drawings and cost a design

SAQA US ID	UNIT STANDARD TITLE		
120200	Produce a bill of material, working drawings and cost a design		
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 4	Regular

SPECIFIC OUTCOME 1

Produce a working drawing of the design.

SPECIFIC OUTCOME 2

Produce a bill of material to the correct sizes and quantities.

SPECIFIC OUTCOME 3

Determine the availability and costing of materials as specified in the bill of materials.

SPECIFIC OUTCOME 4

Compile and present a final design proposal.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Read, interpret and produce working civil construction drawings

SAQA US ID		UNIT STANDARD TITLE	
120213		Read, interpret and produce working civil construction drawings	
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	Physical Planning, Design and Management
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

SPECIFIC OUTCOME 1

Read drawings and symbols used in working civil construction drawings.

SPECIFIC OUTCOME 2

Interpret drawings for waterproofing.

SPECIFIC OUTCOME 3

Use drawings to interpret the structure of a building.

SPECIFIC OUTCOME 4

Produce civil construction drawings.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Set up and prepare 3D model space and produce a 3D model

SAQA US ID	UNIT STANDARD TITLE		
120199	Set up and prepare 3D model space and produce a 3D model		
SGB NAME	NSB 06	PROVIDER NAME	
SGB Manufacturing and Assembly Processes	Manufacturing, Engineering and Technology		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Manufacturing, Engineering and Technology	Engineering and Related Design	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 3	Regular

SPECIFIC OUTCOME 1

Prepare and set up a 3D design environment.

SPECIFIC OUTCOME 2

Display a 3D model in either solid or surface format by changing the definition settings.

SPECIFIC OUTCOME 3

Identify and apply the correct spatial or pre-set coordinate system in the 3D model space.

SPECIFIC OUTCOME 4

Create 3D objects using 2D profiles and view or display the model in a standard or isometric view.

SPECIFIC OUTCOME 5

Select objects in 2D and 3D model space using the selection criteria.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Identify, interpret and produce working air conditioning and ventilation duct and plant drawings

SAQA US ID		UNIT STANDARD TITLE	
120201		Identify, interpret and produce working air conditioning and ventilation duct and plant drawings	
SGB NAME		NSB 06	PROVIDER NAME
SGB Air-conditioning Refrigeration and Ventilation		Manufacturing, Engineering and Technology	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Manufacturing, Engineering and Technology	Engineering and Related Design
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 4	Regular

SPECIFIC OUTCOME 1

Understand air conditioning and ventilation duct layout.

SPECIFIC OUTCOME 2

Identify and draw a schematic duct layout drawing.

SPECIFIC OUTCOME 3

Draw ductwork schematic within an architectural layout drawing.

SPECIFIC OUTCOME 4

Identify, describe Air Conditioning and Ventilation plant and equipment in relation to a duct layout.

No. 954

30 September 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

Journalism

Registered by Organising Field 04, Communication Studies and Language, 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. 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 October 2005***. All correspondence should be marked **Standards Setting – SGB for Journalism** 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



DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Lay out pages for publication

SAQA US ID	UNIT STANDARD TITLE		
120214	Lay out pages for publication		
SGB NAME	NSB 04	PROVIDER NAME	
SGB Journalism	Communication Studies and Language		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Communication Studies and Language	Information Studies	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 5	Regular

SPECIFIC OUTCOME 1

Lay out pages in accordance with specifications.

SPECIFIC OUTCOME 2

Select layout elements that are appropriate for page content and publication overall.

SPECIFIC OUTCOME 3

Manipulate elements on pages using specified software.

SPECIFIC OUTCOME 4

Evaluate pages in terms of publication requirements.

SPECIFIC OUTCOME 5

Evaluate pages in terms of relevant design principles.

No. 955

30 September 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

Nursing

Registered by Organising Field 09, Health Sciences and Social Services, publishes the following qualifications and unit standards for public comment.

