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

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1028　　　　　　　　　　　　　　　　　　　　　　**21 October 2005**

South African Qualifications Authority logo

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

The South African Qualifications Authority hereby publishes for public comment the following Draft Level Descriptors for the proposed 10 – level National Qualifications Framework (NQF). These Level Descriptors are for Levels 5 to 10.

The Draft Level Descriptors can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Draft Level Descriptors should reach SAQA at the address *below and no later than 20 November 2005.* All correspondence should be marked **Draft Level Descriptors** and addressed to

<div style="border:1px solid black; text-align:center;">

The Director: Standards Setting and Development
SAQA
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Postnet Suite 248
Private Bag X06
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DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

DRAFT LEVEL DESCRIPTORS FOR A 10 - LEVEL NQF

Definitions

1. In these level descriptors any word or expression to which a meaning has been assigned in the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995) shall have such meaning and, unless the context indicates otherwise –

    "applied competence" means the ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification;

    "autonomy of learning" means the capacity of a leaner for lifelong learning and includes the extent to which a learner can undertakes action for learning independently, the extent to which a learner takes responsibility for his or her own learning and the extent to which a learner is self-reflexive about and can evaluate the quality of his or her learning and eventually that of others;

    "field" means a particular area of learning used as an organising mechanism for the NQF;

    "level descriptor" means that statement describing achievement at a particular level of the NQF:

    "NQF" means the National Qualifications Framework (NQF) as already in the Act;

    "operational literacy" means an ability to use basic procedures and operations to complete complex tasks;

    "unit standards" means registered statements of desired education and training outcomes and their associated assessment criteria together with administrative and other information as specified in the National Standards Bodies Regulations, 1998.

Purpose

2. Level descriptors for the proposed levels 5 to 10 of the NQF shall ensure coherence across learning in the allocation of qualifications and standards to particular levels, and shall facilitate the assessment of the international comparability of standards and qualifications.

Descriptor categories

3. Each set of level descriptors consists of two categories:

- Applied Competence

  ➢ Fundamental knowledge
  ➢ Understanding of organisation or operating environment
  ➢ Application of essential methods
  ➢ Interpretation, conversion and evaluation of text
  ➢ Problem solving and changing context
  ➢ Information gathering
  ➢ Presentation skills

- Autonomy of learning

  ➢ Responsibility for own learning
  ➢ Decision taking
  ➢ Evaluation of own or others performance
  ➢ Manage learning tasks
  ➢ Research leadership

5.   Level Descriptors

NQF level	Applied competence	Autonomy of learning
Typically, a learning programme leading to the award of a qualification or unit standards at this level should develop learners who demonstrate:		
5	a. a fundamental knowledge base of the main areas of one or more fields or disciplines[1]; an informed understanding of the important terms, rules, concepts, principles and theories in one or more fields or disciplines b. an understanding of the organisation or operating environment as a system within a wider context and in relation to the society c. an ability to effectively apply essential methods, procedures and techniques of the field or discipline; an ability to interpret, convert and evaluate text[2] and operational symbols or representations d. an ability to use their knowledge to solve well-defined problems both routine and unfamiliar within a familiar context; an ability to adjust an application of a solution within relevant parameters to meet the needs of changes in the problem or operating context; an ability to evaluate the change using relevant evidence[3] e. efficient information-gathering, analysis and synthesis, and evaluation skills f. presentation skills using appropriate technological skills; an ability to communicate information coherently using basic conventions of an academic / professional[4] discourse reliably in writing and verbally	a. a capacity to take responsibility for their own learning within a supervised environment b. take decisions about and responsibility for actions c. evaluate their own performance against given criteria

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[1] The purpose of the qualification will determine whether one or more fields is covered

[2] Text will include operation manuals, written instructions etc.

[3] This could include health and safety requirements, operation procedures etc.

[4] Professional incorporates what has traditionally been known as vocational

NQF level	Applied competence	Autonomy of learning
Typically, a learning programme leading to the award of a qualification or unit standard at this level aims to develop learners who demonstrate:		
6	a　a sound knowledge in at least one discipline/field b　a sound understanding of one or more discipline/field's key terms, rules, concepts, established principles and theories; some awareness of how the discipline/field relates to cognate areas c　effective selection and application of the central procedures operations and techniques of a discipline/field d　an ability to solve well-defined but unfamiliar problems using correct procedures and appropriate evidence e　a critical analysis and synthesis of information; presentation of information using basic information technology f　an ability to present and communicate information reliably and coherently, using academic/professional discourse conventions and formats appropriately	a. a capacity to evaluate their own learning and identify their learning needs within a structured learning environment b. a capacity to take the initiative to address these needs c. a capacity to assist others with identifying learning needs

NQF level	Applied competence	Autonomy of learning
Typically, a learning programme leading to the award of a qualification or unit standard at this level should develop learners who demonstrate:		
7	a. a well-rounded and systematic knowledge base in one or more disciplines/fields and a detailed knowledge of some specialist areas b. a coherent and critical understanding of one or more discipline/ field's terms, rules, concepts, principles and theories; an ability to map new knowledge onto a given body of theory; an acceptance of a multiplicity of 'right' answers c. effective selection and application of the essential procedures, operations and techniques of a discipline/ field; an understanding of the central methods of enquiry and research in a discipline/ field; a knowledge of at least one other discipline/ field's mode of enquiry d. an ability to deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments e. well-developed information retrieval skills; critical analysis and synthesis of quantitative and/ or qualitative data; presentation skills following prescribed formats, using IT skills appropriately f. an ability to present and communicate information and their own ideas and opinions in well-structured arguments, showing an awareness of audience and using academic/ professional discourse appropriately	a. a capacity to operate in variable and unfamiliar learning contexts, requiring responsibility and initiative b. a capacity to accurately self-evaluate and identify and address own learning needs c. an ability to interact effectively in a learning group

NQF level	Applied competence	Autonomy of learning
Typically, a programme leading to the award of a qualification at this level aims to develop learners who demonstrate:		
8	a. a comprehensive and systematic knowledge base in a discipline / field and a depth of knowledge in some areas of specialisation b. a coherent and critical understanding of the principles and theories of a discipline/field; an ability to critique current research and advanced scholarship in an area of specialisation; an ability to make sound theoretical judgements based on evidence and an ability to think epistemologically c. an understanding of a range of research methods, techniques and technologies and an ability to select these appropriately for a particular research problem in an area of specialisation d. an ability to identify, analyse and deal with complex and/or real world problems and issues using evidence-based solutions and theory-driven arguments e. efficient and effective information retrieval and processing skills; the identification, critical analysis, synthesis and independent evaluation of quantitative and/or qualitative data; an ability to engage with current research and scholarly or professional literature in a discipline/ field f. an ability to present and communicate academic/ professional work effectively, catering for a range of audiences by using a range of different genres appropriate to the context	a. a capacity to operate effectively in complex, ill-defined contexts b. a capacity to self-evaluate exercising personal respon-sibility and initiative c. a capacity to manage learning tasks autonomously, pro-fessionally and ethically d. a capacity to continue to learn independently for continuing academic / professional development

NQF level	Applied competence	Autonomy of learning
Typically, a programme leading to the award of a qualification at this level aims to develop learners who demonstrate:		
9	a. a comprehensive and systematic knowledge base in a discipline/ field with specialist knowledge in an area at the forefront of the discipline/field or area of professional practice b. a coherent and critical understanding of the theory, research methodologies and techniques relevant to a discipline/field; an ability to rigorously critique and evaluate current research and participate in scholarly debates in an area of specialisation; an ability to relate theory to practice and *vice versa* and to think epistemologically c. mastery of the application of research methods, techniques and technologies appropriate to an area of specialisation; an ability to undertake a research project and write up a research dissertation under supervision d. an ability to identify, analyse and deal with complex and/or real world problems and issues drawing systematically and creatively on the theory, research methods and literature of a discipline/field e. advanced information retrieval and processing skills; identification, critical analysis, synthesis and independent evaluation of quantitative and/or qualitative data; an ability to undertake a study of the literature and current research in an area of specialisation under supervision f. an ability to effectively present and communicate the results of research to specialist and non-specialist audiences using the resources of an academic/ professional discourse; the production of a dissertation or research report which meets the standards of scholarly/professional writing	a. a capacity to operate effectively in complex, ill defined contexts b. a capacity to critically self-evaluate and con-tinue to learn inde-pendently for con-tinuing professional development c. a capacity to manage learning tasks autonomously professionally and ethically d. a capacity to critically evaluate own and others' work with justification

NQF level	Applied competence	Autonomy of learning
Typically, a programme leading to the award of a qualification at this level aims to develop learners who demonstrate:		
10	a. a comprehensive and systemic grasp of a discipline/field's body of knowledge with expertise and specialist knowledge in an area at the forefront of the discipline, field or professional practice (and ability to create new knowledge) b. a critical understanding of the most advanced research methodologies, techniques and technologies in a discipline/field; an ability to participate in scholarly debates at the cutting edge of an area of specialisation; an ability to apply knowledge, theory and research methods creatively to complex practical, theoretical and epistemological problems c. substantial, independent research and advanced scholarship resulting in the (re) interpretation and expansion of knowledge which is judged publishable by peers d. an ability to identify, conceptualise, design and implement research projects that address complex, ill-defined problems at the cutting edge of a discipline/ field e. advanced information retrieval and processing skills; an ability to independently undertake a study and evaluation of the literature and current research in an area of specialisation f. an ability to effectively present and communicate the results of research and opinion to specialist and non-specialist audiences using the full resources of an academic/professional discourse; the production of a thesis which meets international standards of scholarly/professional writing	a. a capacity to operate autonomously in specialised, complex, ill-defined and unpredictable contexts b. intellectual independence and research leadership through managing advanced research and development in a field professionally and ethically c. a capacity to critically evaluate own and others' work on the basis of independent criteria

No. 1029   **21 October 2005**

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

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

Administration

Registered by Organising Field 03, Business, Commerce and Management Studies, publishes the following unit standard for public comment.

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

Comment on the qualification and unit standards should reach SAQA at the address *below and no later than 20 November 2005.* All correspondence should be marked **Standards Setting – SGB for Administration** and addressed to

The Director: Standards Setting and Development
SAQA
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DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Certificate: Leadership Development for Local Government

SAQA QUAL ID	QUALIFICATION TITLE		
50081	Certificate: Leadership Development for Local Government		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Administration	3	

QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD
National Certificate	Business, Commerce and Management Studies	Public Administration

ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	160	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of the qualification is to enable qualifying learners to apply leadership competencies to ensure service excellence within local government.

Learners will develop competencies to utilise leadership skills to enhance service delivery in local government. Individual learners will benefit through enhancing their personal competencies, knowledge and skills so as to be able to complete tasks required in their employment contracts and by legislation, relating to:

> Applying emotional intelligence in a leadership context.
> Motivating self and others.
> Applying leadership to relationship management.
> Applying visionary thinking skills in leadership problem-solving contexts.
> Developing service culture of local government.

Rationale:

The qualification is aimed at councillors, leaders and municipal managers in local government. The typical learner will be an employee in local government, wishing to gain the competence to fulfill the requirements of his/her current job obligations or a municipal employee or councillor wishing to gain a qualification so as to advance his/her career opportunities. In addition persons seeking future employment in the local government sector may choose to complete this qualification.

Office bearers and employees at local government level are responsible for managing the provision of services to the community. The Constitution of the South Africa (Act 108 of 1996) section 27 (1) states that all South Africans have the right to access health care services; sufficient food and water and social security. Section 27(2) requires the state to take reasonable measures within its available resources to provide these basic human rights. The state is also responsible for providing education for the community and managing all of the country's resources. The Constitution therefore allows the community to demand that services are met and that government office bearers and managers have the skills to take reasonable measures in providing services.

The Exit Level Outcomes contained in this qualification are based on competencies required for people dealing with integrated development planning in a municipal context. The outcomes have been designed to fall into 8 broad areas of competence which will enable learners to:

> Deal with issues and provide strategic leadership at various levels including community.

> Build consensus amongst diverse groupings of people with various interests.
> Apply innovative, creative and flexible strategies and thinking when dealing with community issues and needs.
> Build trust between the councillors, officials, community and various competing interest groups while maintaining personal integrity.
> Manage conflict.
> Demonstrate the commitment and tenacity to achieve set objectives.
> Communicate with conviction, confidence and integrity at all levels and constituencies.

The qualification aims to provide opportunities for applied competencies in these areas and provides a basis for further qualifications in municipal and public sector management at higher levels on the NQF.

Learners will build on their existing competencies in local government. The competencies in this qualification will assist learners in their role in local government leadership and will also provide competencies which are transferable to the private sector.

The Exit Level Outcomes highlight many of the integrated and intergovernmental skills required within the public sector. Such skills and knowledge are geared towards enabling councillors, leaders and municipal managers to operate effectively and successfully in a demanding environment. Therefore, the Exit Level Outcomes and related Assessment Criteria highlight competences related to achieving leadership development for local government which is key and highly influential in state and public service delivery.

The Certificate in Leadership Development for Local Government Level 4 should produce knowledgeable, multi-skilled workers who are able to contribute to enhanced service delivery in local government. 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 public sector. It will ensure that the quality of education and training in the public sector is enhanced and of a world-class standard.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners are competent in:

> Communication at NQF Level 3.
> Mathematical Literacy at NQF Level 3.
> Computer Literacy at NQF Level 3, or the equivalent thereof.

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:

There is open access to this qualification bearing in mind the learning assumed to be in place.

QUALIFICATION RULES

Level, credits and learning components assigned to the qualification:

The Certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training.

The qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 160 credits is required to complete the qualification.

In this qualification the credits are allocated as follows:

> Fundamental: 56 credits - 35%
> Core: 88 credits - 55%
> Electives: 16 credits - 10%
> Total: 160 credits - 100%

Table indicating the spread of Unit Standards across NQF Levels:

> Fundamental:

> Level 3: 20 credits.
> Level 4: 36 credits.
> Total: 56 credits.

> Core:

> Level 3: 8 credits.
> Level 4: 54 credits.
> Level 5: 26 credits.
> Total: 88 credits.

> Elective:

> Level 3: 4 credits.
> Level 4: 18 credits.
> Level 5: 161 credits.
> Total: 16 credits (Minimum), 183 credits (Maximum).

> Totals:

> Level 3: 32 credits.
> Level 4: 108 credits.
> Level 5: 187 credits.
> Total: 160 credits (Minimum).

Motivation for number of credits assigned to Fundamental, Core and Elective:

> Fundamental Component:

Unit Standards to the value of twenty credits in Communication in a First Language and twenty credits in Communication in a Second Language have been included. The inclusion of the Unit Standards in Communication in a Second Language is to enhance the ability of South Africans to communicate with each other in our multi-lingual country.

The Unit Standards for Communication in the Second South African Language are to be chosen from the following official languages: English. Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, isiNdebele, isiXhosa, IsiZulu and sign language. The Second Language implies a language other than the language of instruction of, or the language taken as the First Language for this Qualification. The selection of the Second Official Language should be based on the language(s) of the people to whom the Learner is most likely to deliver a service.

Sixteen credits in Mathematical Literacy have also been included in the Fundamental Component.

These Fundamental Unit Standards will add value to learners both socially and economically in terms of their ability to operate as literate and numerate workers in a global economy. Their inclusion means that the Qualification conforms to the requirements for a FETC so granting the learning access to qualifications in the Higher Education band, subject to the entrance requirements applied by Providers to specific

qualifications.

All of the Fundamental Unit Standards are compulsory.

> Core Component:

Eighty-eight credits have been allocated to unit standards in the Core Component of this Qualification. This is to ensure that the Qualification has a strong Local Government Leadership Development focus. The Unit Standards classified as Core describe Local Government Leadership Development knowledge and skills that are generic to the local government sphere where Leadership Development functions of one kind or another are executed. They provide an opportunity to develop knowledge of Leadership Development in Local Government through research, formal learning and workplace practice and/or simulated situations. The unit standards encourage the application of knowledge and skills in real situations. The Core Unit Standards provide the basic knowledge and skills that all workers need to know about Leadership Development for Local Government.

All Core Unit Standards are compulsory.

> Elective Component:

These are Unit Standards totalling one hundred and eight three credits in the Elective component. These Unit Standards focus on learning areas pertinent to Leadership Development in Local Government and will enable learners to gain specialist knowledge and skills, 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 a minimum of sixteen credits. Whilst learners may choose any of the Electives to make up the sixteen credits, it is required that the learner choose at least three elective unit standards and furthermore, it is preferable that the learner chooses the complete set of standards listed even if this should mean that the minimum number of credits is exceeded. The learner may also select other unit standards at the level of the qualification, not listed in the 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 (Education, Training and Quality Assurance Body).

A minimum of 16 credits must be chosen from the Elective component.

EXIT LEVEL OUTCOMES

On achieving this qualification, the learner will:

1. Demonstrate an understanding of leadership skills in the local government context.

2. Apply innovative and creative strategies and visionary thinking skills in developing and implementing strategic planning.

3. Apply leadership skills to enhance service delivery.

4. Apply knowledge of ethical standards in the public sector in a leadership role.

5. Demonstrate an understanding of the role that emotional intelligence plays in leadership.

ASSOCIATED ASSESSMENT CRITERIA

On achieving this qualification, the learner will:

1:
> Leadership, its broad roles and related theories are defined in a work context.
> The difference between leadership and management is clearly explained and demonstrated with examples.
> An understanding of the role that emotional intelligence plays in leadership is explained with examples.
> The values required in a leadership role and defined and applied in own work context.
> The concepts, principles and different theories of motivation are applied in motivating self and others.

2:
> The purpose of visionary thinking in a leadership context is explained with examples.
> Appropriate analyses to determine current context and future variable factors are performed in a local government context.

> Scenario plans are designed in line with analyses conducted.
> Selected scenarios are built into strategic and business planning processes.
> Management techniques are utilised to evaluate scenario efficacy.

3:
> Leadership skills and techniques are applied to relationship management.
> Knowledge management is utilised in leadership function to enhance service delivery.
> Leadership skills and techniques are utilised to provide contributions to community development projects and to address identified community issues.
> Strategic planning skills and plans are utilised to enhance leadership function for excellent service delivery.

4:
> The core ethical values and standards which apply to the public sector are explained with examples.
> The ethical values and standards contained in legislation and codes are outlined showing the link to the conduct of employees in the public sector.
> Areas of ethical conflict for public sector employees identified with examples.
> The importance of ethical values and standards are explained in relation to the public sector.
> The principles of Batho Pele are integrated into leadership roles.

5:
> Emotional intelligence is defined and its impacts on leadership is explained with examples.
> The ways in which emotional intelligence relates to self-awareness is explained with examples.
> The ways in which emotional intelligence relates to self-management is explained with examples.
> The ways in which emotional intelligence relates to social awareness is explained with examples.
> Techniques for responding to situations in an emotionally intelligent manner are applied in a leadership context.

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 lined. 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 strategic analysis and planning competencies should be conducted in conjunction with other aspects and should use authentic municipal development 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 importance of leadership and leadership development within the local government context is well articulated worldwide and Internet resources, materials and assistance on this topic were both freely available and easy to find.

> General:

In most countries canvassed through the web, websites, centers and training were also easy to find and often freely available for the development of leadership qualities in a local government context. In this regard resources were accessed in Australia, Scotland, The United Kingdom and in a large number of stated in the USA.

In regard to all the materials accessed, the concepts relating to leadership, its importance and development in the context of local government were fairly consistent and ubiquitous. One can conclude that the disciplines relating to leadership, its development and importance of in local government are not unique and have reached a level of maturity in their development.

> Botswana:

A search for unit standards based qualifications was however more difficult.

The Botswana Training authority (http://www.bota.org.bw/) is not a searchable site and has a dearth of information relating to leadership training.

> United Kingdom:

The Qualifications and Curriculum Authority of the United Kingdom (http://www.qca.org.uk/), and a search of the open qualifications database (http://www.openquals.org.uk/) could not find any relevant qualifications pertaining to public leadership itself. It seems that the United Kingdom has only recently adopted a national strategy to develop leadership at a local government level. (http://www.idea-knowledge.gov.uk/, and has established a "Leadership Academy." However, the leadership academy for local government does not run qualification in leadership itself, but in topics areas that local government leaders must master to be effective leaders such a d political and economic governance, Public Management etc.

The University of Birmingham in the UK, for example, provides a number of advanced courses such as the Advanced Leadership Program. It also provided contextualised leadership programs such as for 'local governance' for 'development and the built environment' and 'health.' This program and similar program in the common wealth, and Africa are all at degree and post degree (MBA) level which would equate to NQF6 or higher.

> Scotland:

Similarly and investigation of the Australian Qualifications Framework (http://www.aqf.edu.au/), the Scottish Qualifications Authority (http://www.sqa.org.uk/sqa/sqa_nu_display_home.jsp;jsessionid=596144E9562BEBF4831E99B8355CD9FC?p_applic=CCC&p_service=Content.show&pContentID=457&), the National Qualifications authority of Ireland (http://www.nqai.ie/cgi-bin/search) all failed to reveal any specific qualification of a similar nature to this qualification. On the other hand general public service and local government qualifications were available.

No comparable qualification could be found internationally dealing with leadership development for local government at a level comparable to NQF4. It seems therefore, that as a separate, specialist qualification, South Africa is unique in the development of this kind of qualification. This uniqueness can be ascribed to the particular need in South Africa of having to develop human resources for leadership functions at NQF4 level.

ARTICULATION OPTIONS

This Qualification articulates vertically and horizontally with the following Qualifications:

> Business Administration.
> Generic Management.
> Public Finance Management and Administration.
> Municipal Finance Management and Administration.

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 Financial Services (FASSET) 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 FASSET 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:

> A minimum of 5 (five) years' practical, relevant occupational experience in urban and regional development and integrated development planning.
> To be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA).
> To be in possession of a Qualification in Town and Regional Planning, Development Planning or Public Management and Administration at an NQF Level 6 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	14534 Apply knowledge of community issues in relation to development projects	Level 3	4	Registered
Core	113955 Apply the Batho Pele principles to own work role and context	Level 3	4	Registered
Core	113960 Demonstrate and apply knowledge of the ethical standards in the Public Sector	Level 4	4	Registered
Core	114585 Plan strategically to improve business performance	Level 4	4	Registered
Core	120389 Explain and apply the concept, principles and theories of motivation in a leadership context	Level 4	6	Draft - Prep for P Comment
Core	120390 Develop and apply a service culture to a leadership role	Level 4	8	Draft - Prep for P Comment
Core	120391 Apply leadership skills to relationship management	Level 4	8	Draft - Prep for P Comment
Core	120392 Apply the concept and principles of knowledge management to leadership	Level 4	8	Draft - Prep for P Comment
Core	120393 Explain and apply legislation and policies applicable to leadership in a local government context	Level 4	10	Draft - Prep for P Comment
Core	120394 Apply communication principles, strategies and processes in a leadership role	Level 4	6	Draft - Prep for P Comment
Core	120300 Analyse leadership and related theories in a work context	Level 5	8	Draft - Prep for P Comment
Core	120305 Analyse the role that emotional intelligence plays in leadership	Level 5	8	Draft - Prep for P Comment
Core	120311 Apply visionary leadership to develop strategy	Level 5	10	Draft - Prep for P Comment
Elective	113959 Identify basic employment rights and responsibilities and deal appropriately with own grievances and disputes	Level 3	4	Registered
Elective	10140 Apply a range of project management tools	Level 4	8	Reregistered
Elective	14667 Describe and apply the management functions of an organization	Level 4	10	Registered
Elective	10146 Supervise a project team of a developmental project to deliver project objectives	Level 5	14	Reregistered
Elective	11903 Co-ordinate the development and implementation of organisational social responsibility strategies	Level 5	5	Registered

Elective	15216 Create opportunities for innovation and lead projects to meet innovative ideas	Level 5	4	Registered
Elective	114226 Interpret and manage conflicts within the workplace	Level 5	8	Registered
Elective	115395 Apply and explain the generic business process and value chain model	Level 5	12	Registered
Elective	115401 Apply the basic principles of issue management	Level 5	8	Registered
Elective	115407 Apply the principles of change management in the workplace	Level 5	10	Registered
Elective	116345 Apply the principles of budgeting within a municipality	Level 5	15	Registered
Elective	116917 Apply advanced principles of complexity theory to organisational transformation	Level 5	12	Registered
Elective	116922 Implement a value system to effect organisational transformation	Level 5	12	Registered
Elective	116924 Implement a programme of diversity management in the workplace	Level 5	14	Registered
Elective	116949 Establish how a value system underpins organisational transformation	Level 5	12	Registered
Elective	119336 Manage the development and performance of human capital in the public sector	Level 5	12	Registered
Elective	119350 Apply accounting principles and procedures in the preparation of reports and decision making	Level 5	15	Registered
Elective	120303 Apply principles of risk management	Level 5	8	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8972 Interpret 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	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Reregistered
Fundamental	12153 Use the writing process to compose texts required in the business environment	Level 4	5	Reregistered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain and apply the concept, principles and theories of motivation in a leadership context

SAQA US ID	UNIT STANDARD TITLE		
120389	Explain and apply the concept, principles and theories of motivation in a leadership context		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Administration	3		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Public Administration

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 4	Regular

SPECIFIC OUTCOME 1

Explain the concept of motivation and its importance in enhancing performance levels.

SPECIFIC OUTCOME 2

Explain and apply theories of motivation in a leadership context.

SPECIFIC OUTCOME 3

Apply techniques to enhance self motivation and leadership performance.

SPECIFIC OUTCOME 4

Applying strategies to motivating others in a leadership context.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

UNIT STANDARD:

Develop and apply a service culture to a leadership role

SAQA US ID	UNIT STANDARD TITLE		
120390	Develop and apply a service culture to a leadership role		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Administration	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Public Administration
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	8	Level 4	Regular

SPECIFIC OUTCOME 1

Explain service excellence from a leadership perspective.

SPECIFIC OUTCOME 2

Plan service excellence in a local government leadership context.

SPECIFIC OUTCOME 3

Compile and implement a service excellence.

SPECIFIC OUTCOME 4

Evaluate service delivery efficacy.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply leadership skills to relationship management

SAQA US ID	UNIT STANDARD TITLE		
120391	Apply leadership skills to relationship management		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Administration	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Public Administration

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

SPECIFIC OUTCOME 1

Outline the different types of roleplayers and relationships that exist for a leader within the public sector context and outline how these relationships can be managed.

SPECIFIC OUTCOME 2

Create and build a sound communications strategy to enhance relations with key stakeholders and communities.

SPECIFIC OUTCOME 3

Enhancing institutional accountability in managing relations with stakeholders and communities.

SPECIFIC OUTCOME 4

Demonstrating an understanding of the varying dynamics in managing relationships.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply the concept and principles of knowledge management to leadership

SAQA US ID	UNIT STANDARD TITLE		
120392	Apply the concept and principles of knowledge management to leadership		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Administration	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Public Administration
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	8	Level 4	Regular

SPECIFIC OUTCOME 1

Analysing the concept and principles of knowledge management within a local government leadership context.

SPECIFIC OUTCOME 2

Analysing and storing information using a knowledge management system.

SPECIFIC OUTCOME 3

Present and communicate information as part of a kowledge mnagement network.

SPECIFIC OUTCOME 4

Apply knowledge management principles, techniques and tools into leadership service delivery.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain and apply legislation and policies applicable to leadership in a local government context

SAQA US ID	UNIT STANDARD TITLE		
120393	Explain and apply legislation and policies applicable to leadership in a local government context		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Administration	3		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Public Administration	

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 4	Regular

SPECIFIC OUTCOME   1

Describe the local government context in relation to provincial and national government with regard to the leader's role.

SPECIFIC OUTCOME   2

Analyse the legislative framework impacting on local government leadership.

SPECIFIC OUTCOME   3

Apply creative problem-solving techniques to resolve local government policy issues.

SPECIFIC OUTCOME   4

Differentiate between the roles of the leader and the official in policy development and implementation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply communication principles, strategies and processes in a leadership role

SAQA US ID	UNIT STANDARD TITLE		
120394	Apply communication principles, strategies and processes in a leadership role		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Administration	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Public Administration
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	6	Level 4	Regular

SPECIFIC OUTCOME   1

Explain communication processes and the role of the leader in this process.

SPECIFIC OUTCOME   2

Identify and utilise appropriate communication tools and strategies.

SPECIFIC OUTCOME   3

Utilise information technology to enhance communications.

SPECIFIC OUTCOME   4

Develop strategies overcome barriers to communication.

SPECIFIC OUTCOME   5

Apply the theories, principles and models of communication to a leadership role within a specific context.

SPECIFIC OUTCOME   6

Apply the principles of effective communications in media relations.

No. 1030　　　　　　　　　　　　　　　　　　　　**21 October 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

Project Management

Registered by Organising Field 03, Business, Commerce and Management Studies, publishes the following unit standard for public comment.

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

Comment on the qualification and unit standards should reach SAQA at the address *below and no later than 20 November 2005.* All correspondence should be marked **Standards Setting – SGB for Project Management** 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:

Further Education and Training Certificate: Generic Project Management

SAQA QUAL ID	QUALIFICATION TITLE		
50080	Further Education and Training Certificate: Generic Project Management		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Project Management	3	

QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD
Further Ed and Training Cert	Business, Commerce and Management Studies	Project Management

ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	136	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The primary purpose of the qualification is to provide learners with:

> A foundation of basic project management knowledge and skills which can be used to build further project management related competencies.
> Competence to be an effective project team member.
> Competence to provide administrative support to a project manager and team members.
> Competence to provide assistance to a project manager of medium to large projects.

As electives specialisation in:
> Competence to plan, execute and control small, simple projects.
OR
> Competence in specialised technical areas to support project management processes.

This qualification is directed at learners working:

> As contributing team members on a moderately complex to complex project when not a leader or;
> As a leader in the context of a simple project/sub-project.

A simple project/sub-project is seen to be one that involves few resources and has a limited impact on stakeholders and the environment.

This qualification is intended for those with prior work experience or an NQF Level 3 qualification in project management or business administration or equivalent. The learners accessing this qualification will be working in or with project management teams or using a project approach to their business. These projects may be technical projects, business projects, government projects or community development projects and will cut across a range of economic sectors. This qualification is also of value to learners running their own business, as project management is an integral component of any business system.

Qualifying learners working on a project will have the necessary knowledge, skills and attitudes to function more effectively and in a professional manner, add value to their job performance and enhance their ability to follow and implement policies and procedures.

On achieving the applied competencies of the Qualification, learners may advance their career opportunities further into project administration, support services or management within an organisation, in all sectors.

Rationale:

The (Further Education and Training Certificate) FETC: Generic Project Management, NQF level 4 Qualification replaces the National Certificate: Generic Project Management. It caters for the current and future needs of those working on projects, in a general skills-set that is not sector-specific. The Project industry is integral in the global business environment and skilled practitioners are required to meet the demands of the industry, providing significant benefits to individuals, global corporations and the country.

Projects are diverse in their nature, so a wide range of competencies is required to manage them and other similar systems and programmes. This qualification aims to provide the foundation or the initial skills required for an individual in an organisation to conduct projects successfully; be an effective project team member; undertake a range of project management administration or support tasks and contribute to the planning and execution of projects or sub-projects. It is designed for people working in a project environment as a team member, project administrator or leader of a small project/sub-project.

The Qualification gives accessibility and flexibility to the unemployed and employed. The level of flexibility reflects the multiple job roles, organisational requirements and changing technological nature of the industry and also allows the individual to work towards a nationally recognised Qualification.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners accessing this Qualification will have demonstrated competence as follows:

> Communication at NQF Level 3 or equivalent.
> Mathematical Literacy at NQF Level 3 or equivalent.
> Computer Literacy at NQF Level 3 or equivalent. `

A basic understanding of the workplace, project processes and operations and competence in National Certificate at Level 3 in Business Administration or Project Support Services or equivalent is preferable.

Recognition of Prior Learning

Learners may access this Qualification in terms of Recognition of Prior Learning (RPL), which is subject to quality assurance by the relevant accredited ETQA and is conducted by a registered workplace assessor, subject to the terms of the model decided upon by the relevant ETQA.

Acess to the qualification:

No restrictions, other than the learning assumed to be in place are prescribed.

Candidates for this qualification may be working part-time or full-time in the workplace, on community or volunteer projects and have limited formal project management training / experience. They may be a team member, a team leader, in specialised support roles including Project Secretary, Project Administrator, procurement or cost support, or planner-estimator support. Learners who have completed a Bachelors degree and who wish to enter the field of project management may also access the qualification.

Familiarity with the English language such as speaking, reading and writing skills is needed since some of the learning material is not available in any other language.

QUALIFICATION RULES

Level, Credits and learning components assigned to the Qualification
The Qualification is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totalling 136 credits minimum.

> Fundamental: 56 credits, 41%
> Core: 66 credits, 49%
> Elective: 14 Minimum, 10%

Total: 136 Minimum, 100%

Fundamental

> 20 Credits at Level 3□□
> 36 Credits at Level 4

Total 56 credits

Core□

> 6 Credits at Level 3
> 60 Credits at Level 4

Total 66 credits

Elective

> Technical Specialisation Elective: 21 Credits at Level 4
> Technical Specialisation Elective: 7 Credits at Level 5
> Supervise Elective: 14 Credits at Level 5□
> Support Elective: 14 Credits at Level 5

Total 14 Minimum

Total Credits

> 26 Credits at Level 3
> 117 Credits at Level 4
> 35 Credits at Level 5

Total: 136 Minimum

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

Fundamental Component:

At level 4 the minimum number of credits allocated to Communication and Mathematical Literacy should total 56 credits.

All Unit standards in the Fundamental Component are compulsory.

Core Component:

66 credits have been allocated to the Core Unit Standards. This is to ensure that the Qualification has a strong Project Management focus. The Core Unit Standards offer a broad contextual understanding and will enable the learners to gain a practical ability with the techniques, tools and processes required on all projects. It will equip the learner to operate effectively in the work environment.

All Unit standards in the Core Component are compulsory.

Elective Component:

A minimum of 14 credits is allocated to the Elective Component. The choices include a Unit Standard that is at level 5: Supervising a Project Team, or another at level 5: Support the Project Environment, or a minimum of 14 credits derived from a combination of any two Unit standards in Technical Specialisation, at either level 4 or level 5.

EXIT LEVEL OUTCOMES

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

1. Work with others to undertake or support the project management activities.
2. Assist the project manager and/or project team by contributing and participating in planning, execution and control activities.
3. Provide support to the administration of a project.

For electives one of:

4. Supervise a project team of a small project to deliver project objectives.
OR
5. Support the project environment and management activities to deliver project objectives.
OR
6. Describe and apply specialised technical methods, tools and techniques to a project to deliver project objectives.

ASSOCIATED ASSESSMENT CRITERIA

1.

> Own and team member interactions and contributions to the project are described with examples.
> Own workload and time are effectively managed in conjunction with the requirements of others in the project.
> Successful support that is provided to others for project management activities is described with examples.

2.

> Contributions are made to the planning, scoping, scheduling, budgeting and risk management of the project in accordance with agreed procedures, tools and techniques.
> Assistance is provided to the project manager and team in the execution of project management activities in accordance with project requirements and agreed procedures.
> The control of scope, time, cost, risk and quality is described in accordance with project requirements and agreed procedures.
> Contributions are made to the 'close-out' recommendations and/or lessons learned during the project in accordance with experiences and agreed procedures.

3.

> Project data is gathered, processed and recorded in accordance with project requirements and procedures.
> Project meetings and/or workshops are organised in accordance with project requirements.
> Different methods of communication are used and described with reasons for their use in the project.

4.

> Project management processes and techniques are applied to manage a small project from start to end and to supervise the team working on the project.
> Progress is reported and status, including problems, communicated to project stakeholders

5.

> Support is provided to project managers / project teams in developing strategies, tactics, structures, methods and processes for project operations.
> Project environments are checked for compliance with agreed procedures.
> Lessons learned are consolidated and used to improve project procedures.

6.

> Processes, methods and techniques for the chosen technical field are described and evaluated within the project context.
> The appropriate project tools and techniques are applied in accordance with agreed policies and procedures.

Integrated Assessment:

Development of the competencies may be through a combination of informal and formal learning, self-learning, training programmes and work-based application. Providers should conduct diagnostic and formative assessment. Formative, continuous and diagnostic assessments should also take place in the work place. The learner should be able to assess him or herself and determine readiness for a summative assessment against this 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 Communication and Mathematical Literacy should be conducted in conjunction with other aspects and should use authentic Project Operational 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. Groups of standards may also be assessed together.

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.

The final summative assessment for the qualification should be undertaken under the direction of the relevant Education and Training Quality Assurance (ETQA) body.

INTERNATIONAL COMPARABILITY

Project Management is a discipline that crosses all sectors. During the last 15 years there has been increasing advocacy for treating project management as a profession with associated self-regulation. Collaboration between professional bodies, academia, some governments (e.g. UK, Japan and China), qualification authorities and a wide range of interested parties is resulting in a growth of globally recognised best practices, standards and qualifications. The application of project management is seen to be within the management and administration/support roles in organisations. The majority of the training and qualifications offered are at NQF level 5 or above. Whilst most training is still mainly of the short course nature there is an increasing number of leading global universities offer Masters in Project Management.

Internationally, few qualifications exist that are equivalent to the NQF Level 4. There is nothing available in the SADC or NEPAD regions. Currently those regions primarily use training at an NQF level higher than 4 and rarely use qualifications as such. If a qualification is used it is most likely to be from the UK, from the Project Management Institute or as part of a programme from a university or Donor.

In the developing countries individuals wishing to develop project management related skills are linking with global initiatives from Donors, or to PRINCE2 from the UK government and/or to professional bodies such as Project Management Institute (PMI), Association for Project Management (APM) and International Project Management Association (IPMA). A common trend is for global companies to utilise qualifications such as from PMI, APM or the PRINCE2 set (UK) in conjunction with their own qualifications and career path. This then introduces those qualifications to a country that has no or limited local training in project management.

In Africa development of project management capacity is, primarily, being driven by individuals and some of the large global corporates. Individuals frequently join an international professional body and then use the qualifications of that body. For example, there are 55 Chapters of PMI across the world including in the following African countries - Egypt, Lebanon, Nigeria and South Africa.

When developing this qualification in 2001 the currently available standards were referenced as well as our knowledge of developments in the project management sector. Since then a global project has been established which has support from most of the key institutions across the world including SAQA, the Services SETA and PMSA. Members of the Project Management SGB have been participating in the project, which is developing global performance standards for project management personnel. The intent is to produce models that can be used anywhere in the world to map qualifications. Currently the standards being developed by the project are at a level higher than this qualification. An output from the global project is a detailed analysis of a range of standards. This analysis has been used when developing this qualification. It is too detailed to report here but information from the project can be accessed on the website www.globalPMstandards.org.

Several of the subject experts who contributed to this qualification are contributors to international research, literature, standards and qualifications and several also deliver training in many countries. South Africa is recognised by other countries as one of the leaders in project management standards and training.

This NQF4 FETC qualification and set of unit standards utilises international and locally recognised best

practice and standards in project management. This qualification will provide an entry point to further learning for NQF level 5 and above qualifications or for international qualifications in Project or General Management.

Qualifications and standards that have been referenced include the following qualifications:

> Project Management Institute (Global).
  > Certified Associate in Project Management (CAPM).
> Business Services Training Australia (now part of Innovation & Business Skills Australia).
  > Business Services Training Package - Project Management Competency Standards AQF Level 4.
These are detailed below.

Identifier, Australian Unit Standar Title (Innovation and Business Skills), SAQA Unit Standard Title (Core)□

> BSBPM401A; Apply scope management techniques; Contribute to project initiation, scope definition and scopechange control
> BSBPM402A; Apply time management techniques; Develop a simple schedule to facilitate effective project execution Monitor, evaluate and communicate simple project schedules
> BSBPM403A; Apply cost management techniques; Participate in the estimation and preparation of cost budget for a project or sub-project and monitor and control actual cost against budget
> BSBPM404A; Apply quality management techniques; Provide assistance in implementing and assuring project work meets quality requirements
> BSBPM405A; Apply human resources management approaches; Work as a project team member
> BSBPM406A; Apply communication management techniques□
> BSBPM407A; Apply risk management techniques; Contribute to the management of project risk within own field of expertise
> BSBPM408A; Apply contract and procurement techniques; Elective: Provide procurement administration support to a project

> United Kingdom
  > The Engineering Construction Industry Training Board (G4L3 25) - National occupational standards for project management (2004).
  > Information Systems Examination Board - Foundation Certificate in Information Systems project management.

Project Management is developing as a profession and there are several bodies around the world that provide research, standards and qualifications. This set of standards and qualification have been benchmarked against a wide range of standards and qualifications. In turn this qualification and related standards is being provided to several international bodies for their comparison purposes.

In addition, references were made to the following professional bodies, which provide qualifications or advice on learning in this area:

> Association for Project Management (UK).
> International Project Management Association (Europe).
> Australian Institute for Project Management (Australia).
> Project Management Institute (PMI®).
> Association for the Advancement of Cost Engineering International (Global).
> The Engineering Construction Industry Training Board (UK).

and the following International standards have been referenced;

> Emerging global performance standards for project management personnel (GPSPMP - Global).
> A Guide to the Project Management Body of Knowledge (PMBoK Guide), 2000 and 2004 versions, from Project Management Institute (PMI®).
> Extensions to PMBoK® Guide for Government from PMI®.
> Australian National Competency Standards for Project Management, 1996 and 2003.
> Body of Knowledge from Association for Project Management, UK.
> ISO 10006.
> British Standard 6079.
> IPMA Competence Baseline from International Project Management Association.
> Project Management role delineation studies from PMI® for CAPM and PMP.
> Project Management Competency Development Framework from PMI® 2002.