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

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

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



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Nursing

SAQA QUAL ID	QUALIFICATION TITLE		
50019	Further Education and Training Certificate: Nursing		
SGB NAME	NSB 09	PROVIDER NAME	
SGB Nursing	Health Sciences and Social Services		
QUAL TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	Health Sciences and Social Services	Curative Health	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	156	Level 4	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification will enable learners to function as members of the multidisciplinary health team in the delivery of holistic health care. Even though the sub-field indicated is that of curative health, these learners will be able to render basic nursing care to individuals with acute and long-term illnesses, communicable diseases and those requiring assistance during rehabilitation. This category of nurse works under supervision of a registered professional nurse or other professional members of the multidisciplinary health team in the delivery of health care as determined by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

The learner who has successfully completed this qualification is eligible for recognition by the South African Nursing Council as an Enrolled Nurse.

Learners credited with this qualification will be able to:

- > Apply communication skills to provide effective nursing care.
- > Apply mathematical skills to provide effective nursing care.
- > Demonstrate knowledge of applied microbiology, anatomy, physiology, biophysics and psychosocial sciences in nursing practice.
- > Implement and evaluate community based health care in collaboration with stakeholders and colleagues.
- > Plan, implement and evaluate nursing care for individuals and groups based on assessment in consultation with the health care team.
- > Deliver nursing care to sick or disabled individuals and groups.
- > Participate in the promotion of rehabilitation of individuals and groups with disabilities.
- > Maintain professionalism in nursing practice.
- > Participate in the management of a health care unit.
- > Participate in rendering comprehensive nursing care with regard to psycho-social issues.

Learners will function within the scope of practice of the enrolled nurse as formulated by the South African Nursing Council, in conjunction with the policies of the place of employment.

Rationale:

The Pick Report (July 2001) identified the need for a mid-level nurse with more skills, including those of antenatal and postnatal midwifery care. The specific skills listed in this report are required of the nurse in the primary health care setting. However, in terms of the current legislation and scope of practice for this level or category of nurse practitioner, it is not possible to train this nurse as a mid-level worker with midwifery skills.

(antenatal and post-natal care). This nurse may only work under supervision of a registered professional nurse or other professional members of the health team. The competence of this nurse should therefore be equated with the existing enrolled nurse. This qualification caters for the transitional period during which the new scope of practice for the mid-level worker will be finalised by the South African Nursing Council.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners wishing to enter for this qualification must prove competency in the following:

- > Mathematical Literacy at NQF Level 3.
- > Communication at NQF Level 3.

Recognition of prior learning:

This qualification may be achieved wholly or in part through recognition of prior learning in terms of compliance with the competencies indicated in the defined exit level outcomes of the qualification.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records. All such evidence will be judged in accordance with the general principles of assessment described elsewhere in this document.

Access to the qualification:

Learners should first have successfully completed the National Certificate: Auxiliary Nursing: NQF Level 3 (SAQA ID 49993).

Please note:

The South African Nursing Council requires the following for this qualification:

- > Learners are registered with the South African Nursing Council as learners.
- > Learners must have access to a service provider that has been accredited by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA for the practical component.
- > Workplace experiences comply with the Regulations of the relevant statutory council.

QUALIFICATION RULES

- > The Fundamental component is compulsory.
- > The Core component is compulsory.
- > Learners must choose one of the two listed Elective component options to complete the qualification.

> Fundamental component:

- > Mathematical Literacy: NQF Level 4, 16 Credits.
- > Communication First Language: NQF Level 4, 20 Credits.
- > Communication Second Language: The second language may be offered at NQF Level 3, 20 Credits.
- > Total Fundamental component: 56 Credits.

> Total Core component: 88 Credits.

> Total Elective component: 12 Credits

> Grand Total: 156 Credits.

EXIT LEVEL OUTCOMES

Fundamental component:

1. Apply communication skills to provide effective nursing care in two official languages.
2. Apply mathematical skills to provide effective nursing care.

Core component:

3. Demonstrate knowledge of applied microbiology, anatomy, physiology, biophysics and psychosocial sciences in nursing practice.
4. Implement and evaluate community based health care in collaboration with stakeholders and colleagues.
5. Participate in planning, implementation, evaluation and documentation of nursing care.
6. Deliver basic nursing care to sick or disabled individuals and groups.
7. Participate in the promotion of rehabilitation of individuals and groups with disabilities.
8. Maintain professionalism in nursing practice.
9. Participate in the management of a health care unit.