ARTICULATION OPTIONS

Horizontal articulation is possible with:

> National Certificate: Management - NQF Level 4 - NLRD 23656.
> National Certificate: Business Administration Services - NQF Level 4 - NLRD 35928.
> National Certificate: New Venture Creation - NQF Level 4 - NLRD 23953.
> Further Education and Training Certificate: Small Business Advising (Information Support) - NQF Level 4 - NLRD 48883.
> National Certificate: IT Systems Development - NQF Level 4 - NLRD 24294.
> National Certificate: IT Technical Support - NQF Level 4 - NLRD 24293.
> National Certificate: Public Administration - NQF Level 4.
> National Certificate: Risk Management - NQF Level 4 - NLRD 24396.
> Further Education and Training Certificate: Arts and Culture Administration - NQF Level 4 - NLRD 48818.
> Further Education and Training Certificate: Management and Administration - NQF Level 4 - NLRD 49129.

Vertical articulation is possible with:

> National Certificate: Management - NQF Level 5 - NLRD 24493.
> National Certificate: Management and Administration- NQF Level 5 - NLRD 49126.
> National Certificate: Business Advising - NQF Level 5 - NLRD 48886.
> National Certificate: Business Consulting Practice - NQF Level 5.
> National Certificate: Public Finance Management and Administration - NQF Level 5.
> National Certificate: Project Management - NQF Level 5.

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this Qualification must register as an assessor with the relevant accredited Education and Training Quality Assurance (ETQA) Body or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA.

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

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

> Be declared competent in all the outcomes of the National Assessor Unit Standard as stipulated by the South African Qualifications Authority (SAQA).
> Be registered as an assessor with the relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA.
> Hold the National Certificate or Further Education and Training Certificate in Generic Project Management at NQF4 (NLRD 21160) or equivalent project management qualification
> Hold a Project Management Qualification at NQF level 5 or above, or equivalent management qualification.
> Have at least three (3) years experience working on projects, applying project processes and techniques.

NOTES

This qualification replaces qualification 21160, "National Certificate: Generic Project Management", Level 4, 146 credits.

Exit point for learners who do not complete the Qualification:

> Learners will be credited with Unit Standards in which they have proved competence.
> Learners who complete individual Unit Standards but do not complete this Qualification retain their credits.

However, should the substance of the Unit Standard change, the validity of the credits towards the Qualification may be reviewed.
> Learners who change their provider or learning site before completing the Qualification may transfer their credits to the new learning site.

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	120383 Provide assistance in implementing and assuring project work meets quality requirements	Level 3	6	Draft - Prep for P Comment
Core	120372 Explain fundamentals of project management	Level 4	5	Draft - Prep for P Comment
Core	120373 Contribute to project initiation, scope definition and scope change control	Level 4	9	Draft - Prep for P Comment
Core	120374 Contribute to the management of project risk within own field of expertise	Level 4	5	Draft - Prep for P Comment
Core	120375 Participate in the estimation and preparation of cost budget for a project or sub project and monitor and control actual cost against budget	Level 4	6	Draft - Prep for P Comment
Core	120376 Conduct project documentation management to support project processes	Level 4	6	Draft - Prep for P Comment
Core	120379 Work as a project team member	Level 4	8	Draft - Prep for P Comment
Core	120381 Implement project administration processes according to requirements	Level 4	5	Draft - Prep for P Comment
Core	120382 Plan, organise and support project meetings and workshops	Level 4	4	Draft - Prep for P Comment
Core	120384 Develop a simple schedule to facilitate effective project execution	Level 4	8	Draft - Prep for P Comment
Core	120387 Monitor, evaluate and communicate simple project schedules	Level 4	4	Draft - Prep for P Comment
Elective	120377 Identify, suggest and implement corrective actions to improve quality of project work	Level 4	7	Draft - Prep for P Comment
Elective	120385 Apply a range of project management tools and techniques	Level 4	7	Draft – Prep for P Comment
Elective	120386 Provide procurement administration support to a project	Level 4	7	Draft - Prep for P Comment
Elective	120378 Support the project environment and activities to deliver project objectives	Level 5	14	Draft - Prep for P Comment
Elective	120380 Evaluate and improve the project team's performance	Level 5	7	Draft - Prep for P Comment
Elective	120388 Supervise a project team of a small project to deliver project objectives	Level 5	14	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Reregistered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Reregistered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Reregistered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Reregistered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Reregistered
Fundamental	12153 Use the writing process to compose texts required in the business environment	Level 4	5	Reregistered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain fundamentals of project management

SAQA US ID	UNIT STANDARD TITLE		
120372	Explain fundamentals of project management		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Project Management	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Project Management

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME   1

Explain the nature of a project.

SPECIFIC OUTCOME   2

Explain the nature and application of project management.

SPECIFIC OUTCOME   3

Explain the types of structures that are found in a project environment.

SPECIFIC OUTCOME   4

Explain the application of organisation structures in a project environment.

SPECIFIC OUTCOME   5

Explain the major processes and activities required to manage a project.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Contribute to project initiation, scope definition and scope change control

SAQA US ID	UNIT STANDARD TITLE		
120373	Contribute to project initiation, scope definition and scope change control		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Project Management	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Project Management

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	9	Level 4	Regular

SPECIFIC OUTCOME 1

Contribute to the identification and co-ordination of stakeholders, their roles, needs and expectations.

SPECIFIC OUTCOME 2

Contribute to the identification, description and analysis of the project needs, expectations, constraints, assumptions, exclusions, inclusions and deliverables.

SPECIFIC OUTCOME 3

Contribute to preparing and producing inputs to be used for further planning activities.

SPECIFIC OUTCOME 4

Contribute to the monitoring of the achievement of the project's scope.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Contribute to the management of project risk within own field of expertise

SAQA US ID	UNIT STANDARD TITLE		
120374	Contribute to the management of project risk within own field of expertise		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Project Management	3		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Project Management	

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Identify and recognise potential risks that could affect project performance.

SPECIFIC OUTCOME 2

Contribute to the assessment of the impact and likelihood of identified risks.

SPECIFIC OUTCOME 3

Contribute to the development of risk management statements and plans.

SPECIFIC OUTCOME 4

Monitor and control the project risks.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Participate in the estimation and preparation of cost budget for a project or sub project and monitor and control actual cost against budget

SAQA US ID	UNIT STANDARD TITLE		
120375	Participate in the estimation and preparation of cost budget for a project or sub project and monitor and control actual cost against budget		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Project Management	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Project Management
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	6	Level 4	Regular

SPECIFIC OUTCOME   1

Identify elements and resources to be costed through interpreting the project scope statement, work breakdown structure and other project data.

SPECIFIC OUTCOME   2

Participate in the preparation and production of a cost budget.

SPECIFIC OUTCOME   3

Contribute to the monitoring and controlling of cost budget performance by maintaining records and communicating.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct project documentation management to support project processes

SAQA US ID	UNIT STANDARD TITLE		
120376	Conduct project documentation management to support project processes		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Project Management	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Project Management
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	6	Level 4	Regular

SPECIFIC OUTCOME 1

Use a paper based and/or electronic filing system for a project.

SPECIFIC OUTCOME 2

Use standardised processes for identifying, securing and finding documents.

SPECIFIC OUTCOME 3

Provide project templates to team members.

SPECIFIC OUTCOME 4

Assist in preparing project documents for handover at the end of a project or a project phase/stage.

SPECIFIC OUTCOME 5

Describe and explain project documentation management processes.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify, suggest and implement corrective actions to improve quality of □project work

SAQA US ID	UNIT STANDARD TITLE		
120377	Identify, suggest and implement corrective actions to improve quality of □project work		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Project Management	3		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Project Management	

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 4	Regular

SPECIFIC OUTCOME 1

Describe and explain how quality management impacts a project.

SPECIFIC OUTCOME 2

Identify and record corrective actions for improvement to project work.

SPECIFIC OUTCOME 3

Disseminate corrective actions to appropriate stakeholders.

SPECIFIC OUTCOME 4

Implement corrective actions to improve quality of project work.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

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UNIT STANDARD:

Support the project environment and activities to deliver project objectives

SAQA US ID	UNIT STANDARD TITLE		
120378	Support the project environment and activities to deliver project objectives		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Project Management	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Project Management
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	14	Level 5	Regular

SPECIFIC OUTCOME   1

Identify project types and nature and provide guidance on appropriate project strategies and tactics.

SPECIFIC OUTCOME   2

Suggest appropriate structures, methods and processes to projects.

SPECIFIC OUTCOME   3

Check and verify that a project environment is established.

SPECIFIC OUTCOME   4

Evaluate, record and consolidate lessons from project experiences.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Work as a project team member

SAQA US ID	UNIT STANDARD TITLE		
120379	Work as a project team member		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Project Management	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Project Management
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	8	Level 4	Regular

SPECIFIC OUTCOME 1

Demonstrate an understanding of working as a member of a team.

SPECIFIC OUTCOME 2

Collaborate with other team members to improve performance.

SPECIFIC OUTCOME 3

Participate in building relations between team members and other stakeholders.

SPECIFIC OUTCOME 4

Respect personal, ethical, religious and cultural differences to enhance interaction between team members.

SPECIFIC OUTCOME 5

Use a variety of strategies to deal with potential or actual conflict in a project team.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Evaluate and improve the project team's performance

SAQA US ID	UNIT STANDARD TITLE		
120380	Evaluate and improve the project team's performance		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Project Management	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Project Management

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 5	Regular

SPECIFIC OUTCOME   1

Explain and use a given team performance reference framework (Performance monitoring criteria).

SPECIFIC OUTCOME   2

Evaluate team performance using the given team performance reference framework.

SPECIFIC OUTCOME   3

Maintain records resulting from evaluation of team performance.

SPECIFIC OUTCOME   4

Facilitate team performance improvements using assessment findings.

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Implement project administration processes according to requirements

SAQA US ID	UNIT STANDARD TITLE		
120381	Implement project administration processes according to requirements		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Project Management	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Project Management
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME   1

Execute processes and standards to support project change control.

SPECIFIC OUTCOME   2

Update and communicate status of change requests.

SPECIFIC OUTCOME   3

Administer the project library/repository to support change to affected items.

SPECIFIC OUTCOME   4

Maintain project organisational information.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Plan, organise and support project meetings and workshops

SAQA US ID	UNIT STANDARD TITLE		
120382	Plan, organise and support project meetings and workshops		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Project Management	3		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Project Management	

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME   1

Explain the purpose, objective and scope of project meetings and/or workshops.

SPECIFIC OUTCOME   2

Plan for a project meeting and/or workshop.

SPECIFIC OUTCOME   3

Arrange and support a project meeting and/or workshop.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Provide assistance in implementing and assuring project work meets quality requirements

SAQA US ID	UNIT STANDARD TITLE		
120383	Provide assistance in implementing and assuring project work meets quality requirements		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Project Management	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Project Management

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 3	Regular

SPECIFIC OUTCOME 1

Describe and explain the need for consistent processes and standards to achieve quality.

SPECIFIC OUTCOME 2

Suggest actions, within own field of expertise, in support of the development of quality project deliverables.

SPECIFIC OUTCOME 3

Conduct tests as per test plan and communicate test results.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop a simple schedule to facilitate effective project execution

SAQA US ID	UNIT STANDARD TITLE		
120384	Develop a simple schedule to facilitate effective project execution		

SGB NAME	ORGANISING FIELD ID		PROVIDER NAME
SGB Project Management	3		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION		SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies		Project Management

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

SPECIFIC OUTCOME 1

Demonstrate an understanding of the purpose and process of scheduling project activities.

SPECIFIC OUTCOME 2

Define and gather information about project activities from technical (subject matter) experts and within own field of expertise.

SPECIFIC OUTCOME 3

Develop a simple schedule for a project or part thereof.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply a range of project management tools and techniques

SAQA US ID	UNIT STANDARD TITLE	
120385	Apply a range of project management tools and techniques	

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Project Management	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Project Management

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 4	Regular

SPECIFIC OUTCOME   1

Demonstrate an understanding of project management tools and techniques.

SPECIFIC OUTCOME   2

Use a range of project management tools and techniques.

SPECIFIC OUTCOME   3

Apply corrective action steps where project management tools and techniques usage problems occur.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Provide procurement administration support to a project

SAQA US ID	UNIT STANDARD TITLE		
120386	Provide procurement administration support to a project		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Project Management	3		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Project Management	

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 4	Regular

SPECIFIC OUTCOME   1

Compile and process procurement requests to required standards and needs.

SPECIFIC OUTCOME   2

Source suppliers/sellers to meet procurement requirements.

SPECIFIC OUTCOME   3

Receive and evaluate proposals and make recommendations.

SPECIFIC OUTCOME   4

Maintain and administer procurement records.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor, evaluate and communicate simple project schedules

SAQA US ID	UNIT STANDARD TITLE		
120387	Monitor, evaluate and communicate simple project schedules		
SGB NAME	**ORGANISING FIELD ID**	**PROVIDER NAME**	
SGB Project Management	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**	
Regular	Business, Commerce and Management Studies	Project Management	
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Describe and explain a range of project schedule control processes and techniques.

SPECIFIC OUTCOME 2

Monitor actual project work versus planned work (baseline).

SPECIFIC OUTCOME 3

Record and communicate schedule changes.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Supervise a project team of a small project to deliver project objectives

SAQA US ID	UNIT STANDARD TITLE		
120388	Supervise a project team of a small project to deliver project objectives		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Project Management	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Project Management

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	14	Level 5	Regular

SPECIFIC OUTCOME   1

Undertake the management activities, from start to end, for a small project.

SPECIFIC OUTCOME   2

Supervise and monitor a team working on a small project.

SPECIFIC OUTCOME   3

Report progress for a small project.

SPECIFIC OUTCOME   4

Identify and rectify problems occurring in a project.

No. 1031 **21 October 2005**

SOUTH
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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

Occupational Health and Safety

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 qualifications and unit standards. The qualifications and unit standards can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 20 November 2005.* All correspondence should be marked **Standards Setting – SGB for Occupational Health and Safety** 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 Certificate: Occupational Hygiene and Safety

SAQA QUAL ID	QUALIFICATION TITLE		
50062	National Certificate: Occupational Hygiene and Safety		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD
National Certificate	Health Sciences and Social Services	Preventive Health

ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	144	Level 3	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification enables learners to identify, evaluate, advise and report on occupational safety, hygiene and environmental factors, in occupational environments, which may have a detrimental effect on the health and safety of workers in such environments. The qualification is designed to be flexible and accessible.

Learners credited with this qualification are capable of:

> Performing essential inspections, measurements and evaluations to ensure health and safety in occupational environments.
> Communicating effectively using visual, mathematical and language skills in the modes of oral and written presentation.
> Solving mathematical problems related to finances, patterns, statistics, shape and motion using numbers and number systems.
> Describing concepts and principles in science and the natural environment.
> Operating personal computers and computer systems.
> Collecting, analysing, organising and critically evaluating information about occupational hygiene, safety and environmental conditions and elements using science and technology effectively and critically to measure them.
> Identifying and solving problems to make responsible decisions regarding workplace hazards and risks.
> Ensuring a safe and healthy workplace environment and conduct.
> Working effectively with others as a member of a team, group, organisation or community to attain operational competence in occupational safety and hygiene.

Rationale:

Learners credited with this qualification are likely to be working in the occupational safety, hygiene and environmental disciplines. Learners are required to integrate practical skills with essential knowledge, to be able to take proactive and reactive measures in order to maintain a healthy and safe environment.

In South Africa and internationally, the social and economic impact of occupational safety, hygiene, health, and environment is great. Direct costs that result from poor workplace safety, hygiene, health, and environments include both human and economic costs. Indirect costs are also incurred and include aspects such as poor morale, poor productivity, and downtime. Improved workplace safety, hygiene, health, and environments could influence the South African economy in direct costs alone to the value of millions of Rands each year. This qualification aims to meet the demand for learners that are able to facilitate a safe, healthy and productive occupational environment.

There is a critical need in the industry to recognise learner competence regarding essential operations associated with a healthy, safe and productive working environment. This qualification is the next step in a career path in one of the areas of specialisation in Occupational Safety and Hygiene. It is generic enough to allow maximum mobility within the field of application. Skills, knowledge, values and attitudes (competencies) reflected in the qualification are building blocks towards a level 4 qualification.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE

> Communications NQF Level 2.
> Mathematical Literacy NQF Level 2.
> Independent learning.

In addition, competence in the following unit standards:

> Demonstrate an understanding of the concept of science: SAQA ID 7507
> Demonstrate an understanding of fundamental concepts and principles in natural science: SAQA ID 14110

Recognition of prior learning:

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence of competency can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. Learners who have met the requirements of any unit standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA) or ETQA which has a Memorandum of Understanding with the relevant ETQA.

QUALIFICATION RULES

All Fundamental component unit standards are compulsory (41 credits must be attained):

> 20 credits for Communication and Language
> 16 credits for Mathematical Literacy
> 5 credits for Computer Literacy

All Core component unit standards are compulsory (97 credits must be attained).

The Elective Component consists of a number of unit standards from which at least 6 credits must be attained.

EXIT LEVEL OUTCOMES

1. Communicate effectively using visual, mathematical and language skills in the modes of oral and written presentation.
2. Solve mathematical problems related to finances, patterns, statistics, shape and motion using numbers and number systems.
3. Use a computer and computer systems.
4. Use science and technology effectively to collect, analyse, organise and critically evaluate information about occupational hygiene, safety and workplace environmental conditions.
5. Identify and solve problems to make responsible decisions regarding workplace hazards and risks.

Critical Cross-Field Outcomes:

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

> Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
This critical cross-field outcome is addressed primarily through ELO1 and ELO5.
> Working effectively with others as a member of a team, group, organisation or community.
This critical cross-field outcome is addressed primarily through ELO1 and ELO5.
> Organising and managing oneself and one's activities responsibly and effectively.

This critical cross-field outcome is addressed primarily through ELO5.
> Collecting, analysing, organising and critically evaluating information.
This critical cross-field outcome is addressed primarily through ELO2, ELO3 and ELO4.
> Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
This critical cross-field outcome is addressed primarily through ELO1 and ELO3.
> Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
This critical cross-field outcome is addressed primarily through ELO4 and ELO5.
> Demonstrating an 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 primarily through ELO1, ELO2, ELO3, ELO4 and ELO5.

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

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

ASSOCIATED ASSESSMENT CRITERIA

1.
> Information from texts such as standing instructions, visual information and other responses is accessed and used appropriately and effectively.
> Oral communication is maintained and adapted as required to promote effective interaction in the work context.
> Written communication is clear and unambiguous and at an appropriate level for the designated target audience.

2.
> Related problems are solved by using basic mathematical functions.
> Life and work related problems are investigated using relevant statistics.

3.
> Computers and relevant software are used effectively for specified contexts.
> Use of personal computer systems meet security requirements.

4.
> Occupational hygiene, safety and environmental conditions and elements are described according to specified requirements.
> Relevant methods of measurement are identified and described according to specified requirements.
> Instruments and techniques selected for measurement are appropriate for specified contexts and purposes.
> Relevant legal and other context-specific requirements are adhered to.

5.
> Occupational safety, hygiene and environment principles are described.
> Workplace hazards and risks are identified, addressed, recorded and reported according to specified procedures and requirements.
> Appropriate corrective and/or mitigation measures are implemented according to standard operating procedures.
> Personal protective and monitoring equipment is used as specified.

Integrated Assessment:

Assessment is not a single event, but rather a structured process of gathering evidence and making judgements of the learner's performance in relation to the qualification. A range of methods may be used for formative and summative assessment.

These may include:

> Written and oral tests.

> Simulation sessions.
> Peer group presentations.
> Written reports and/or work plans.

Assessment should take place within the protocols and procedures of the place of learning and according to the specifications indicated in the unit standard.

INTERNATIONAL COMPARABILITY

This qualification and its component unit standards has been compared with those of other countries. After an extensive search it became clear that Occupational Health and Safety training in the SADC region is almost non-existent as is evident from a Southern African Meeting on The Education and Training of Occupational Health and Safety Professionals, Johannesburg, South Africa, 22-24 October 1997. (Source: http://www.asosh.org/SADC/training.htm accessed 5 June 2005).

A network of occupational health institutes assigned as WHO collaborating centers published a "Global strategy for occupational health for all" in 1995 with 10 priority objectives, later adopted by the World Health Assembly. The most notable of these objectives is the development of human resources for occupational health and is explained by saying there is a universal shortage of both expert resources and training in developing and newly industrialized countries in the South. (Source: Occupational Safety and Health in Developing Countries, Review of strategies, case studies and a bibliography, Christer Hogstedt and Bodhi Pieris http://www.niwl.se/arb/ accessed 12 June 2005).

It must be remembered that the WHO sees occupational safety as part of occupational health. From the case studies in the report it also becomes apparent that no formal educational structure or learning on occupational health and safety (OHS) exists in countries like Thailand, Malaysia, South East Asia, Central America, India, Zimbabwe and Costa Rica.

A conclusion can thus be drawn that South Africa is a leader in developing occupational health and safety qualifications in developing countries and can in this instance be compared to developed countries that have established a qualifications framework in a national as well as functional context. Such countries are most notably Australia, New Zealand and the United Kingdom.

This qualification does not exist at the equivalent level on frameworks in New Zealand, United Kingdom, and Australia. Qualifications in OHS in those countries all start at the next higher level.

On the Australian framework, occupational health, safety and environment qualifications fall within the Vocational Education and Training sector, which recognises skills and knowledge that meet nationally endorsed industry/enterprise competency standards as agreed for those qualifications by the relevant industry, enterprise, community or professional group. The available qualifications also include literacy and numeracy, communication, working in teams (critical cross field outcome on the South African NQF), workplace technology, and industry specific competencies. Various programmes are available, including a Certificate III in Occupational Health and Safety, Certificate IV in Auditing Occupational Health and Safety Systems, Certificate IV in Occupational Health and Safety, and a Diploma of Occupational Health and Safety. A Certificate III is equivalent to grade 12, South African NQF Level 4.

In the United Kingdom, no equivalent for the South African NQF Level 3 qualification exists. A Foundation certificate in Health and safety in a workplace is available, within the Hospitality sector. In addition, National Vocational Qualifications exist for Security, Safety and Loss Prevention at Level 2, Occupational Health and Safety at Level 3 (Grade 12 or NQF Level 4 equivalent in South Africa), Occupational Health and Safety Practice at Levels 4 and 5 and Health and Safety Regulation at Level 5. Other than these, health, safety and environmental issues are integrated within most other relevant qualifications, such as general science (equivalent to NQF Level 1 in South Africa), design, and engineering. In Scotland, two Vocational qualifications are provided, namely, Occupational Health and Safety Practice at Level 3, and Occupational Health and Safety Practice at Level 4.

The New Zealand NQF places occupational health and safety within the fields of Health, Manufacturing (Dairy Workplace Health and Safety) and Planning and Construction (Construction Health and Safety and Injury Prevention). The South African equivalent is in the field of Health, specifically Occupational Health and Safety. The South African NQF Level 4 is the equivalent of the New Zealand NQF Level 3. Two qualifications are registered in the field of Health, on the New Zealand NQF, namely, a National Certificate in Occupational Health and Safety (Co-ordination) (Level 4), and a National Certificate in Occupational Health and Safety (Workplace Safety) (Level 3).

Unit standards on the New Zealand NQF are mostly at a higher level than our level three qualification but

start at the equivalent of our level four qualification, and include, but are not restricted to, the following:

Title,level,credits:

> Protect health and safety in a workplace,1,1
> Apply safe work practices in the workplace,2,4
> Undertake job safety analysis,2,4
> Apply for, accept, and carry out work according to a work permit in the workplace,3,4
> Apply hazard identification and risk assessment procedures in the workplace,3,4
> Demonstrate knowledge of electrical safety in the workplace,3,5
> Demonstrate knowledge of fire and emergency warden duties in the workplace,3,3
> Demonstrate knowledge of hazards associated with confined space,3,4
> Demonstrate knowledge of hearing conservation in the workplace,3,4
> Explain safe work practices for working at heights,3,3
> Identify the causes of back injury and methods to prevent back injuries in the workplace,3,4
> Demonstrate knowledge of safety observer responsibilities in the workplace,3,8
> Issue work site specific work permits,3,6
> Use a forklift mounted safety platform in the workplace,3,5

ARTICULATION OPTIONS

This qualification can provide access to learners to progress to higher-level qualifications in the discipline of Occupational Safety, Hygiene, and in various industrial sectors and related sub-fields. Most qualifications on the NQF require competence regarding this discipline, and thus provide an access point to, for example qualifications in, inter alia, the Physical Planning and Construction, Manufacturing, Engineering, and Technology and the Business, Commerce and Management fields.
□
The qualification, through the fundamental component for communication and mathematical literacy, articulates horizontally with all NQF registered qualifications at NQF Level 3, and vertically with NQF Levels 2 and 4.

MODERATION OPTIONS

Any provider offering learning that will enable the achievement of this qualification must be accredited as a provider by the relevant ETQA or an ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

> Moderation of assessment will be overseen by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

> Be registered as assessors with the relevant ETQA or an ETQA that has a Memorandum of Understanding in place with the relevant ETQA.
> Be in possession of a relevant qualification at least at NQF level 4.
> Have at least five years experience in the OHS sector.

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	117924 Use a Graphical User Interface (GUI)-based word processor to format documents	Level 2	5	Registered
Core	120317 Demonstrate understanding of a Workplace Hearing Conservation Programme and measure noise levels, and take appropriate action	Level 3	6	Draft - Prep for P Comment
Core	120319 Demonstrate basic knowledge and understanding of airborne pollutants and control measures	Level 3	4	Draft - Prep for P Comment
Core	120321 Measure acceleration of vibration	Level 3	2	Draft - Prep for P Comment
Core	120324 Collect airborne particulates in the environment using a high volume gravimetric sampler	Level 3	3	Draft - Prep for P Comment

Core	120325	Monitor, report and advise on the application of safety and health principles regarding the movement of people and materials in and around a working place	Level 3	7	Draft - Prep for P Comment
Core	120328	Demonstrate knowledge of psychrometric charts and perform calculations	Level 3	5	Draft - Prep for P Comment
Core	120329	Respond to, implement and manage emergencies according to an emergency action plan in a workplace	Level 3	2	Draft - Prep for P Comment
Core	120330	Conduct a continuous risk assessment in a workplace	Level 3	4	Draft - Prep for P Comment
Core	120331	Demonstrate knowledge pertaining to fires in working places	Level 3	3	Draft - Prep for P Comment
Core	120332	Monitor, report and advise on the application of safety and health principles regarding electricity in a work place.	Level 3	3	Draft - Prep for P Comment
Core	120333	Conduct, report and follow up on a pre-use, safety and/or audit inspection	Level 3	5	Draft - Prep for P Comment
Core	120335	Conduct an investigation into workplace incidents	Level 3	5	Draft - Prep for P Comment
Core	120336	Provide primary emergency care/first aid as an advanced first responder in the workplace	Level 3	6	Draft - Prep for P Comment
Core	120337	Demonstrate knowledge pertaining to the preparation, conducting, recording and follow-up actions of a planned task observation in a working place	Level 3	2	Draft - Prep for P Comment
Core	120338	Determine the amount of mineral dust and particulate matter in water by means of a nephelometer and turbidimeter respectively	Level 3	5	Draft - Prep for P Comment
Core	120339	Determine the concentration of respirable dust using a direct reading instrument	Level 3	3	Draft - Prep for P Comment
Core	120362	Monitor, report and make recommendations pertaining to specified requirements in terms of working at heights	Level 3	4	Draft - Prep for P Comment
Core	120322	Demonstrate knowledge of fans, fan measurements and performance	Level 4	5	Draft - Prep for P Comment
Core	120326	Assess the performance of a heat exchanger and take appropriate action	Level 4	3	Draft - Prep for P Comment
Core	120334	Conduct routine monitoring of a fan's performance and installation	Level 4	4	Draft - Prep for P Comment
Core	120340	Determine a refrigeration plant duty with respect to water circuits and recommend appropriate remedial action	Level 4	3	Draft - Prep for P Comment
Core	120344	Demonstrate knowledge and understanding of relevant current occupational health and safety legislation	Level 4	4	Draft - Prep for P Comment
Core	120359	Monitor, report and make recommendations on the specified requirements that applies to permit to work systems in a working	Level 4	4	Draft - Prep for P Comment
Elective	9964	Apply health and safety to a work area	Level 2	3	Reregistered
Elective	115089	Measure virgin rock temperature	Level 2	2	Registered
Elective	115090	Install explosion barriers to control the propagation of coal dust explosions	Level 2	2	Registered
Elective	115103	Sample and evaluate a mixture of coal dust and stone dust	Level 2	3	Registered
Elective	116516	Apply stone dust to inertise coal dust	Level 2	2	Registered
Elective	120323	Analyse a mixture of coal dust and stone dust sample by means of colorimetric method and recommend appropriate remedial action	Level 2	2	Draft - Prep for P Comment
Elective	120318	Determine the long-lived alpha activity on a dust-laden filter with an alpha counter	Level 3	2	Draft - Prep for P Comment
Elective	120351	Collect and prepare water sample for radionuclide analysis	Level 3	3	Draft - Prep for P Comment
Elective	120346	Measure radioactive contamination by means of a surface contamination monitor	Level 4	2	Draft - Prep for P Comment
Elective	120356	Measure low-level gamma radiation by means of a portable dosimeter	Level 4	2	Draft - Prep for P Comment
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5	Reregistered
Fundamental	8968	Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969	Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970	Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8973	Use language and communication in occupational learning programmes	Level 3	5	Reregistered
Fundamental	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2	Reregistered
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	5	Reregistered
Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4	Reregistered

Fundamental	119078 Use a GUI-based word processor to enhance a document through the use of tables and columns	Level 3	5	Registered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate understanding of a Workplace Hearing Conservation Programme and measure noise levels, and take appropriate action

SAQA US ID	UNIT STANDARD TITLE		
120317	Demonstrate understanding of a Workplace Hearing Conservation Programme and measure noise levels, and take appropriate action		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	6	Level 3	Regular

SPECIFIC OUTCOME 1

Explain the basic mechanism of human hearing.

SPECIFIC OUTCOME 2

Describe the causes and effects of exposure to noise.

SPECIFIC OUTCOME 3

Demonstrate understanding of control measures to reduce noise exposure.

SPECIFIC OUTCOME 4

Demonstrate knowledge and understanding of noise level monitoring and measuring procedures.

SPECIFIC OUTCOME 5

Demonstrate knowledge pertaining to the measurement of sound levels and the determination of personal equivalent noise exposure levels.

SPECIFIC OUTCOME 6

Prepare to determine noise or personal equivalent exposure levels, measure sound levels and collect relevant data.

SPECIFIC OUTCOME 7

Report, make recommendations and deal with equipment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate basic knowledge and understanding of airborne pollutants and control measures

SAQA US ID	UNIT STANDARD TITLE		
120319	Demonstrate basic knowledge and understanding of airborne pollutants and control measures		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupational Health and Safety	9		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Preventive Health	

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 3	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge pertaining to airborne pollutants.

SPECIFIC OUTCOME 2

Demonstrate knowledge pertaining to airborne pollutant control measures.

SPECIFIC OUTCOME 3

Describe the monitoring methods pertaining to airborne pollutants.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Measure acceleration of vibration

SAQA US ID	UNIT STANDARD TITLE		
120321	Measure acceleration of vibration		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	2	Level 3	Regular

SPECIFIC OUTCOME 1

Explain the specified requirements pertaining to the measurement of acceleration.

SPECIFIC OUTCOME 2

Prepare to measure.

SPECIFIC OUTCOME 3

Measure acceleration levels.

SPECIFIC OUTCOME 4

Perform post-measuring activities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Collect airborne particulates in the environment using a high volume gravimetric sampler

SAQA US ID	UNIT STANDARD TITLE		
120324	Collect airborne particulates in the environment using a high volume gravimetric sampler		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupational Health and Safety	9		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Preventive Health	

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 3	Regular

SPECIFIC OUTCOME 1

Explain the specified requirements pertaining to determining airborne particulates by means of a high volume gravimetric sampler.

SPECIFIC OUTCOME 2

Prepare sampling equipment.

SPECIFIC OUTCOME 3

Sample the environment.

SPECIFIC OUTCOME 4

Record, evaluate, report and deal with equipment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor, report and advise on the application of safety and health principles regarding the movement of people and materials in and around a working place

SAQA US ID	UNIT STANDARD TITLE		
120325	Monitor, report and advise on the application of safety and health principles regarding the movement of people and materials in and around a working place		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	7	Level 3	Regular

SPECIFIC OUTCOME 1

Explain structural safety principles and considerations in a working place as regards to the movement of people and materials.

SPECIFIC OUTCOME 2

Demonstrate the safe manual handling of materials in a workplace.

SPECIFIC OUTCOME 3

Explain the requirements pertaining to the mechanical handling of material at the workplace.

SPECIFIC OUTCOME 4

Explain the requirements pertaining to the safe movement of people where handling of material by means of motorised equipment is taking place.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge of psychrometric charts and perform calculations

SAQA US ID	UNIT STANDARD TITLE		
120328	Demonstrate knowledge of psychrometric charts and perform calculations		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 3	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge and understanding of psychrometric fundamentals.

SPECIFIC OUTCOME 2

Demonstrate understanding of psychrometric and density charts.

SPECIFIC OUTCOME 3

Perform basic psychrometry calculations.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Respond to, implement and manage emergencies according to an emergency action plan in a workplace

SAQA US ID	UNIT STANDARD TITLE		
120329	Respond to, implement and manage emergencies according to an emergency action plan in a workplace		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	2	Level 3	Regular

SPECIFIC OUTCOME 1

Describe the specified requirements pertaining to responding to emergencies according to an emergency action plan in a workplace.

SPECIFIC OUTCOME 2

Implement and manage emergency action plan procedures.

SPECIFIC OUTCOME 3

Respond to emergencies according to action plan procedures.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct a continuous risk assessment in a workplace

SAQA US ID	UNIT STANDARD TITLE		
120330	Conduct a continuous risk assessment in a workplace		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 3	Regular

SPECIFIC OUTCOME 1

Explain the legal and specified requirements for conducting continuous risk assessments.

SPECIFIC OUTCOME 2

Prepare to conduct a continuous risk assessment.

SPECIFIC OUTCOME 3

Conduct a continuous risk assessment.

SPECIFIC OUTCOME 4

Initiate remedial action and follow up on Continuous Risk Assessment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge pertaining to fires in working places

SAQA US ID	UNIT STANDARD TITLE		
120331	Demonstrate knowledge pertaining to fires in working places		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 3	Regular

SPECIFIC OUTCOME 1

Demonstrate basic knowledge pertaining to fires.

SPECIFIC OUTCOME 2

Demonstrate knowledge of the causes and prevention of working place fires.

SPECIFIC OUTCOME 3

Demonstrate knowledge of fire detection methods.

SPECIFIC OUTCOME 4

Demonstrate knowledge pertaining to fire preparedness.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor, report and advise on the application of safety and health principles regarding electricity in a work place.

SAQA US ID	UNIT STANDARD TITLE		
120332	Monitor, report and advise on the application of safety and health principles regarding electricity in a work place.		
SGB NAME	**ORGANISING FIELD ID**	**PROVIDER NAME**	
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**	
Regular	Health Sciences and Social Services	Preventive Health	
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	3	Level 3	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge regarding the features and nature of an electric circuit in the workplace.

SPECIFIC OUTCOME 2

Demonstrate knowledge regarding hazards associated with electricity and the application of the correct first-aid procedures in the work place.

SPECIFIC OUTCOME 3

Demonstrate knowledge and the application of control measures regarding electricity to prevent injuries in the workplace.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct, report and follow up on a pre-use, safety and/or audit inspection

SAQA US ID	UNIT STANDARD TITLE		
120333	Conduct, report and follow up on a pre-use, safety and/or audit inspection		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 3	Regular

SPECIFIC OUTCOME 1

Explain the legal and specified requirements pertaining to conducting, reporting and acting on the outcome of a pre-use, safety and/or audit inspection.

SPECIFIC OUTCOME 2

Prepare for the inspections.

SPECIFIC OUTCOME 3

Conduct pre-use, safety and audit inspections.

SPECIFIC OUTCOME 4

Initiate immediate remedial action where necessary.

SPECIFIC OUTCOME 5

Report on and follow up on inspection results.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct an investigation into workplace incidents

SAQA US ID	UNIT STANDARD TITLE		
120335	Conduct an investigation into workplace incidents		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 3	Regular

SPECIFIC OUTCOME 1

Explain the specified requirements pertaining to conducting an investigation into workplace incidents.

SPECIFIC OUTCOME 2

Prepare to gather data for the investigation.

SPECIFIC OUTCOME 3

Gather and evaluate data.

SPECIFIC OUTCOME 4

Perform post-investigation functions.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Provide primary emergency care/first aid as an advanced first responder in the workplace

SAQA US ID	UNIT STANDARD TITLE		
120336	Provide primary emergency care/first aid as an advanced first responder in the workplace		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	6	Level 3	Regular

SPECIFIC OUTCOME   1

Demonstrate the principles of primary emergency care in all health emergencies for persons in the workplace.

SPECIFIC OUTCOME   2

Sustain advanced level of preparedness to deal with emergencies in the workplace.

SPECIFIC OUTCOME   3

Assess and manage a multiple injured emergency scene/disaster in the workplace.

SPECIFIC OUTCOME   4

Demonstrate knowledge and understanding of anatomy and physiology of the human body and the specific disorders and diseases relating to each system.

SPECIFIC OUTCOME   5

Demonstrate primary emergency life support for adults, children and infants according to current international protocols.

SPECIFIC OUTCOME   6

Explain and manage shock.

SPECIFIC OUTCOME   7

Conduct secondary assessment of the sick or injured person and provide appropriate advanced primary emergency care.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge pertaining to the preparation, conducting, recording and □follow-up actions of a planned task observation in a working place

SAQA US ID	UNIT STANDARD TITLE		
120337	Demonstrate knowledge pertaining to the preparation, conducting, recording and □follow-up actions of a planned task observation in a working place		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	2	Level 3	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge of how to prepare for planned task observation at a working place.

SPECIFIC OUTCOME 2

Conduct a planned task observation at a working place.

SPECIFIC OUTCOME 3

Record and follow-up.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Determine the amount of mineral dust and particulate matter in water by means of a nephelometer and turbidimeter respectively

SAQA US ID	UNIT STANDARD TITLE	
120338	Determine the amount of mineral dust and particulate matter in water by means of a nephelometer and turbidimeter respectively	

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 3	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge of the specified requirements pertaining to determining the amount of mineral dust in water.

SPECIFIC OUTCOME 2

Demonstrate knowledge of the specified requirements pertaining to determining the amount of particulate matter in water.

SPECIFIC OUTCOME 3

Prepare to determine the amount of mineral dust and particulate matter in a water sample.

SPECIFIC OUTCOME 4

Determine the amount of mineral dust and particulate matter in a water sample.

SPECIFIC OUTCOME 5

Perform post-measuring activities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Determine the concentration of respirable dust using a direct reading instrument

SAQA US ID	UNIT STANDARD TITLE		
120339	Determine the concentration of respirable dust using a direct reading instrument		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**	
Regular	Health Sciences and Social Services	Preventive Health	
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	3	Level 3	Regular

SPECIFIC OUTCOME 1

Explain the specified requirements pertaining to the sampling of air by means of a real time dust monitor to determine the concentration of aerosols and recommend appropriate remedial action.

SPECIFIC OUTCOME 2

Prepare to sample the air by means of a real time dust monitor.

SPECIFIC OUTCOME 3

Sample air for aerosol concentration.

SPECIFIC OUTCOME 4

Perform post-sampling activities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor, report and make recommendations pertaining to specified requirements in terms of working at heights

SAQA US ID	UNIT STANDARD TITLE		
120362	Monitor, report and make recommendations pertaining to specified requirements in terms of working at heights		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	4	Level 3	Regular

SPECIFIC OUTCOME   1

Describe the requirements to safely perform work in elevated positions.

SPECIFIC OUTCOME   2

Describe the requirements to inspect, care, store fall arrest equipment effectively and correctly / records.

SPECIFIC OUTCOME   3

Describe the safety, health and environmental principles with regards to working platforms, ladders, scaffolds and walkways in elevated positions.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge of fans, fan measurements and performance

SAQA US ID	UNIT STANDARD TITLE		
120322	Demonstrate knowledge of fans, fan measurements and performance		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge of fan laws.

SPECIFIC OUTCOME 2

Describe the specified requirements pertaining to a fan characteristic curve.

SPECIFIC OUTCOME 3

Demonstrate knowledge of fan performance calculations, curves and graph plotting.

SPECIFIC OUTCOME 4

Determine fan characteristic curve and operating point.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Assess the performance of a heat exchanger and take appropriate action

SAQA US ID	UNIT STANDARD TITLE		
120326	Assess the performance of a heat exchanger and take appropriate action		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 4	Regular

SPECIFIC OUTCOME   1

Describe the principles of and operation of a heat exchanger.

SPECIFIC OUTCOME . 2

Plan to assess the performance of a heat exchanger.

SPECIFIC OUTCOME   3

Assess a heat exchanger and recommend appropriate remedial action.

SPECIFIC OUTCOME   4

Report, make recommendations and deal with equipment.

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct routine monitoring of a fan's performance and installation

SAQA US ID	UNIT STANDARD TITLE		
120334	Conduct routine monitoring of a fan's performance and installation		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Describe the specified requirements pertaining to conducting routine monitoring of a fan's performance and its installation.

SPECIFIC OUTCOME 2

Prepare to conduct routine monitoring.

SPECIFIC OUTCOME 3

Conduct routine monitoring and recommend appropriate remedial action.

SPECIFIC OUTCOME 4

Evaluate, report and deal with equipment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Determine a refrigeration plant duty with respect to water circuits and recommend appropriate remedial action

SAQA US ID	UNIT STANDARD TITLE		
120340	Determine a refrigeration plant duty with respect to water circuits and recommend appropriate remedial action		

SGB NAME	ORGANISING FIELD ID		PROVIDER NAME
SGB Occupational Health and Safety	9		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Preventive Health	

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 4	Regular

SPECIFIC OUTCOME　1

Explain the fundamental principles of the installation and operation of a refrigeration plant.