Elective component:

10. Participate in identifying psycho-social health risk areas in a community.
11. Participate in rendering comprehensive nursing care with regard to psycho-social issues.

Critical Cross-Field Outcomes:

This qualification addresses the following critical cross-field outcomes:

1. Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made. This critical cross-field outcome is addressed through all Exit Level Outcomes.
2. Working effectively with others as a member of a team, group, organisation or community. This critical cross-field outcome is addressed through all Exit Level Outcomes.
3. Organising and managing oneself and one's activities responsibly and effectively. This critical cross-field outcome is addressed through all Exit Level Outcomes.
4. Collecting, analysing, organising and critically evaluating information. This critical cross-field outcome is addressed through all Exit Level Outcomes.
5. Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion. This critical cross-field outcome is addressed through all Exit Level Outcomes.
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others. This critical cross-field outcome is addressed through exit level outcomes:
 - > Apply mathematical skills to provide effective nursing care.
 - > Demonstrate knowledge of applied microbiology, anatomy, physiology, biophysics and psychosocial sciences in nursing practice.
 - > Implement and evaluate community based health care in collaboration with stakeholders and colleagues.
 - > Participate in planning, implementation, evaluation and documentation of nursing care.
 - > Deliver basic nursing care to sick or disabled individuals and groups.
 - > Participate in the promotion of rehabilitation of individuals and groups with disabilities.
 - > Maintain professionalism in nursing practice.
 - > Participate in the management of a health care unit.
7. Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. This critical cross-field outcome is addressed through exit level outcomes:
 - > Apply communication skills to provide effective nursing care in two official languages.
 - > Apply mathematical skills to provide effective nursing care.
 - > Demonstrate knowledge of applied microbiology, anatomy, physiology, biophysics and psychosocial sciences in nursing practice.

- > Implement and evaluate community based health care in collaboration with stakeholders and colleagues.
- > Participate in planning, implementation, evaluation and documentation of nursing care.
- > Participate in the management of a health care unit.
- > Participate in identifying psycho-social health risk areas in a community.
- > Participate in rendering comprehensive nursing care with regard to psycho-social issues.

ASSOCIATED ASSESSMENT CRITERIA

Fundamental component:

1:

- > Effective communication skills are observed during nurse-patient interactions.
- > Effective communication skills are observed during interactions with all members of the health care team.
- > Relevant health information is successfully obtained from the patient.
- > Patient reports are in accordance with the scientific nursing process and institutional policies.
- > Accurate actions are taken in response to verbal reports regarding the patient.
- > Accurate actions are taken in response to written reports regarding the patient.

2:

- > Mathematical skills are used to distinguish between normal and abnormal variables in the provision of nursing treatment.
- > The importance of financial resources and the impact on health is described.
- > The contribution of statistical data on the impact of health service provision is described.

Core component:

3:

- > Knowledge of psychosocial aspects is displayed by the attitudes and through the actions of the learner during all interactions with all patients and their families.
- > Application of knowledge pertaining to general body functions, biophysics and microbiology is demonstrated by the learner in adhering to principles of infection control.
- > Knowledge of the physiology of all body systems including biochemistry is applied in the provision of nursing care.

4:

- > Strategies for community involvement and community assessment are identified with stakeholders.
- > Strategies for health promotion programmes and population based studies are implemented according to the identified needs of the community.
- > Diverse cultural, religious, socio-economic, education and professional backgrounds are dealt with by sensitive, professional and effective communication.
- > Basic principles and approaches to population-based monitoring and surveillance are applied in the recording and reporting of community health data.

5:

- > Individual and/or group health care needs are assessed, planned, implemented and evaluated in consultation/participation with the health care team.
- > Information is documented according to the scientific process of nursing.
- > Context of care is applicable to identified needs.
- > Communication skills are effectively utilised in the scientific process of nursing by evidence of positive patient response during conversation.

6:

- > Nursing care of individuals with acute physical and psychiatric illnesses is provided through appropriate actions so that foundational knowledge of the specific disease process, its management and the scientific nursing process is clearly demonstrated.
- > Nursing care of individuals with long-term illnesses is provided by appropriate actions so that basic understanding of the specific disease process and the impact of long term illness on individuals and family is demonstrated.
- > Physical (including administration of prescribed medication) and emotional comfort is provided to terminally ill patients through use of the scientific process of nursing.
- > Growth and development of a child and adolescent is monitored according to a prescribed tool, e.g. the Road to Health Card.
- > The spread of communicable diseases is prevented by health promotion and application of infection control measures.
- > Treatment of injuries and accidents, medical emergencies and emergency deliveries are delivered

appropriately.