SPECIFIC OUTCOME　2

Prepare to assess the performance of the water circuit of a refrigeration plant.

SPECIFIC OUTCOME　3

Assess the water circuit performance of a refrigeration plant.

SPECIFIC OUTCOME　4

Report, make recommendations and deal with equipment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of relevant current occupational health and safety legislation

SAQA US ID	UNIT STANDARD TITLE		
120344	Demonstrate knowledge and understanding of relevant current occupational health and safety legislation		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge and understanding of the basic principles of the relevant legislation.

SPECIFIC OUTCOME 2

Explain the requirements for compliance as stipulated in the current legislation.

SPECIFIC OUTCOME 3

Determine the management controls required under legislation to achieve compliance.

SPECIFIC OUTCOME 4

Demonstrate knowledge and understanding of record keeping required by the legislation.

SPECIFIC OUTCOME 5

Explain the legal obligations of the employer in terms of training and communication.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor, report and make recommendations on the specified requirements that applies to permit to work systems in a working

SAQA US ID	UNIT STANDARD TITLE		
120359	Monitor, report and make recommendations on the specified requirements that applies to permit to work systems in a working		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**	
Regular	Health Sciences and Social Services	Preventive Health	
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME   1

Describe the requirements for the application of a hot or cold work permit.

SPECIFIC OUTCOME   2

Describe the requirements to apply a lock-out system.

SPECIFIC OUTCOME   3

Describe the requirements to apply a confined space entry permit.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Analyse a mixture of coal dust and stone dust sample by means of colorimetric method and recommend appropriate remedial action

SAQA US ID	UNIT STANDARD TITLE		
120323	Analyse a mixture of coal dust and stone dust sample by means of colorimetric method and recommend appropriate remedial action		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	2	Level 2	Regular

SPECIFIC OUTCOME 1

Describe the specified requirements pertaining to the analysing of samples.

SPECIFIC OUTCOME 2

Prepare to analyse samples.

SPECIFIC OUTCOME 3

Analyse samples.

SPECIFIC OUTCOME 4

Perform post-analysis activities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Determine the long-lived alpha activity on a dust-laden filter with an alpha counter

SAQA US ID	UNIT STANDARD TITLE		
120318	Determine the long-lived alpha activity on a dust-laden filter with an alpha counter		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	2	Level 3	Regular

SPECIFIC OUTCOME 1

Explain the specified requirements pertaining to determining long-lived alpha activity.

SPECIFIC OUTCOME 2

Prepare to determine.

SPECIFIC OUTCOME 3

Determine long-lived alpha activity.

SPECIFIC OUTCOME 4

Perform post-determination activities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Collect and prepare water sample for radionuclide analysis

SAQA US ID	UNIT STANDARD TITLE	
120351	Collect and prepare water sample for radionuclide analysis	

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 3	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge of the specified requirements pertaining to collecting and preparing water samples for radionuclide analysis.

SPECIFIC OUTCOME 2

Prepare to collect water samples.

SPECIFIC OUTCOME 3

Collect and prepare water samples.

SPECIFIC OUTCOME 4

Perform post-sampling activities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Measure radioactive contamination by means of a surface contamination monitor

SAQA US ID	UNIT STANDARD TITLE		
120346	Measure radioactive contamination by means of a surface contamination monitor		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupational Health and Safety	9		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 4	Regular

SPECIFIC OUTCOME 1

Explain the specified requirements pertaining to determining radioactive surface contamination.

SPECIFIC OUTCOME 2

Prepare to measure radioactive surface contamination.

SPECIFIC OUTCOME 3

Measure radioactive surface contamination.

SPECIFIC OUTCOME 4

Perform post-measuring activities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Measure low-level gamma radiation by means of a portable dosimeter

SAQA US ID	UNIT STANDARD TITLE		
120356	Measure low-level gamma radiation by means of a portable dosimeter		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupational Health and Safety	9		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 4	Regular

SPECIFIC OUTCOME 1

Explain the specified requirements pertaining to measurement of low-level gamma radiation dose rates.

SPECIFIC OUTCOME 2

Prepare to measure the low-level gamma radiation dose.

SPECIFIC OUTCOME 3

Measure low-level gamma radiation dose rates.

SPECIFIC OUTCOME 4

Perform post-measuring activities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training: Occupational Hygiene and Safety

SAQA QUAL ID	QUALIFICATION TITLE		
50063	Further Education and Training: Occupational Hygiene and Safety		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupational Health and Safety	9		

QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD
Further Ed and Training Cert	Health Sciences and Social Services	Preventive Health

ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	145	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Learners accredited with this qualification will be able to identify, evaluate, advise and report on occupational hygiene and safety factors, in occupational environments, in order to maintain a high level of health and safety for workers in such environments.

Learners credited with this qualification are capable of:

> Communicating effectively in a variety of ways.
> Using mathematics to solve problems in real life and work-related situations.
> Identifying problems and initiating actions regarding workplace hazards and risks.
> Working effectively with others as a member of a team, group, organisation or community to attain operational competence in occupational safety and hygiene.

Rationale:

Learners credited with this qualification are likely to be working in the occupational safety, hygiene and environmental disciplines. Learners are required to integrate practical skills with essential knowledge, to be able to take proactive and reactive measures in order to maintain a healthy and safe environment.

In South Africa and internationally, the social and economic impact of occupational safety, hygiene and health, is significant. Direct costs that result from poor workplace safety, hygiene and health, include human and economic costs. Indirect costs are also incurred and may include poor morale, poor productivity and downtime. Improved workplace safety, hygiene and health, could influence the South African economy in direct costs alone to the value of millions of Rands each year. This qualification aims to meet the demand for learners that are able to facilitate a safe, healthy and productive occupational environment.

There is a critical need in the industry to recognise learner competence regarding essential operations associated with a healthy, safe and productive working environment. This qualification is the next step in a career path in one of the areas of specialisation in Occupational Safety and Hygiene and is generic enough to allow maximum mobility within the field of application.

RECOGNIZE PREVIOUS LEARNING?

N

LEARNING ASSUMED TO BE IN PLACE

Learners embarking on learning for this qualification should be competent in the following:

> Communication at NQF Level 3.

> Mathematical literacy at NQF Level 3.

Recognition of prior learning:

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence of competency can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. Learners who have met the requirements of any unit standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA) or ETQA which has a Memorandum of Understanding In place with the relevant ETQA.

QUALIFICATION RULES

All 56 Fundamental component credits are compulsory:

> 20 credits for Communication - first language - at NQF Level 4
> 16 credits for Mathematical Literacy at NQF Level 4
> 20 credits for Communication - second language - which may be at NQF Level 3

All 75 Core component credits are compulsory.

At least 14 of the Elective component credits must be attained.

EXIT LEVEL OUTCOMES

1. Communicate effectively in a variety of ways.

2. Use mathematics to solve problems in real life and work-related situations.

3. Identify problems and initiate corrective actions regarding workplace hazards and risks.

4. Work effectively with others as a member of a team, group, organisation or community to attain operational competence in occupational safety and hygiene.

Critical cross-field outcomes:

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

> Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
>This critical cross-field outcome is addressed primarily through ELO1 and ELO4.

> Working effectively with others as a member of a team, group, organisation or community.
> This critical cross-field outcome is addressed primarily through ELO4.

> Organising and managing oneself and one's activities responsibly and effectively.
> This critical cross-field outcome is addressed primarily through ELO1, and ELO4.

> Collecting, analysing, organising and critically evaluating information.
> This critical cross-field outcome is addressed primarily through ELO2, ELO3 and ELO4.

> Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
> This critical cross-field outcome is addressed primarily through ELO1.

> Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
> This critical cross-field outcome is addressed primarily through ELO2, ELO3 and ELO4.

> Demonstrating an 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 primarily through ELO1, ELO2, ELO3 and ELO4.

Learning programmes directed towards this qualification will also contribute to the full personal

development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

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

ASSOCIATED ASSESSMENT CRITERIA

1.
> Engage in sustained oral communication and evaluate spoken text.
> Read, analyse and respond to a variety of texts.
> Write for a wide range of contexts.
> Use language and communication in occupational learning programmes.

2.
> Mathematics is used to gather and monitor the information generated through workplace procedures.
> Knowledge of statistics is used to effectively communicate findings in life-related problems.
> Physical quantities are measured, estimated and calculated and possible problems anticipated and resolved according to workplace procedures.

3.
> Workplace hazards and risks are identified and addressed according to specified procedures and requirements.
> Workplace hazards and risks are recorded, dealt with and reported according to specified procedures.
> Personal protective and monitoring equipment is used as specified.

4.
> Principles of hygiene, safety and environmental management are applied to ensure a safe working environment.
> Inspecting, monitoring and reporting are carried out regularly and accurately and meet the specified requirements.
> Work is carried out harmoniously and conflict situation are handled according to prescribed workplace procedures.

Integrated Assessment:
☐
Integrated assessment is carried out as a series of structured, evidence gathering processes throughout the period of learning. The learner's performance is assessed through the use of a range of methods and culminates in a final or summative assessment. Methods include, but are not limited to:

> Written and oral tests.
> Simulation.
> Peer group presentations.
> Written reports and work plans.

INTERNATIONAL COMPARABILITY

A search was done to compare this qualification and its associated unit standards with those of other countries. After an extensive search it became clear that Occupational Health and Safety training in the SADC region is almost non-existent as is evident from a Southern African Meeting on The Education and Training of Occupational Health and Safety Professionals, Johannesburg, South Africa, 22-24 October 1997. (Source: http://www.asosh.org/SADC/training.htm accessed 5 June 2005).

A follow-up meeting held in Zimbabwe in March 2001 identified the following areas of collaboration:

> Human resource development, focused on capacity building.
> National policies, programmes and legislation.
> Information, research and awareness raising.
> Promotion of occupational health and safety in particularly hazardous occupations, vulnerable groups (including informal sector workers and children) and in newly transferred technologies (Source: http://www.who.int/occupational_ health/ regions/en/oehafroharare.pdf accessed 10 June 2005).

A search could not pick up any information on any later developments in the OHS sector in the region taking

place after the quoted conferences.

A network of occupational health institutes assigned as WHO collaborating centers published a "global strategy for occupational health for all" in 1995 with 10 priority objectives, later adopted by the World Health Assembly. The most notable of these objectives for the purposes of this is:

"Development of human resources for occupational health:
>There is a universal shortage of both expert resources and training in developing and newly industrialized countries in the South. This is due to three main reasons:
  > Lack of effective legislation and lack of requests from authorities and employers make the employment opportunities for such experts minimal.
  > In the absence of requests, the vocational training institutions and universities have not organized and developed curricula for the training of experts in occupational health.
  > In some instances, where training is available, it is oriented to clinical occupational medicine only which, though important, does not give a full response to the needs for expertise in a preventive workplace-oriented occupational health service."

(Source: Occupational Safety and Health in Developing Countries, Review of strategies, case studies and a bibliography, Christer Hogstedt and Bodhi Pieris http://www.niwl.se/arb/ accessed 12 June 2005)

It must be remembered that the WHO sees occupational safety as part of occupational health. From the case studies in the report it also becomes apparent that no formal educational structure or learning on occupational health and safety (OHS) exists in countries like Thailand, Malaysia, South East Asia, Central America, India, Zimbabwe and Costa Rica.

A conclusion can thus be drawn that South Africa is a leader in developing occupational health and safety qualifications in developing countries and can in this instance be compared to developed countries that have established a qualifications framework in a national as well as functional context. Such countries are most notably Australia, New Zealand and the United Kingdom.

South Africa has also taken the lead in dissemination of OHS knowledge and expertise through International conferences and seminars like NOSHCON, taking place annually in South Africa.

Our mining community has taken the lead in implementing legislation that would improve the education and training levels of all workers not only in general but in OHS specifically through the activities of the Mining Qualifications Authority (MQA). Most major mine houses are already implementing training programmes based on qualifications and unit standards developed by the MQA.
□
Although qualifications on frameworks in New Zealand, United Kingdom, and Australia, do not mirror our qualification design, the design of the qualification addresses equivalent areas of competence.
□
On the Australian framework, occupational health, safety and environment qualifications fall within the Vocational Education and Training sector, which recognises skills and knowledge that meet nationally endorsed industry/enterprise competency standards as agreed for those qualifications by the relevant industry, enterprise, community or professional group. The available qualifications also include literacy and numeracy, communication, working in teams (critical cross field outcome on the South African NQF), workplace technology, and industry specific competencies. Various programmes are available, including a Certificate III in Occupational Health and Safety, Certificate IV in Auditing Occupational Health and Safety Systems, Certificate IV in Occupational Health and Safety, and a Diploma of Occupational Health and Safety. Certificate III (equivalent to grade 12, South African NQF Level 4).
□
In the United Kingdom, an equivalent for the South African NQF Level 4 qualification does exist. A National Vocational Qualification Occupational Health and Safety at Level 3 (Grade 12 or NQF Level 4 equivalent in South Africa), is available. Other than these, health, safety and environmental issues are integrated within most other relevant qualifications, such as general science (equivalent to NQF Level 1 in South Africa), design, and engineering. In Scotland, two Vocational qualifications are provided, namely, Occupational Health and Safety Practice at Level 3, and Occupational Health and Safety Practice at Level 4.
□
The New Zealand NQF places occupational health and safety within the fields of Health, Manufacturing (Dairy Workplace Health and Safety) and Planning and Construction (Construction Health and Safety and Injury Prevention). The South African equivalent is in the field of Health, specifically Occupational Health and Safety. The South African NQF Level 4 is the equivalent of the New Zealand NQF Level 3. Two qualifications are registered in the field of Health, on the New Zealand NQF, namely, a National Certificate in Occupational Health and Safety (Co-ordination) (Level 4), and a National Certificate in Occupational

Health and Safety (Workplace Safety) (Level 3).

Unit standards on the New Zealand NQF mostly start at the equivalent of our level four qualification, and include, but is not restricted to, the following:

Title, level and credits:
☐☐☐
> Protect health and safety in a workplace. Level: 1. Credits:1.
> Apply safe work practices in the workplace. Level: 2. Credits: 4.
> Undertake job safety analysis. Level: 2. Credits: 4.
> Apply for, accept, and carry out work according to a work permit in the workplace. Level: 3. Credits: 4.
> Apply hazard identification and risk assessment procedures in the workplace. Level: 3. Credits: 4
> Demonstrate knowledge of electrical safety in the workplace. Level: 3. Credits: 5.
> Demonstrate knowledge of fire and emergency warden duties in the workplace. Level: 3. Credits: 3.
> Demonstrate knowledge of hazards associated with confined space. Level: 3. Credits: 4.
> Demonstrate knowledge of hearing conservation in the workplace. Level: 3. Credits: 4.
> Explain safe work practices for working at heights. Level: 3. Credits: 3.
> Identify the causes of back injury and methods to prevent back injuries in the workplace. Level: 3. Credits: 4.
> Demonstrate knowledge of safety observer responsibilities in the workplace. Level: 3. Credits: 8.
> Issue work site specific work permits. Level: 3. Credits: 6.
> Use a forklift mounted safety platform in the workplace. Level: 3. Credits: 5.
> Implement workplace health and safety management requirements. Level: 4. Credits: 25.
> Assist in evaluating occupational health and safety standards and practice. Level: 4. Credits: 15.
> Assist in hazard identification and control for occupational health and safety practice. Level: 4. Credits: 10.
> Demonstrate knowledge of health and safety management requirements for contractors working on site. Level: 4. Credits: 8.
> Explain the establishment and operation of a workplace health and safety committee. Level: 4. Credits: 5.
> Explain the requirements of the health and safety in employment act (HSE) 1992. Level: 4. Credits: 2.
> Maintain standards of practice in an occupational health and safety practice. Level: 5. Credits: 5.
> Develop and implement workplace occupational health and safety policy and standards. Level: 5. Credits: 1.0
> Manage workplace management health and safety. Level: 5. Credits: 10.

ARTICULATION OPTIONS

This qualification can provide access to higher-level qualifications in the discipline of Occupational Hygiene and Safety, and in various industrial sectors and related sub-fields as most qualifications on the NQF require competence regarding this discipline. Thus, an access point is provided to, for example, qualifications in the Physical Planning and Construction, Manufacturing, Engineering and Technology and Business, Commerce and Management organising fields.
☐
The qualification articulates horizontally with all NQF 4 registered qualifications and vertically with NQF Levels 3 and 5 qualifications.

MODERATION OPTIONS

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

> Moderation of assessment will be overseen by the relevant ETQA or ETQA that has a Memorandum of Understanding with the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors are required to:

> Be registered as assessors with the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
> Be in possession of a relevant qualification at least at NQF level 5.
> Have at least five years experience in the OHS sector.

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	120341 Conduct a Task Analysis and take appropriate action to address identified risks	Level 4	4	Draft - Prep for P Comment
Core	120342 Prepare, implement and co-ordinate a personal gravimetric sampling programme and determine exposure risk	Level 4	4	Draft - Prep for P Comment
Core	120345 Conduct an indoor air quality investigation and recommend appropriate remedial action	Level 4	5	Draft - Prep for P Comment
Core	120347 Measure characteristics of a noise source using an octave band frequency analyser and recommend appropriate remedial action	Level 4	3	Draft - Prep for P Comment
Core	120348 Demonstrate knowledge and understanding of basic toxicological principles	Level 4	3	Draft - Prep for P Comment
Core	120349 Monitor and make recommendations on the application of health and safety principles regarding lifting equipment in the working place	Level 4	4	Draft - Prep for P Comment
Core	120352 Demonstrate knowledge and understanding of human anatomy, physiology and pathology	Level 4	3	Draft - Prep for P Comment
Core	120354 Monitor and make recommendations on the application of health and safety principles regarding pressure vessels and pressure systems in the working place	Level 4	4	Draft - Prep for P Comment
Core	120355 Demonstrate knowledge of airflow calculations and principles of airflow in a ventilation circuit	Level 4	2	Draft - Prep for P Comment
Core	120357 Demonstrate knowledge of refrigeration principles and perform relevant llcalculations	Level 4	6	Draft - Prep for P Comment
Core	120364 Measure hazardous biological agents and recommend appropriate remedial action	Level 4	5	Draft - Prep for P Comment
Core	120365 Evaluate extraction systems for efficiency and effectiveness	Level 4	3	Draft - Prep for P Comment
Core	120366 Demonstrate understanding of the implementation of occupational health, safety and environmental legislation in the work place	Level 4	9	Draft - Prep for P Comment
Core	120368 Determine a fan characteristic curve, actual operating point and take appropriate action	Level 4	4	Draft - Prep for P Comment
Core	120369 Evaluate glare and recommend appropriate remedial action	Level 4	3	Draft - Prep for P Comment
Core	120370 Monitor and make recommendations on the application of health and safety principles regarding hazardous substances in the working place	Level 4	3	Draft - Prep for P Comment
Core	120353 Demonstrate knowledge of fan operating points for different configurations and influencing factors	Level 5	4	Draft - Prep for P Comment
Core	120361 Monitor and make recommendations on the application of health and safety principles regarding the prevention of fires and protection systems in a working place	Level 5	6	Draft - Prep for P Comment
Elective	9533 Use communication skills to handle and resolve conflict in the workplace	Level 3	3	Reregistered
Elective	13917 Indicate the role of a team leader ensuring that a team meets an organisation's standards	Level 3	6	Registered
Elective	117877 Perform one-to-one training on the job	Level 3	4	Registered
Elective	14015 Collect and interpret data	Level 4	4	Registered
Elective	120343 Determine radon and thoron progeny concentrations using the Ogden method	Level 4	4	Draft - Prep for P Comment
Elective	120350 Determine the integrated beta/gamma radiation dose using a Thermoluminescent Dosimeter (TLD)	Level 4	2	Draft - Prep for P Comment
Elective	120358 Determine the integrated radon gas dose	Level 4	3	Draft - Prep for P Comment
Elective	120363 Demonstrate knowledge pertaining to uncontrolled explosions	Level 4	4	Draft - Prep for P Comment
Elective	120367 Measure radon progeny using the batch method	Level 4	4	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Reregistered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Reregistered

Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Reregistered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Reregistered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Reregistered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Reregistered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct a Task Analysis and take appropriate action to address identified risks

SAQA US ID	UNIT STANDARD TITLE		
120341	Conduct a Task Analysis and take appropriate action to address identified risks		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Explain what a task analysis is.

SPECIFIC OUTCOME 2

Conduct a task analysis.

SPECIFIC OUTCOME 3

Take appropriate action to address identified risks.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Prepare, implement and co-ordinate a personal gravimetric sampling programme and determine exposure risk

SAQA US ID	UNIT STANDARD TITLE		
120342	Prepare, implement and co-ordinate a personal gravimetric sampling programme and determine exposure risk		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Preventive Health	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Explain the specified requirements pertaining to a personal gravimetric sampling programme.

SPECIFIC OUTCOME 2

Prepare programme.

SPECIFIC OUTCOME 3

Implement and co-ordinate programme.

SPECIFIC OUTCOME 4

Determine and report dust exposure risk.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct an indoor air quality investigation and recommend appropriate remedial action

SAQA US ID	UNIT STANDARD TITLE		
120345	Conduct an indoor air quality investigation and recommend appropriate remedial action		
SGB NAME	**ORGANISING FIELD ID**	**PROVIDER NAME**	
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**	
Regular	Health Sciences and Social Services	Preventive Health	
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge pertaining to an indoor air quality investigation.

SPECIFIC OUTCOME 2

Prepare to conduct an indoor air quality investigation.

SPECIFIC OUTCOME 3

Conduct an indoor air quality investigation.

SPECIFIC OUTCOME 4

Perform post-measuring activities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Measure characteristics of a noise source using an octave band frequency analyser and recommend appropriate remedial action

SAQA US ID	UNIT STANDARD TITLE		
120347	Measure characteristics of a noise source using an octave band frequency analyser and recommend appropriate remedial action		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**	
Regular	Health Sciences and Social Services	Preventive Health	
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	3	Level 4	Regular

SPECIFIC OUTCOME　1

Explain the specified requirements pertaining to measurement of the characteristics of a noise source.

SPECIFIC OUTCOME　2

Prepare to measure.

SPECIFIC OUTCOME　3

Quantify noise characteristics.

SPECIFIC OUTCOME　4

Analyse, report and take appropriate action.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of basic toxicological principles

SAQA US ID	UNIT STANDARD TITLE		
120348	Demonstrate knowledge and understanding of basic toxicological principles		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 4	Regular

SPECIFIC OUTCOME 1

Demonstrate basic knowledge pertaining to toxicology contained in specified requirements.

SPECIFIC OUTCOME 2

Demonstrate knowledge and understanding of the routes of entry of toxic substances into the human body and their absorption.

SPECIFIC OUTCOME 3

Demonstrate knowledge and understanding of the metabolism of toxic substances.

SPECIFIC OUTCOME 4

Demonstrate knowledge of the influences of various toxic substances on the human body.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor and make recommendations on the application of health and safety principles regarding lifting equipment in the working place

SAQA US ID	UNIT STANDARD TITLE		
120349	Monitor and make recommendations on the application of health and safety principles regarding lifting equipment in the working place		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME　1

Report and advise on the maintenance and safe handling of lifting equipment in a work place in accordance with specified requirements.

SPECIFIC OUTCOME　2

Describe the specified requirements pertaining to the construction, safe working loads and application of lifting equipment in a work place.

SPECIFIC OUTCOME　3

Demonstrate knowledge pertaining to the examination and records of lifting equipment in a work place.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of human anatomy, physiology and pathology

SAQA US ID	UNIT STANDARD TITLE		
120352	Demonstrate knowledge and understanding of human anatomy, physiology and pathology		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 4	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge and basic understanding of human anatomy.

SPECIFIC OUTCOME 2

Demonstrate knowledge and basic understanding of physiology.

SPECIFIC OUTCOME 3

Demonstrate knowledge and basic understanding of pathology.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor and make recommendations on the application of health and safety principles regarding pressure vessels and pressure systems in the working place

SAQA US ID	UNIT STANDARD TITLE	
120354	Monitor and make recommendations on the application of health and safety principles regarding pressure vessels and pressure systems in the working place	
SGB NAME	**ORGANISING FIELD ID**	**PROVIDER NAME**
SGB Occupational Health and Safety	9	
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services	Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Monitor and advise on the specified requirements pertaining to the classification, safe use of pressure vessels and pressure systems in a work place.

SPECIFIC OUTCOME 2

Demonstrate knowledge pertaining to design criteria and construction, installation and testing of pressure vessels and systems in a work place.

SPECIFIC OUTCOME 3

Monitor and advise on the maintenance, examination and records of pressure vessels and systems in a work place.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge of airflow calculations and principles of airflow in a ventilation circuit

SAQA US ID	UNIT STANDARD TITLE		
120355	Demonstrate knowledge of airflow calculations and principles of airflow in a ventilation circuit		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**	
Regular	Health Sciences and Social Services	Preventive Health	

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 4	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge of the basic principles of airflow in a ventilation circuit.

SPECIFIC OUTCOME 2

Assess the functionality of instruments used for airflow determination to ensure safety, health and productivity.

SPECIFIC OUTCOME 3

Determine airflow rates and circuit pressures using appropriate instruments.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge of refrigeration principles and perform relevant ☐calculations

SAQA US ID	UNIT STANDARD TITLE		
120357	Demonstrate knowledge of refrigeration principles and perform relevant ☐calculations		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	6	Level 4	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge of the principles of a refrigeration system.

SPECIFIC OUTCOME 2

Demonstrate understanding of insulation and fouling.

SPECIFIC OUTCOME 3

Demonstrate knowledge of calculations relating to refrigeration.

SPECIFIC OUTCOME 4

Evaluate and report data.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Measure hazardous biological agents and recommend appropriate remedial action

SAQA US ID	UNIT STANDARD TITLE		
120364	Measure hazardous biological agents and recommend appropriate remedial action		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME   1

Describe the basic principles and specified requirements pertaining to hazardous biological agents.

SPECIFIC OUTCOME   2

Prepare to measure hazardous biological agents.

SPECIFIC OUTCOME   3

Test for hazardous biological agents.

SPECIFIC OUTCOME   4

Report and recommend appropriately and deal with equipment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Evaluate extraction systems for efficiency and effectiveness

SAQA US ID	UNIT STANDARD TITLE		
120365	Evaluate extraction systems for efficiency and effectiveness		

SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety		9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 4	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge pertaining to the evaluation of extraction systems.

SPECIFIC OUTCOME 2

Plan to measure performance of the extraction system.

SPECIFIC OUTCOME 3

Record data and assess performance of an extraction system.

SPECIFIC OUTCOME 4

Analyse, report, recommend appropriately and deal with instrumentation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate understanding of the implementation of occupational health, safety and environmental legislation in the work place

SAQA US ID	UNIT STANDARD TITLE		
120366	Demonstrate understanding of the implementation of occupational health, safety and environmental legislation in the work place		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	9	Level 4	Regular

SPECIFIC OUTCOME   1

Explain the framework of health, safety and environmental legislation at the workplace.

SPECIFIC OUTCOME   2

Explain the requirements of health, safety and environmental policies, procedures and codes of practice.

SPECIFIC OUTCOME   3

Explain the implementation and maintenance of health, safety and environmental legislation in a workplace.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Determine a fan characteristic curve, actual operating point and take appropriate action

SAQA US ID	UNIT STANDARD TITLE		
120368	Determine a fan characteristic curve, actual operating point and take appropriate action		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME   1

Describe the specified requirements pertaining to a fan characteristic curve.

SPECIFIC OUTCOME   2

Plan to determine the fan characteristic curve.

SPECIFIC OUTCOME   3

Establish fan characteristic curve and actual operating point.

SPECIFIC OUTCOME   4

Evaluate, analyse and report on data and deal with equipment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Evaluate glare and recommend appropriate remedial action

SAQA US ID	UNIT STANDARD TITLE		
120369	Evaluate glare and recommend appropriate remedial action		

SGB NAME	ORGANISING FIELD ID		PROVIDER NAME
SGB Occupational Health and Safety	9		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 4	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge of the basic principles pertaining to glare.

SPECIFIC OUTCOME 2

Prepare to determine glare.

SPECIFIC OUTCOME 3

Determine glare.

SPECIFIC OUTCOME 4

Perform post-measurement activities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor and make recommendations on the application of health and safety principles regarding hazardous substances in the working place

SAQA US ID	UNIT STANDARD TITLE		
120370	Monitor and make recommendations on the application of health and safety principles regarding hazardous substances in the working place		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Occupational Health and Safety	9		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 4	Regular

SPECIFIC OUTCOME   1

Monitor, advise and report on the scope and understanding of the specified requirements as regards to hazardous substances in a work place.

SPECIFIC OUTCOME   2

Demonstrate knowledge pertaining to the application of methods in preventing exposure to hazardous substances in a work place.

SPECIFIC OUTCOME   3

Demonstrate knowledge pertaining to the classification, physical state, health effects and disposal methods of hazardous substances in a workplace.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge of fan operating points for different configurations and influencing factors

SAQA US ID	UNIT STANDARD TITLE		
120353	Demonstrate knowledge of fan operating points for different configurations and influencing factors		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	4	Level 5	Regular

SPECIFIC OUTCOME 1

Describe the specified requirements pertaining to a fan characteristic curve.

SPECIFIC OUTCOME 2

Demonstrate knowledge and perform calculations pertaining to different fan configurations.

SPECIFIC OUTCOME 3

Demonstrate knowledge and perform calculations pertaining to influencing factors.

SPECIFIC OUTCOME 4

Perform calculations to determine the effect of fitting an evaseé.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor and make recommendations on the application of health and safety principles regarding the prevention of fires and protection systems in a working place

SAQA US ID	UNIT STANDARD TITLE	
120361	Monitor and make recommendations on the application of health and safety principles regarding the prevention of fires and protection systems in a working place	

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 5	Regular

SPECIFIC OUTCOME　1

Demonstrate knowledge pertaining to the definition of fire, principles and chemistry of combustion.

SPECIFIC OUTCOME　2

Demonstrate knowledge pertaining to the main causes of fire, fire spread and the principles of heat transmission.

SPECIFIC OUTCOME　3

Demonstrate knowledge pertaining to the effects of fire and the different methods of fire spread control in the workplace.

SPECIFIC OUTCOME　4

Demonstrate knowledge pertaining to the classification of fires, the appliances to control fires and methods of detection.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Determine radon and thoron progeny concentrations using the Ogden method

SAQA US ID	UNIT STANDARD TITLE		
120343	Determine radon and thoron progeny concentrations using the Ogden method		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**	
Regular	Health Sciences and Social Services	Preventive Health	
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Explain the specified requirements pertaining to determining radon and thoron progeny concentrations.

SPECIFIC OUTCOME 2

Prepare to measure.

SPECIFIC OUTCOME 3

Determine radon and thoron progeny concentrations.

SPECIFIC OUTCOME 4

Perform post-determination activities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Determine the integrated beta/gamma radiation dose using a Thermoluminescent Dosimeter (TLD)

SAQA US ID	UNIT STANDARD TITLE	
120350	Determine the integrated beta/gamma radiation dose using a Thermoluminescent Dosimeter (TLD)	

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 4	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge of the specified requirements pertaining to the determination of the integrated beta/gamma radiation dose.

SPECIFIC OUTCOME 2

Plan to determine the integrated beta/gamma radiation dose.

SPECIFIC OUTCOME 3

Determine the integrated beta/gamma radiation dose.

SPECIFIC OUTCOME 4

Interpret the results and report thereon.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Determine the integrated radon gas dose

SAQA US ID	UNIT STANDARD TITLE		
120358	Determine the integrated radon gas dose		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Occupational Health and Safety	9		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Health Sciences and Social Services		Preventive Health
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	3	Level 4	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge of the specified requirements pertaining to the determination of the integrated radon dose.

SPECIFIC OUTCOME 2

Plan to determine the integrated radon dose.

SPECIFIC OUTCOME 3

Determine the integrated radon dose.

SPECIFIC OUTCOME 4

Interpret the results and report thereon.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge pertaining to uncontrolled explosions

SAQA US ID	UNIT STANDARD TITLE		
120363	Demonstrate knowledge pertaining to uncontrolled explosions		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Occupational Health and Safety	9	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Health Sciences and Social Services	Preventive Health

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge pertaining to the fundamentals of explosions.

SPECIFIC OUTCOME 2

Demonstrate knowledge of the causes and prevention of explosions.

SPECIFIC OUTCOME 3

Demonstrate knowledge pertaining to the detection of potentially explosive atmospheres.

SPECIFIC OUTCOME 4

Discuss the various explosion control measures.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Measure radon progeny using the batch method

SAQA US ID	UNIT STANDARD TITLE		
120367	Measure radon progeny using the batch method		

SGB NAME	ORGANISING FIELD ID		PROVIDER NAME
SGB Occupational Health and Safety	9		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Preventive Health	

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME   1

Explain the specified requirements pertaining to measuring radon progeny.

SPECIFIC OUTCOME   2

Prepare to measure radon progeny.

SPECIFIC OUTCOME   3

Measure radon progeny.

SPECIFIC OUTCOME   4

Analyse, report and deal with equipment.

No. 1032　　　　　　　　　　　　　　　　　　　　　**21 October 2005**

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

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

Administration

Registered by Organising Field 03, Business, Commerce and Management Studies, publishes the following qualification and unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address *below and no later than 20 November 2005.* All correspondence should be marked **Standards Setting – SGB for Administration** 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 Certificate: Public Administration

SAQA QUAL ID	QUALIFICATION TITLE		
50060	National Certificate: Public Administration		

SGB NAME	ORGANISING FIELD ID		PROVIDER NAME
SGB Administration	3		

QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD
National Certificate	Business, Commerce and Management Studies	Office Administration

ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	141	Level 5	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of the NQF level 5 Public Administration qualification is to provide a structured programme for public officials that work with senior management officials so as to provide support to strategic leadership and management needed to transform all spheres of government. The need for well-qualified efficient, client-oriented public officials is therefore identified as a priority in all the three spheres of government. The National Certificate in Public Administration (NQF Level 5) is aimed at practitioners working in the public sector. It is a qualification in a career pathway towards an accomplished public administration and management specialist.

The National Certificate in Public Administration consists of Exit Level Outcomes covering service delivery, knowledge management, formulation of public sector policies, risk management, applying the public sector legislative framework, managing people, leadership, financial administration, project management and information technology for the public sector. The competencies covered in the proposed unit standards encapsulate the competencies required by public officials working at the operational level.

The qualification will therefore enhance the ability of the qualifying learner as a public finance official to perform the necessary administration tasks expected as well as improve management abilities. In this way, the qualification enhances transferability of skills within different spheres of the public sector. At the same time, a learner will gain a firm foundation required for furthering studies at NQF levels 6 and 7. This qualification enables transferability of skills between the private and public sector.

With regard to the implementation of public administration and management reforms, the qualification serves, as a basis of an effective implementation process by defining and identifying those competencies required by technical public officials. The possession of relevant knowledge, skills and attitude by public officials is crucial to the implementation of public sector administration and management reforms. Thus, the qualification contributes to the upfliftment of South African economy in line with the aims of existing skills development legislations through enhancing of skill levels of public sector employees.

Qualifying learners could follow a career within the Public Sector's:

> Financial Services.
> Administration.
> Management.
> Accounting.
> Project/Public Entity Management.

Rationale:

The public officials in South Africa operate in a wide variety of roles within the public administration and management structures. Often they work in diverse operating and service delivery circumstances. Therefore, they have to be widely acknowledged for their understanding and awareness of the unique characteristics and challenges they may face in the process of service delivery.

The sustainability of South Africa's democratic process and developmental governance are strongly linked to capacity building within the three spheres of government, i.e. the national, provincial and local spheres of government. It is imperative that public officials receive an up to date relevant and respected public administration and management qualification that recognises that the knowledge and skills which South Africa's public sector require has been satisfactorily obtained. In order to do that most effectively, public officials need to have excellent awareness and understanding of the changing needs of today's public service delivery systems and to identify very clearly the highly relevant expertise which these officials bring to their roles in the public sector.

The Exit Level Outcomes highlight many of the public administration skills required within public sector. Such skills and knowledge are geared towards enabling public officials in all spheres of government 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 public administration as key and highly influential in the public service delivery.

It is understandable that most public officials will occupy specialised positions that do not require all of the contributions outlined in this qualification. In that sense, some of the exit level outcomes are shown as electives that address specialised knowledge and skills.

The Certificate in Public Administration is a specialised Qualification which offers administrative, managerial and knowledge and skills that contributes to service delivery in the public sector to learners who:

> Have attained the National Certificate in Business Administration: Level 4 or any related financial, accounting, or public administration qualifications and wish to continue on a path of life-long learning within the Public Administration or related qualifications.
> Have worked in Public Administration, Accounting, Public Financial Management, Municipal Financial Administration/Management for many years, but have no formal Qualifications in their area of expertise.
> Wish to extend their range of skills and knowledge of Public Administration and Management so that they can become knowledgeable workers.
> Are contracted in a learnership agreement.
> Have recently taken up a position in Public Administration and Management.
> Have not yet acquired the skills and competencies required for learning higher level Public Administration and Management.

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

> To promote the development of knowledge and skills that are required for the efficient performance of Public Finance Management and Administration functions.
> To release the potential of people.

The Certificate in Public Administration Level 5 should produce knowledgeable, multi-skilled workers who are able to contribute to improved productivity and efficiency within the public 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 public sector.

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

The Certificate 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 Public Administration and Management field of learning in the public sector access to a Qualification that can be used as a benchmark to gauge their competence against local and international standards.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE

All learners accessing this qualification must be in possession of a Further Education and Training Certificate or equivalent qualification, bearing in mind the learning assumed to be in place. Learners will have competences in a first and second language, as well as Communication NQF Level 4, and Mathematical Literacy NQF level 4. It is recommended that learners are also competent in the Unit Standard titled Demonstrate an understanding of and apply principles of knowledge management to public sector administration and management, Level 4, 8 credits.

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

Access to this Qualification is open, bearing in mind the Learning Assumed to be in Place itemised below. It is recommended that learners are competent in the Qualification- National Certificate in Business Administrative Services: Level 4 or Financial Management: Level 4 or FETC: Accounting, before accessing this Qualification. This help to ensure that the learner has a broad understanding of the basic principles of Finance and Administration before proceeding with the more specialised requirements of Public Finance Management and Administration at Level 5.

QUALIFICATION RULES

Level, credits and learning components assigned to the qualification

The Certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training.

The qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 160 credits is required to complete the qualification.

In this qualification the credits are allocated as follows:

Fundamental: 27 credits, 19%
Core: 94 credits, 67%
Electives: 20 credits, 14%
Total: 160 credits, 100%

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

Fundamental Component

Unit Standards to the value of twenty-seven credits are allocated to the subject areas of communication, ethics and self-development.

The communications aspect of the fundamental component focuses on intermediate communication skills required to effectively fulfill public administration and management functions within the public sector and this component caters for nine credits.

Eight credits have been allocated to ethics and professional codes of conduct required in the public sector.

It is also viewed that self-development and awareness are an integral part of the effective public finance

administration and management function. For this reason, ten credits have been allocated to this learning area, covering all aspects of self-development, ranging from awareness of self and interactions with others, and developing a career plan within the public sector.

All the Unit Standards are compulsory.

Core Component

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 Public Administration concentration. The Unit Standards classified as Core describe Public Administration knowledge and skills that are generic to various public sector contexts where Administrative and Management functions of one kind or another are executed. They provide an opportunity to develop knowledge of Public Sector Administration through research, formal learning and workplace practice and/or simulated situations. The Unit Standards encourage application of knowledge and skills in real situations. The Core Unit Standards provide the basic knowledge and skills that all workers need to know about Public Administration and Management.

All Unit standards are compulsory.

Elective Component

There are Unit Standards totaling two hundred and six credits in this Component. These Unit Standards continue from the Core component in focusing on learning areas to pertinent to Public Administration and will enable learners to gain specialist knowledge and skills, 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 nineteen credits. While learners may choose any of the Electives to make up the 20 credits, it is preferable that the learner chooses the complete set of Standards listed even if this should mean that the minimum number of credits is exceeded. 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.Manage service delivery improvement and employ client service delivery techniques.
2. Manage and lead human resources in the workplace.
3. Apply the principles of knowledge management to public sector administration.
4. Plan strategically to improve business performance.
5. Apply South African legislation and policy affecting public administration.
6. Apply the principles of risk management to manage risk situations in the public sector.
7. Design, formulate public sector policies and regulations.

ASSOCIATED ASSESSMENT CRITERIA

1.
> The relationship between public service communication and client behaviour and characteristics is explained with examples.
> Client service techniques are applied to customer and high-risk clientrelations.
> A service delivery improvement plan is designed in alignment with organisational targets.
> Service delivery improvements are applied to ensure service delivery enhancement on an ongoing basis.

2.
> A learning culture in organisation is promoted in line with human resources plans.
> An understanding of the importance that emotional intelligence plays in leadership is demonstrated with examples of typical public sector situations.
> Team building is undertaken to ensure the meeting of set goals and objectives.
> Conflicts in the workplace are managed in a professional manner.
> Diversity programmes are designed and managed in the workplace.
> Performance levels of employees are monitored and managed on an ongoing basis.

3.
> The essential elements of knowledge management are analysed in a pubic sector context.
> Information is analysed and stored against knowledge categories.
> Communication information is presented as part of a knowledge management network.

> Knowledge management principles, techniques and tools are integrated into leadership service delivery.
> Knowledge management is applied to achieve organisational transformation.

4.
> The concept of strategic planning is discussed and explained in relation to the managing of business performance.
> The role of the various organisational structures is discussed and explained in relation to business performance.
> Expenditure is monitored as a crucial aspect of business performance.
> Marketing objectives are analysed in relation to business performance.
> Performance problems are identified and rectified to ensure that service delivery is not compromised.
> Business attributes are developed in a specific context to enhance performance.