7:

- > Available local and/or national resources to promote rehabilitation are identified through interaction with members of the health care team and community members.
- > The rehabilitation plan is drawn up to meet individual patient needs so that optimal functioning is ensured.
- > Rehabilitation is planned, implemented and evaluated in collaboration with the health care team.

8:

- > Nursing Actions are performed in accordance with ethical and legal codes of nursing and current relevant legislation.
- > The rights of individuals, families, groups and/or communities are acknowledged by treating patients according to the Patients Rights Charter and Batho Pele principles.

9:

- > Knowledge of relevant legislation, regulations and policies is shown by the processes followed in a health care unit.
- > Factors leading to medico-legal risks are identified and actions are taken to prevent risk incidents.
- > The activities of a health care unit are maintained in a cost effective manner in collaboration with members of the health care team.

Elective component:

10:

- > Facilitation skills are applied to obtain the assistance of the community in identifying perceived needs in the community.
- > Cognitive skills are applied in identifying actual health care needs in the community.

11:

- > Comprehensive nursing care is delivered so that the identified psycho-social needs of the patient and/or community members are met.
- > Interpersonal and other relevant skills are utilized to effectively address psycho-social issues.

Integrated Assessment:

- > The SANC guidelines are used as a reference for clinical competence.

Formative Assessment:

- > A variety of assessment strategies and/or approaches must be used such as, but not limited to:
 - > Tests.
 - > Assignments.
 - > Workbooks.
 - > Projects.
 - > Demonstrations.
 - > Clinical assessments.

Summative Assessment:

- > May take the form of:
 - > written,
 - > practical,
 - > oral assessment,
- as agreed to by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

This qualification is based on exit level outcomes only. To enable the learner to obtain the best possible outcome from this qualification, the following unit standards are may be found useful as a means to successfully completing the qualification:

- > SAQA ID 7468: Use mathematics to investigate and monitor the financial aspect of personal, business, national and international issues.
- > SAQA ID 9015: Apply knowledge of statistics and probability to critically interrogate and effectively

communicate findings on life related problems.

- > SAQA ID 9016: Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts.
- > SAQA ID 8971: Analyse and respond to a variety of literary texts.
- > SAQA ID 8972: Interpret a variety of literary texts.
- > SAQA ID 8974: Engage in sustained oral communication and evaluate spoken texts.
- > SAQA ID 9303: Communicate verbally with clients in a financial services environment.
- > SAQA ID 9302: Access information in order to respond to client enquiries in a financial services environment.
- > SAQA ID 8975: Read, analyse and respond to a variety of texts.
- > SAQA ID 8976: Write with a wide range of contexts.
- > SAQA ID 8979: Use language and communication in occupational learning programmes.
- > SAQA ID 12153: Use the writing process to compose texts required in the business environment.
- > SAQA ID 110525: Apply a range of skills to facilitate workshops, community meetings and planned sessions in the local economic development environment.
- > SAQA ID 15096: Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations.
- > SAQA ID 116483: Apply moral decision making and problem solving strategies.
- > SAQA ID 114491: Educate and work closely with the community with regard to sexually transmitted infections (STI's) including Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS).
- > SAQA ID 116483: Apply moral decision making and problem solving strategies.
- > SAQA ID 116484: Evaluate a specified code of ethics and/or code of conduct.
- > SAQA ID 116490: Identify and apply ethical values to promote ethical behaviour.
- > SAQA ID 116493: Explain the quality of tolerance in human relations.
- > SAQA ID 117504: Identify and support the abused child.
- > SAQA ID 117503: Identify children with disabilities in the community.
- > SAQA ID 117505: Educate and support parents in childcare.

INTERNATIONAL COMPARABILITY

Most countries - whether first or third world, do not recognise first level health workers as relevant team players in the overall delivery of health care services. However, the South African Nursing Council has, for several decades, acknowledged the vital role played by this category of nurse in the delivery of health care. This enrolled nurse is to be found in public, private and donor-funded institutions, as well as in clinics and practices run by individual practitioners.