5.
> The techniques of sound public sector management are applied in the implementation sector specific policy programmes.
> The key elements in the structure of public policy making in the South Africa are explained in relation to the connections and power relations between them.
> The elements of initiatives taken through various pieces of legislation are explained in relation to how they promote sound public sector management.
> An understanding is displayed through analysis of the environment in which policy-making takes place with particular emphasis on factors that affect on policy making.
> An understanding of the principles of good governance and ethical behaviour are explained within a public sector setting.

6.
> An understanding of risk is demonstrated as it applied to the public sector.
> Potential risks are identified and the consequences outlined for the public sector.
> Risk management procedures are designed and implemented to ensure proactive public sector administration and management.
> Risk management procedures are assessed and reviewed to ensure that risk management procedures are current and appropriate.

7.
> The role of government frameworks and institutions are explained and discussed as they relate to act and policy formulation.
> Basic public policy issues and problems are identified and diagnosed as they relate to policy imperatives of the country.
> Policy design through evaluation is conducted of different policy alternatives.
> Basic cost-benefit analysis techniques are applied to evaluate different policy alternatives.
> Foundations of ethical behaviour are applied to policy design and analysis.

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 lined. 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

Botswana, Lesotho and Swaziland were chosen as they are developing countries which have well established and efficient public administration departments and systems. Training for Public Administration personnel is done by the Institute for Development Management (IDM). A comparison of their programmes is as follows:

> Botswana, Lesotho and Swaziland:

The Institute for Development Management (IDM) (http://www.idmbls.com) is a regional organisation s a regional organisation in Botswana, Lesotho and Swaziland (BLS) countries to help meet the management needs of the Region through management development activities including training, consultancy, research, and the establishment of a Management Resource Centre. IDM offers a Certificate in Public Administration and Management.

This 36 week certificate course aims to meet the need for continuous training and development in Public Sector. Stated course outcomes include:

> Use the computer in information management.
> Demonstrate knowledge of numeric skills.
> Demonstrate knowledge of Occupational Health and Safety.
> Demonstrate knowledge of HIV/AIDS.
> Communicate effectively in the workplace.
> Demonstrate knowledge of the role and scope of Public Administration.
> Demonstrate knowledge of decentralization and the role of local authorities in national development.
> Apply basic principles of management in the workplace.
> Demonstrate understanding of the various statutes which affect their day to day work.
> Manage records and information in their organisations.
> Demonstrate an understanding of basic principles of financial management.
> Demonstrate an understanding of basic principles of economics.
> Apply research methods by undertaking a work related project.

The course comprises the following modules:

> Introduction to Public Admin.
> Local Govt Administration and Management.
> Principles of Management.
> Legal Aspects of PA.
> Introduction to PC.
> Communication skills.
> Introduction to Financial Management.
> Introductory Economics.
> Occupational Health and Safety.
> Records Management.
> Numeric skills.
> HIV/AIDS Awareness.
> Basic Research Methods.

A comparison of the above programme with the Qualification in Public Service Administration, Level 5 shows the qualification to be more comprehensive and, with regard to its elective components, more flexible.

No other certificate courses in public management and administration could be found. University graduate courses (Public Management or Administration) and post graduate course Master of Business Administration (MBA) course majoring in Public Management and Administration are naturally more comprehensive and framed at a higher level than NQF Level 5 and are not within the scope of this purview. Having said this qualification, the National Certificate: Public Administration, provides a selection of important topic areas commonly found in graduate and post graduate studies.

Summary:

Benchmarking was done by comparison to Unit Standards/Outcomes of learning against the Unit Standards on Public Administration in the Qualification. The National Certificate: Public Administration compares favourably against similar certificate qualifications found in the SADC region.

The following First World Countries with National Qualifications Frameworks were also looked at as they too have efficient public service departments. Training is done according to the following courses:

> United Kingdom:

The Qualifications and Curriculum Authority of the United Kingdom (http://www.qca.org.uk/), and a search of the open qualifications database (http://www.openquals.org.uk/) could not find any relevant qualifications or unit standards pertaining to public administration of management itself.

> New Zealand:

The New Zealand Qualifications Authority (http://www.kiwiquals.govt.nz/) has a Diploma in Local Government and administration at NQF (NZ) level 8 worth 120 credits.

> Australia:

However, the Australian Qualifications Framework (http://www.aqf.edu.au/), the National Qualifications authority of Ireland (http://www.nqai.ie/cgi-bin/search) all failed to reveal any specific qualification of a similar nature to this qualification. On the other hand qualifications at diplomas and degree levels relating to public administration and management were available on the various university websites.

These diplomas and degrees are comparable to this qualification but allowance is made for the fact the university degrees would be on an equivalent NQF level 6 or 7.

ARTICULATION OPTIONS

This Qualification articulates vertically and horizontally with the following Qualifications:

> Financial Management.
> Financial Services.
> Business Administration.
> Public Finance Management and Administration.
> Municipal Finance Management and Administration.
> Generic Financial Management, Leadership in Local Government.
> Generic Management.

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, 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 Financial Services (FASSET) 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 FASSET 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:

> A minimum of 2 (two) years' practical, relevant occupational experience in Administration.
> To be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA).

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	15216 Create opportunities for innovation and lead projects to meet innovative ideas	Level 5	4	Registered
Core	15222 Promote a learning culture in an organisation	Level 5	3	Registered
Core	15237 Build teams to meet set goals and objectives	Level 5	3	Registered
Core	114226 Interpret and manage conflicts within the workplace	Level 5	8	Registered
Core	115405 Apply Principles of Knowledge Management to Organisational Transformation	Level 5	10	Registered
Core	116928 Manage diversity in the workplace	Level 5	14	Registered
Core	119336 Manage the development and performance of human capital in the public sector	Level 5	12	Registered
Core	120301 Formulate and evaluate public sector policies and regulations	Level 5	8	Draft - Prep for P Comment
Core	120303 Apply principles of risk management	Level 5	8	Draft - Prep for P Comment
Core	120307 Apply South African legislation and policy affecting public administration	Level 5	10	Draft - Prep for P Comment
Core	120310 Apply client service techniques to improve service delivery	Level 5	6	Draft - Prep for P Comment
Core	120306 Manage service delivery improvement	Level 6	8	Draft - Prep for P Comment
Elective	10142 Fulfill procurement activities and supervise procurement administration	Level 4	8	Reregistered
Elective	114585 Plan strategically to improve business performance	Level 4	4	Registered
Elective	10146 Supervise a project team of a developmental project to deliver project objectives	Level 5	14	Reregistered
Elective	15215 Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division	Level 5	4	Registered
Elective	15233 Harness diversity and build on strengths of a diverse working environment	Level 5	3	Registered
Elective	114879 Promote a productivity improvement strategy	Level 5	10	Registered
Elective	115407 Apply the principles of change management in the workplace	Level 5	10	Registered
Elective	115823 Gather and manage information for decision-making	Level 5	5	Registered
Elective	117390 Identify and interpret related labour legislation and its impact on the workplace and ensure compliance	Level 5	20	Registered
Elective	119348 Apply selected GRAP (Generally Recognised Accounting Practices) to periodic accounting reporting process	Level 5	12	Registered
Elective	119350 Apply accounting principles and procedures in the preparation of reports and decision making	Level 5	15	Registered
Elective	119351 Apply principles of computerised systems to manage data and reports relevant to the public sector administration	Level 5	10	Registered
Elective	119352 Apply principles of information systems to public finance and administration	Level 5	12	Registered
Elective	119954 Apply Public Service labour legislation in mediation	Level 5	6	Registered
Elective	120300 Analyse leadership and related theories in a work context	Level 5	8	Draft - Prep for P Comment
Elective	120305 Analyse the role that emotional intelligence plays in leadership	Level 5	8	Draft - Prep for P Comment
Elective	120311 Apply visionary leadership to develop strategy	Level 5	10	Draft - Prep for P Comment
Elective	10079 Measure and analyse customer service levels	Level 6	12	Reregistered
Elective	10080 Formulate, design and implement customer service delivery systems and processes	Level 6	8	Reregistered
Elective	115196 Establish, implement and control procurement processes	Level 6	12	Registered

Elective	120302 Prepare budgets for a specific sector	Level 6	15	Draft - Prep for P Comment
Fundamental	119332 Manage and develop oneself in the public sector work environment	Level 5	10	Registered
Fundamental	119342 Apply knowledge of ethical principles, standards and professional conduct in public sector management and administration	Level 5	8	Registered
Fundamental	120304 Analyse, interpret and communicate information	Level 5	9	Draft - Prep for P Comment

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Analyse leadership and related theories in a work context

SAQA US ID	UNIT STANDARD TITLE		
120300	Analyse leadership and related theories in a work context		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Administration	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Public Administration
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Explain the concept of leadership.

SPECIFIC OUTCOME 2

Differentiate between leadership and management.

SPECIFIC OUTCOME 3

Analyse leadership theories.

SPECIFIC OUTCOME 4

Apply the different roles and qualities of leadership in a work context.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Formulate and evaluate public sector policies and regulations

SAQA US ID	UNIT STANDARD TITLE		
120301	Formulate and evaluate public sector policies and regulations		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Administration	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Public Administration

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Identify and explain the role of government frameworks and institutions in formulating regulations and policies.

SPECIFIC OUTCOME 2

Identify and interpret public policy issues and problems and relate them to policy imperatives of the country.

SPECIFIC OUTCOME 3

Conduct policy design through evaluation of different policy alternatives.

SPECIFIC OUTCOME 4

Apply basic cost-benefit analysis techniques to evaluate different policy alternatives.

SPECIFIC OUTCOME 5

Apply ethical principles to policy design and analysis.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Prepare budgets for a specific sector

SAQA US ID	UNIT STANDARD TITLE		
120302	Prepare budgets for a specific sector		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Administration	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Public Administration

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	15	Level 6	Regular

SPECIFIC OUTCOME 1

Interpret budgets within a specific sector.

SPECIFIC OUTCOME 2

Evaluate budget formats and approaches to budgeting.

SPECIFIC OUTCOME 3

Manage data for preparing a budget.

SPECIFIC OUTCOME 4

Estimate budget using prescribed formats.

SPECIFIC OUTCOME 5

Prepare motivation for budgetary requests.

SPECIFIC OUTCOME 6

Prepare budget based on approved amounts.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply principles of risk management

SAQA US ID	UNIT STANDARD TITLE		
120303	Apply principles of risk management		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Administration	3		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Public Administration

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Explain risk management.

SPECIFIC OUTCOME 2

Analyse potential risks and the impact thereof on the specific sector.

SPECIFIC OUTCOME 3

Develop and implement risk management procedures.

SPECIFIC OUTCOME 4

Monitor and assess risk management procedures.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Analyse, interpret and communicate information

SAQA US ID	UNIT STANDARD TITLE		
120304	Analyse, interpret and communicate information		
SGB NAME		**ORGANISING FIELD ID**	**PROVIDER NAME**
SGB Administration		3	
UNIT STANDARD TYPE		**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**
Regular		Business, Commerce and Management Studies	Public Administration
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	9	Level 5	Regular

SPECIFIC OUTCOME 1

Collate and categorise information.

SPECIFIC OUTCOME 2

Analyse information.

SPECIFIC OUTCOME 3

Develop conclusions and recommendations.

SPECIFIC OUTCOME 4

Communicate conclusions and recommendations according to organisational and legislative requirements.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Analyse the role that emotional intelligence plays in leadership

SAQA US ID	UNIT STANDARD TITLE		
120305	Analyse the role that emotional intelligence plays in leadership		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Administration	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Public Administration
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME   1

Explain the role of emotional intelligence and how it impacts on leadership.

SPECIFIC OUTCOME   2

Analyse the relationship between emotional intelligence and self-awareness in relation to leadership.

SPECIFIC OUTCOME   3

Analyse the relationship between emotional intelligence and self-management in relation to leadership.

SPECIFIC OUTCOME   4

Analyse the relationship between emotional intelligence and social awareness in relation to leadership.

SPECIFIC OUTCOME   5

Apply techniques for responding to situations in an emotionally intelligent manner.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage service delivery improvement

SAQA US ID	UNIT STANDARD TITLE		
120306	Manage service delivery improvement		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Administration	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Public Administration

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 6	Regular

SPECIFIC OUTCOME 1

Develop a service delivery improvement plan to meet organisational targets.

SPECIFIC OUTCOME 2

Apply service delivery improvements and honour client confidentiality.

SPECIFIC OUTCOME 3

Review the organisational service delivery improvement plan.

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply South African legislation and policy affecting public administration

SAQA US ID	UNIT STANDARD TITLE		
120307	Apply South African legislation and policy affecting public administration		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Administration	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Public Administration
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	10	Level 5	Regular

SPECIFIC OUTCOME   1

Apply financial management techniques in the implementation of sector specific policy programmes.

SPECIFIC OUTCOME   2

Explaining the structures of public policy-making in the South Africa context.

SPECIFIC OUTCOME   3

Apply legislation to promote public sector management.

SPECIFIC OUTCOME   4

Analyse factors affecting policy-making in the relevant sector.

SPECIFIC OUTCOME   5

Apply principles of good governance and ethical behaviour within a public sector setting.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply client service techniques to improve service delivery

SAQA US ID	UNIT STANDARD TITLE		
120310	Apply client service techniques to improve service delivery		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Administration	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Public Administration

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 5	Regular

SPECIFIC OUTCOME 1

Explain the relationship between service communication and client behaviour characteristics.

SPECIFIC OUTCOME 2

Apply client service techniques.

SPECIFIC OUTCOME 3

Apply client service techniques to high-risk customer relations.

SPECIFIC OUTCOME 4

Apply professional conduct in service provision.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply visionary leadership to develop strategy

SAQA US ID	UNIT STANDARD TITLE		
120311	Apply visionary leadership to develop strategy		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Administration	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Public Administration
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	10	Level 5	Regular

SPECIFIC OUTCOME 1

Explain the purpose of visionary thinking in a leadership context.

SPECIFIC OUTCOME 2

Analyse current context and trends to develop strategy.

SPECIFIC OUTCOME 3

Compile scenario plans.

SPECIFIC OUTCOME 4

Apply selected scenarios into strategic and business planning processes.

SPECIFIC OUTCOME 5

Evaluate scenario planning.

No. 1033   **21 October 2005**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the South African Qualifications Authority, publishes the following unit standard for public comment:

Life Skills

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

Comment on the unit standard should reach SAQA at the address *below and no later than 20 November 2005.* All correspondence should be marked **Standards Setting** and addressed to

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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

UNIT STANDARD:

Apply knowledge of self in order to make a personal decision

SAQA US ID	UNIT STANDARD TITLE		
120308	Apply knowledge of self in order to make a personal decision		

SGB NAME	ORGANISIING FIELD ID	PROVIDER NAME
SGB Life Skills	7	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Human and Social Studies	People/Human-Centred Development

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 2	Regular

SPECIFIC OUTCOME   1

Demonstrate knowledge and understanding of self as a unique individual.

SPECIFIC OUTCOME   2

Demonstrate understanding of self in relation to different environments.

SPECIFIC OUTCOME   3

Use a variety of strategies to deal with life situations.

SPECIFIC OUTCOME   4

Make an informed life decision based on self-knowledge.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution

SAQA US ID	UNIT STANDARD TITLE	
120309	Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution	
SGB NAME	**ORGANISIING FIELD ID**	**PROVIDER NAME**
SGB Life Skills	7	
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**
Regular	Human and Social Studies	People/Human-Centred Development
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	2	Level 2	Regular

SPECIFIC OUTCOME　1

Explain what is meant by human rights.

SPECIFIC OUTCOME　2

Explain how the South African Constitution defines the rights and responsibilities of the individual in South Africa.

SPECIFIC OUTCOME　3

Explain the role of the Bill of Rights in the South African Constitution.

SPECIFIC OUTCOME　4

Indicate assistance that is available in a selected area when rights are abused.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of the support structures that reinforce human rights in South Africa

SAQA US ID	UNIT STANDARD TITLE		
120312	Demonstrate knowledge and understanding of the support structures that reinforce human rights in South Africa		
SGB NAME	**ORGANISIING FIELD ID**		**PROVIDER NAME**
SGB Life Skills	7		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Human and Social Studies		People/Human-Centred Development
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	3	Level 2	Regular

SPECIFIC OUTCOME   1

Describe the conditions that are necessary to sustain a human rights environment.

SPECIFIC OUTCOME   2

Investigate the public structures that support the Constitution in South Africa.

SPECIFIC OUTCOME   3

Identify organisations outside of government that reinforce and support human rights in South Africa.

SPECIFIC OUTCOME   4

Discuss contradictory aspects of human rights within a specific community.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Investigate work opportunities in order to make a personal employment or work decision

SAQA US ID	UNIT STANDARD TITLE		
120313	Investigate work opportunities in order to make a personal employment or work decision		

SGB NAME	ORGANISIING FIELD ID	PROVIDER NAME
SGB Life Skills	7	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Human and Social Studies	People/Human-Centred Development

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 2	Regular

SPECIFIC OUTCOME 1

Investigate possible employment opportunities in own area.

SPECIFIC OUTCOME 2

Investigate the requirements for specific work opportunities.

SPECIFIC OUTCOME 3

Match own personal profile to career and labour market opportunities.

SPECIFIC OUTCOME 4

Demonstrate knowledge and understanding of the process of accessing work/income generating opportunities.

No. 1034   **21 October 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 South African Qualifications Authority, publishes the following qualification and unit standards for public comment:

Manufacturing and Assembly Processes

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

Comment on the qualification and unit standards should reach SAQA at the address *below and no later than 20 November 2005.* All correspondence should be marked **Standards Setting** 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:

Further Education and Training Certificate: Optical Manufacturing Processes

SAQA QUAL ID	QUALIFICATION TITLE		
50040	Further Education and Training Certificate: Optical Manufacturing Processes		
SGB NAME		**ORGANISING FIELD ID**	**PROVIDER NAME**
SGB Manufacturing and Assembly Processes		6	
QUAL TYPE		**ORGANISING FIELD DESCRIPTION**	**SUBFIELD**
Further Ed and Training Cert		Manufacturing, Engineering and Technology	Manufacturing and Assembly
ABET BAND	**MINIMUM CREDITS**	**NQF LEVEL**	**QUALIFICATION CLASS**
Undefined	154	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification provides learners with access to such employment opportunities through providing them with the required applied competencies that are formalised and recognised in the optical manufacturing sector, and to remain nationally and internationally comparable. Through the achievement of this qualification qualified learners can contribute to this sector in the manufacturing of lenses and optical appliances. This qualification reflects the need of the sector to provide formal, recognised and registered qualifications and unit standards where this was not available previously. The qualification also provides the learner with the essential skills needed at a technical level and will facilitate a pathway for further learning and will give recognition for existing skills and knowledge. This qualification aims to promote professionalism and work ethics in the sector whilst providing portable skills into other areas and areas of specialisation. It provides learners with opportunities for further education and training at higher levels as well as continued professional development.

A person acquiring this qualification will be able to:

> Communicate effectively using a range of strategies to identify and solve optical manufacturing related problems.
> Use optical materials and instruments to manufacture lenses.
> Apply thin films and coating processes to ophthalmic lenses.
> Fit ophthalmic lenses and/or optical appliances into spectacle frames.
> Contribute to quality practices during optical manufacturing through tolerance and troubleshooting activities.
> Promote, implement and maintain procedures that support safety, health and the environment.

Rationale:

The current optometrist/technician ratio of 2:1 falls far short of the ideal of 1:3 resulting in the need for learners who are qualified and have the necessary applied competencies to operate as an optical technician. This growing demand for qualified, competent optical technicians is evident as a result of a number of important factors. Firstly, optical manufacturing has become a scarce skill. Secondly, the development and implementation of new technologies that have a current and future impact on the discipline. Thirdly, exploring the export potential of the discipline. Fourthly, the need to align this discipline with other related sectors thereby creating opportunities for portability and career opportunities for qualifying learners through improved employability.

The range of typical learners that will benefit from this qualification are ophthalmic/optical technicians, precision opticians and employees working behind the scenes that are responsible for surfacing, glazing,

coating and repair of lenses, repair and manufacture of spectacle frames; metrology, optical metrology; as well as those who apply mechanical knowledge of optical components and who work with optical materials and instruments, etc.

Since this optical discipline has not previously had formal qualifications or training, people who have worked in this field require validation by being given access to formal qualifications and standards. The qualification will therefore be able to affirm the experiences of optical technicians through the recognition of prior learning, credit accumulation and achievement of competencies.

The qualification aims at developing a competent and professional sector for the effective delivery of services. The applied competencies demonstrated within this qualification are essential for a positive impact on ophthalmic, social, economic and political transformation within the South African democracy.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners are already competent in:

> Communication and Mathematical Literacy at NQF Level 3.

Recognition of prior learning:

The structure of this unit standards-based qualification makes the Recognition of Prior Learning possible. If the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification the appropriate credits should be assigned to the learner. Recognition of Prior Learning will be done by means of Integrated Assessment.