The advantage of this training being officially recognised by the statutory council is that it has a Regulated "Scope of Practice". This in turn, provides a measure of protection for the patients under the care of such nurses.

Several first and third world countries have similar courses for nurses, but no other country gives actual "licence-to-practice" status to such a category.

It is envisaged that this qualification will be adapted by the various SADC countries and perhaps those

further north in Africa, as well as other third and first world countries.

South Africa is a long-time member of both the International Council of Nurses and the World Health Organisation and is thus well up in developments regarding health trends and health practices throughout the world.

ARTICULATION OPTIONS

The qualification articulates vertically with the first professional qualification in Nursing.

MODERATION OPTIONS

Internal and external moderation must be conducted by moderators accredited by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

Both internal and external moderators must be in possession of an appropriate qualification at NQF Level 6 or above, as well as relevant clinical expertise and current experience. In addition external moderation will be conducted by the ETQA for nursing and midwifery or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Can be assessed by a registered nurse in possession of a qualification at a level above this qualification and who is registered as an assessor by the relevant ETQA or ETQA that has a Memorandum of Understanding in place 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.)

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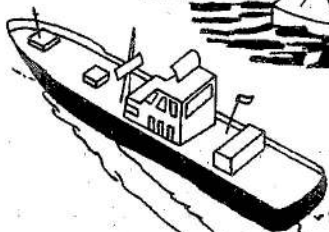
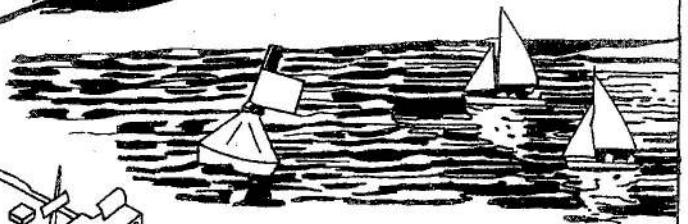
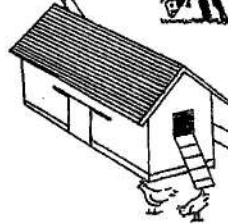
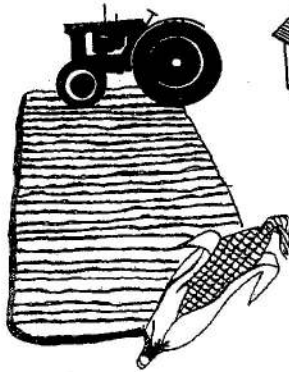
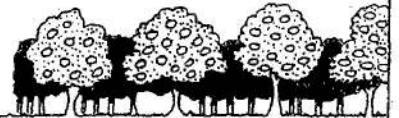
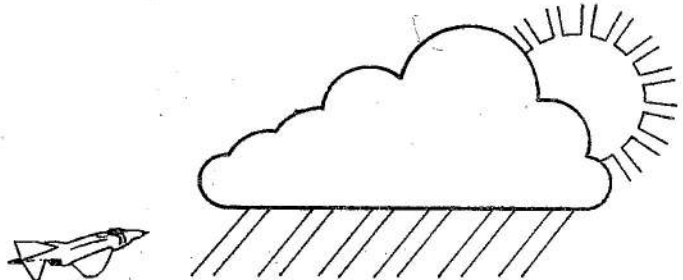
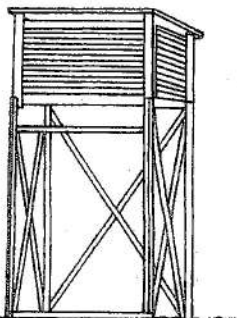
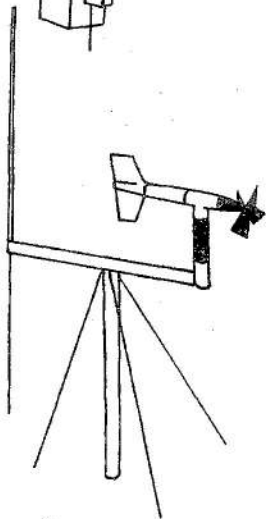
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