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.
> Obtaining of this Qualification in part or in whole.

Access to the Qualification

Open access bearing in mind learning assumed to be in place.

QUALIFICATION RULES

The Qualification is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training. The Qualification is made up of unit standards that are classified as Fundamental, Core and Elective in achieving its purpose. A minimum of 154 credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows:

> Fundamental: 56 credits - 36%
> Core: 78 credits - 51%
> Electives (minimum): 20 credits - 13%
> Total: 154 credits - 100%

Note that 51% of the credits, therefore, relate directly to optical manufacturing. The elective component allows the learner to select unit standards that are:

> Related to the work done by the learner in an organisation.
> Related to specialist areas in promoting optical manufacturing skills that the learner might be interested in.

This is to ensure that while there is a strong optical manufacturing practice focus, there is scope for learners to select additional unit standards that are relevant to their own situations and cement articulation and portability opportunities for the learner.

The elective unit standard category is open ended to allow the learner to choose the 20 credits associated

to the elective unit standards from any discipline that would add value to the purpose of the qualification or the learners own development on a learning pathway within the optical disciplines.

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

Allocation of Fundamental credits:

Unit standards to the value of 20 credits in Communication in the First Language, 20 credits in Communication in the Second Language and 16 credits in Mathematical Literacy have been selected for the Fundamental component. These unit standards will add value to learners both socially and economically in terms of their ability to operate as literate and numerate workers in a global economy. All the Fundamental unit standards are compulsory.

Allocation of Core credits:

78 credits have been allocated to unit standards in the Core component of this qualification. This is to ensure that the qualification has a strong optical manufacturing focus. The unit standards classified as Core reflect the compulsory aspects in optical manufacturing that the learner needs to be fully competent in. The Core component covers competencies related to optical manufacturing, quality assurance, health and safety, administration, ethics and lifeskills. The unit standards provide the basic knowledge, values and skills that all learners require for optical manufacturing. They also encourage the application of that knowledge, values and skills in real situations. All Core unit standards are compulsory.

Allocation of Elective credits:

There are unit standards totalling 212 credits in this component. Learners are required to select electives totalling a minimum of 20 credits. It is intended that the selected electives should allow learners to develop alternative career paths; or gain additional skills and knowledge that relate directly to the work of the learner and which will enhance the learner's work performance or introduce a learner to areas of specialisation in the optical sector.

EXIT LEVEL OUTCOMES

Qualifying learners are able to:

1. Communicate effectively using a range of strategies to identify and solve optical manufacturing related problems.
2. Use optical materials and instruments to manufacture lenses.
3. Apply thin films and coating processes to ophthalmic lenses.
4. Fit ophthalmic lenses and/or optical appliances into spectacle frames.
5. Contribute to quality practices during optical manufacturing through tolerance and troubleshooting activities.
6. Promote, implement and maintain procedures that support safety, health and the environment.

ASSOCIATED ASSESSMENT CRITERIA

1.
> Verbal and non-verbal communication skills are used effectively in the work environment.
> Text and subtext of verbal and non-verbal communication is identified and interpreted correctly.
> Communication is used during the process of learning as an individual or in a group situation.
> Calculations and statistics are used correctly and accurately in managing an optical manufacturing process.
> A range of communication strategies are identified and utilised in solving optical related problems.

2.
> Lens types and materials are identified for selection purposes.
> Lens blank is selected in accordance with the prescription.
> Lens is layered out and surfaced to a prescribed specification.
> Optical lenses are cleaned and inspected in accordance with standard operating procedures.

3.
> Industrial hardening methods are used in coating processes.
> The required protection is applied against ultra-violet and infrared radiation.
> Tint and coating processes are applied to ophthalmic lenses.
> Surface reflection methods are applied during coating processes.

> Coating processes are quality assure in accordance with industry quality and safety standards.

4.
> The lens to be fitted is prepared in accordance with the requirements of the spectacle frame.
> The lens is fitted in accordance with shape and mounting of frame.
> The appropriate quality assurance measures are applied in accordance with industry quality and safety standards.

5.
> Knowledge and comprehension of optical manufacturing concepts and its effects on quality optical products and materials are applied according to manufacturing principles.
> Quality control practices are performed during optical manufacturing processes according to standard operating procedures.
> Quality assurance procedures are monitored and controlled according to standard operating procedures.
> Tolerance and troubleshooting activities are undertaken to ensure quality assurance procedures are followed.

6.
> Monitor the application of procedures to ensure personal safety, health and environmental protection according to the organisation's quality management and safety policy.
> Validate and verify data and specifications obtained during manufacturing procedures according to applicable legislation and company specifications.
> Monitor and control the quality system of prescription interpretation in accordance with the organisation's quality management policy.

Integrated assessment:

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

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

> Assessment of communication and mathematical literacy should be integrated as far as possible with other aspects and should use practical administration 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 or will work. 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 a range of formative and summative assessment tools methods and assess combinations of practical, applied, foundational and reflective competencies.

> Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

> Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated manner.

INTERNATIONAL COMPARABILITY

The qualification has been compared with the following similar ABDO (Association of British Dispensing Opticians) Training courses and qualifications offered in the United Kingdom and the USA.

> The Contact Lens Certificate covers anatomy, visual optics, and contact lens practice.
> The Dispensing Diploma is a three year course enabling the learners to use the title FBDO (Fellow of the Association of British Dispensing Opticians) and has been divided into first, second and third year levels of study.
> A range of dispensing revision courses cover anatomy and physiology, ophthalmic lenses, optics and visual optics.
> The Contact Lens Certificate (Advanced Course) has both the theoretical and practical examination at the end of the course and candidates use FDBOCL after their name or ABDO CL if they hold a different optical

qualification to FBDO.

No such a qualification exists in Optical Manufacturing Processes in Africa and the relevant providers may adopt this qualification.

The qualification contains more mechanical competencies than clinical when compared with the above-mentioned qualifications. This is because the Further Education and Training Certificate in Optical Manufacturing Processes is a more specialised qualification aimed specifically for Optical Laboratory Technicians.

ARTICULATION OPTIONS

This Qualification articulates horizontally and vertically with the following proposed and registered Qualifications:

Horizontally:

> FETC in Mechanical Engineering: Tool Manufacturing
> FETC in Metrology

Vertically:

> National Certificate in Clinical Engineering: NQF Level 5
> National Diploma in Dispensing: NQF Level L6

MODERATION OPTIONS

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

> Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the 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 in the exit level outcomes described in the Qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the unit standards that make up this qualification. The following criteria are specified for an applicant to register as an assessor for this Qualification, the applicant should:

> Hold a similar qualification at NQF level 5 or above or equivalent.
> Be experienced in the fields of optical manufacturing for a minimum of number of 3 years.
> Be registered as an assessor with the relevant ETQA.

NOTES

N/A

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	7791 Display cultural awareness in dealing with customers and colleagues	Level 4	4	Reregistered
Core	10022 Comply with organisational ethics	Level 4	4	Reregistered

Core	13224 Monitor the application of safety, health and environmental protection procedures	Level 4	4	Registered
Core	13235 Maintain the quality assurance system	Level 4	5	Registered
Core	110023 Present information in report format	Level 4	6	Registered
Core	120262 Layout and surface a lens to a prescribed specification	Level 4	20	Draft - Prep for P Comment
Core	120265 Select appropriate lens material and lens blank as prescribed	Level 4	10	Draft - Prep for P Comment
Core	120267 Cut and fit lens according to frame shape	Level 4	7	Draft - Prep for P Comment
Core	120269 Apply different lens treatments/Tinted and protective lenses	Level 4	18	Draft - Prep for P Comment
Elective	116714 Lead a team, plan, allocate and assess their work	Level 3	4	Registered
Elective	117877 Perform one-to-one training on the job	Level 3	4	Registered
Elective	9749 Quantify analyte concentrations in samples by means of X-Ray Fluorescence Spectrometry	Level 4	9	Reregistered
Elective	9905 Change and set tooling	Level 4	16	Reregistered
Elective	13254 Contribute to the implementation and maintenance of business processes	Level 4	10	Registered
Elective	13305 Produce complex components using milling machines	Level 4	29	Registered
Elective	13314 Produce complex components using lathes	Level 4	20	Registered
Elective	13331 Diagnose and repair faults on tooling during the production run	Level 4	24	Registered
Elective	110009 Manage administration records	Level 4	4	Registered
Elective	114586 Manage finances of a new venture	Level 4	5	Registered
Elective	114591 Implement an action plan for business operations	Level 4	4	Registered
Elective	114600 Apply innovative thinking to the development of a small business	Level 4	4	Registered
Elective	9904 Coordinate work group to produce product	Level 5	8	Reregistered
Elective	10631 Demonstrate an understanding of manufacturing, principles, methodologies and processes	Level 5	7	Reregistered
Elective	12665 Control production and resource scheduling and planning in a manufacturing environment	Level 5	8	Reregistered
Elective	110464 Monitor the quality system in the laboratory	Level 5	8	Registered
Elective	115753 Conduct outcomes-based assessment	Level 5	15	Registered
Elective	117874 Guide learners about their learning, assessment and recognition opportunities	Level 5	6	Registered
Elective	10604 Manage skills, training and development within a team in a manufacturing unit	Level 6	8	Reregistered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8972 Interpret 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	8979 Use language and communication in occupational learning programmes	Level 4	5	Reregistered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Reregistered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Layout and surface a lens to a prescribed specification

SAQA US ID	UNIT STANDARD TITLE		
120262	Layout and surface a lens to a prescribed specification		
SGB NAME		**ORGANISING FIELD ID**	**PROVIDER NAME**
SGB Manufacturing and Assembly Processes		6	
UNIT STANDARD TYPE		**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**
Regular		Manufacturing, Engineering and Technology	Manufacturing and Assembly
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	20	Level 4	Regular

SPECIFIC OUTCOME   1

Identify, mark and centrate the vertex power of the lens.

SPECIFIC OUTCOME   2

Perform different surfacing processes.

SPECIFIC OUTCOME   3

Apply the appropriate quality assurance measures.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Select appropriate lens material and lens blank as prescribed

SAQA US ID	UNIT STANDARD TITLE		
120265	Select appropriate lens material and lens blank as prescribed		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Manufacturing and Assembly Processes	6	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Manufacturing, Engineering and Technology	Manufacturing and Assembly

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 4	Regular

SPECIFIC OUTCOME 1

Interpret prescriptions by analysing the physical characteristics of ophthalmic lenses.

SPECIFIC OUTCOME 2

Select a lens blank appropriate for the prescription and type of frame fitting.

SPECIFIC OUTCOME 3

Calculate the lens power and lens thickness by using the appropriate formulas.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Cut and fit lens according to frame shape

SAQA US ID	UNIT STANDARD TITLE		
120267	Cut and fit lens according to frame shape		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Manufacturing and Assembly Processes	6	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Manufacturing, Engineering and Technology	Manufacturing and Assembly

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 4	Regular

SPECIFIC OUTCOME 1

Prepare the lens to be fitted into spectacle frame.

SPECIFIC OUTCOME 2

Fit lens in accordance with shape, mounting of frame.

SPECIFIC OUTCOME 3

Apply the appropriate quality assurance measures.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply different lens treatments/Tinted and protective lenses

SAQA US ID	UNIT STANDARD TITLE		
120269	Apply different lens treatments/Tinted and protective lenses		
SGB NAME		**ORGANISING FIELD ID**	**PROVIDER NAME**
SGB Manufacturing and Assembly Processes		6	
UNIT STANDARD TYPE		**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**
Regular		Manufacturing, Engineering and Technology	Manufacturing and Assembly
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	18	Level 4	Regular

SPECIFIC OUTCOME 1

Apply industrial hardening methods.

SPECIFIC OUTCOME 2

Apply the required protection against ultra-violet and infrared radiation.

SPECIFIC OUTCOME 3

Apply tint and coating processes to lenses.

SPECIFIC OUTCOME 4

Apply surface reflection methods.

SPECIFIC OUTCOME 5

Quality assure the coating processes.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify and select semi-finished lens material and blanks

SAQA US ID	UNIT STANDARD TITLE		
120270	Identify and select semi-finished lens material and blanks		
SGB NAME		**ORGANISING FIELD ID**	**PROVIDER NAME**
SGB Manufacturing and Assembly Processes		6	
UNIT STANDARD TYPE		**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**
Regular		Manufacturing, Engineering and Technology	Manufacturing and Assembly
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	10	Level 4	Regular

SPECIFIC OUTCOME　1

Interpret prescriptions.

SPECIFIC OUTCOME　2

Identify and select appropriate lens blank to be used.

SPECIFIC OUTCOME　3

Calculate the lens power and thickness.

No. 1035   **21 October 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 South African Qualifications Authority, publishes the following unit standard for public comment:

Public Administration and Management

This notice contains the title, NQF level, credit, and purpose of the unit standard. The unit standard can be accessed via the SAQA web-site at www.saqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standard and should reach SAQA at the address *below and no later than 20 November 2005.* All correspondence should be marked **Standards Setting** 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

UNIT STANDARD:

Demonstrate understanding of financial and accounting principles for public entities

SAQA US ID	UNIT STANDARD TITLE		
120360	Demonstrate understanding of financial and accounting principles for public entities		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Public Administration and Management	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Public Administration

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 5	Regular

SPECIFIC OUTCOME 1

Interpret the appropriate legislative requirements applicable to the governing of public entities.

SPECIFIC OUTCOME 2

Apply good corporate governance principles in public entities.

SPECIFIC OUTCOME 3

Obtain knowledge on the financial and accounting principles necessary to evaluate financial and accounting issues of the specific public entity.

SPECIFIC OUTCOME 4

Examine the critical performance indicators and analyse and interpret the public entity's financial statements and reports using critical performance indicators.

No. 1036   **21 October 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 South African Qualifications Authority, publishes the following unit standard for public comment:

Insurance and Investment

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

Comment on the unit standard and should reach SAQA at the address *below and no later than 20 November 2005.* All correspondence should be marked **Standards Setting** 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

UNIT STANDARD:

Apply technical knowledge and skill in order to manage motor vehicle risk

SAQA US ID	UNIT STANDARD TITLE	
120371	Apply technical knowledge and skill in order to manage motor vehicle risk	

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Insurance and Investment	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 4	Regular

SPECIFIC OUTCOME 1

Explain the risks associated with motor vehicles.

SPECIFIC OUTCOME 2

Suggest risk reduction or mitigation measures.

SPECIFIC OUTCOME 3

Develop a risk management policy and procedure document for a motor fleet.

SPECIFIC OUTCOME 4

Explain a monitor and review system.

No. 1037   **21 October 2005**

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **20 November 2005.** All correspondence should be marked **SGB for Technical Production Services** and be 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

SGB INFORMATION

As a necessary step in the development and implementation of the National Qualifications Framework, The National Standards Bodies are briefed [regulation 19(1)(c) of 28 March 1998] to recognise or establish Standards Generating Bodies (SGBs).
SGBs shall:
a.   generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
b.   update and review standards;
c.   recommend standards and qualifications to National Standards Bodies;
d.   recommend criteria for the registration of assessors and moderators or moderating bodies; and

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

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

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

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

(a)   will be able to consider issues of productivity, fairness, public interest and international comparability as related to education and training in the sub-field;

(b)   enjoy credibility in the sub-field in question, who enjoy respect; have the necessary expertise and experience in the sub-field and have the support or backing of the nominating body;

(c)   are able to advocate and mediate the needs and interests of all levels within the sub-field covered by the Standards Generating Body;

(d)   are able to exercise critical judgement at a high level; and

(e)   are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.

PUBLIC NOTICE BY THE DIRECTORATE FOR STANDARDS SETTING AND DEVELOPMENT OF ITS INTENTION TO REREGISTER A STANDARDS GENERATING BODY (SGB) FOR TECHNICAL PRODUCTION SERVICES IN ORGANISING FIELD 02, CULTURE AND ARTS

The Directorate for Standards Setting and Development, in terms of NSB *Regulation 24 (1) (e)*, intends to extend the brief and membership of the Standards generation body (SGB) for Technical Production Services in Organising Field 02, Culture and Arts, in order to generate and review standards and qualifications in Technical Production, from NQF Levels 1-8+, from 20th November 2005 to 19th November 2008.

PROPOSED BRIEF OF THE SGB

1. Develop learning pathways for potential qualifications and unit standards in Technical
   Production, Level 1 through to level 8+ [Regulation 24 (1) (e)].

2. Generate the following Qualifications across the Technical Production Services:
   - FETC Certificates (NQF Level 1)
   - National Certificates (NQF Levels 2-5)
   - National Diplomas (NQF Levels 5-6)
   - Bachelor's Degrees (NQF Level 6)
   - Honours Degrees (NQF Level 7)
   - Masters and Doctoral Degrees (NQF Level 8+)

3. Generate appropriate Qualifications and Unit Standards across the Technical Production Services in accordance with Authority requirements.

4. Recommend the Unit Standards and Qualifications generated in 2 and 3 above to SAQA [Regulation 24 (1)(c)].

5. Recommend criteria for the registration of assessors and moderators or moderating bodies for Technical Production Services [Regulation 24 (1)(d)].

6. Accept and perform other related functions as requested by Organising Field 02 [regulation 24 (1)(e)].

7. Review already registered Qualifications and Unit Standards that have reached the end of their registration period and make recommendations on their re-registration.

PROPOSED COMPOSITION OF THE SGB

Name of Nominee	Workplace	Nominating Body	Qualifications/ Experience
Abouchabki, Hennelie Ms.	Tswane University of Technology	Tswane University of Technology	**Qualifications attained;** • National Higher Diploma: Performing Arts Technology **Has the following experience;** • Freelance Make-up Artist • Lecturer
Beukes, Louisa Ms.	SABC 1, 2 & 3	South African Institute of Theatre and Technology	**Qualifications attained;** • National Higher Diploma: Performing Arts Technology **Has the following experience;** • Lecturer • Décor & Stage Management • Stage Construction
Burger, Sonja Ms.	National School of Arts	National School of Arts	**Qualifications attained;** • BA Honours **Has the following experience;** • Producer of Performance • Admin & Finance
Cunniffe, Jackie Ms.	Selby's Production Company, Richard Loring and Prosound	Selby's Production Company, Richard Loring and Prosound	**Qualifications attained;** • Masters Degree in Bus Administration **Has the following experience;** • Lecturer • External Moderator • Theatre Manager
Green, Garth, Durman Mr.	Gearhouse Academy and Inhouse Training	Technical Production Services Association	**Qualifications attained;** • BA Honours Speech & Drama • BA Honours Human Resource Development (Training & Management) **Has the following experience;** • Teacher • Business Manager • Electrical Training Instructor
Joubert, Pieter Mr.	Gearhouse Academy and Inhouse Training	Gearhouse Academy and Inhouse Training	**Qualifications attained;** • National Diploma Performing Arts **Has the following experience;** • Lecturer
Nathali, Gary Mr.	SABC 1,2 & 3	SABC 1,2 & 3	**Qualifications attained;** • BSC Honours **Has the following experience;** • Stage Technology • Trainer

Kesting, Rudi Mr.	Production Projects	International Society of Events Specialists and Professional Light and Sound Association	**Qualifications attained;** • National Technical Certificate Level 5 **Has the following experience;** • Production Management • Stage Construction
Keartland, Melanie Ms.	Gearhouse South Africa	Technical Production Services Association	**Qualifications attained;** • BA Dramatic Art **Has the following experience;** • Technician • Lighting Designer • Project Manager • Technical Director • Company Manager
Malesa, Freddy, Motiane Mr.	Tswane University of Technology	Technical Production Services Association	**Qualifications attained;** • B Tech Performing Arts **Has the following experience;** • Lecturer • Sound Technician
Nel, Jan Mr.	Tswane University of Technology	South African Institute of Theatre and Technology	**Qualifications attained;** • M Tech **Has the following experience;** • Theatre Technician • Production and Technical Manager • Head of Theatre Technology Dept • Principal lecturer
Schram, Annelie Mr.	Tswane University of Technology	Tswane University of Technology	**Qualifications attained;** • National Higher Diploma: Performing Arts **Has the following experience;** • Trainee • Production Costumes Manufacturer • Lecturer
Rossouw, Kobus Mr.	University of Stellenbosch	University of Stellenbosch	**Qualifications attained;** • BA: Drama & Stage Management **Has the following experience;** • Lecturer • Stage Manager • Freelance Lighting Designer
Schutte, Adriana Ms.	SABC 1	South African Institute of Theatre and Technology	**Qualifications attained;** • BA Drama **Has the following experience;** • Puppetry • Stage Management • Rigging

Schumann, Rosemarie, Clair Ms.	Natal Technikon	Natal Technikon	**Qualifications attained;** • Licentiate in speech and drama **Has the following experience;** • Production Manager • Stage Manager • Production Projects Manager • Freelance Production Stage Manager
Van der Merwe, Jan Mr.	Part time Natal Technikon/Self employed	Natal Technikon	**Qualifications attained;** • M Tech Fine Arts **Has the following experience;** • Prop making • Researcher • Senior Lecturer • Chief Artist • Décor Painter • Senior Heraldy • Artist

Wetlands are wonderlands!
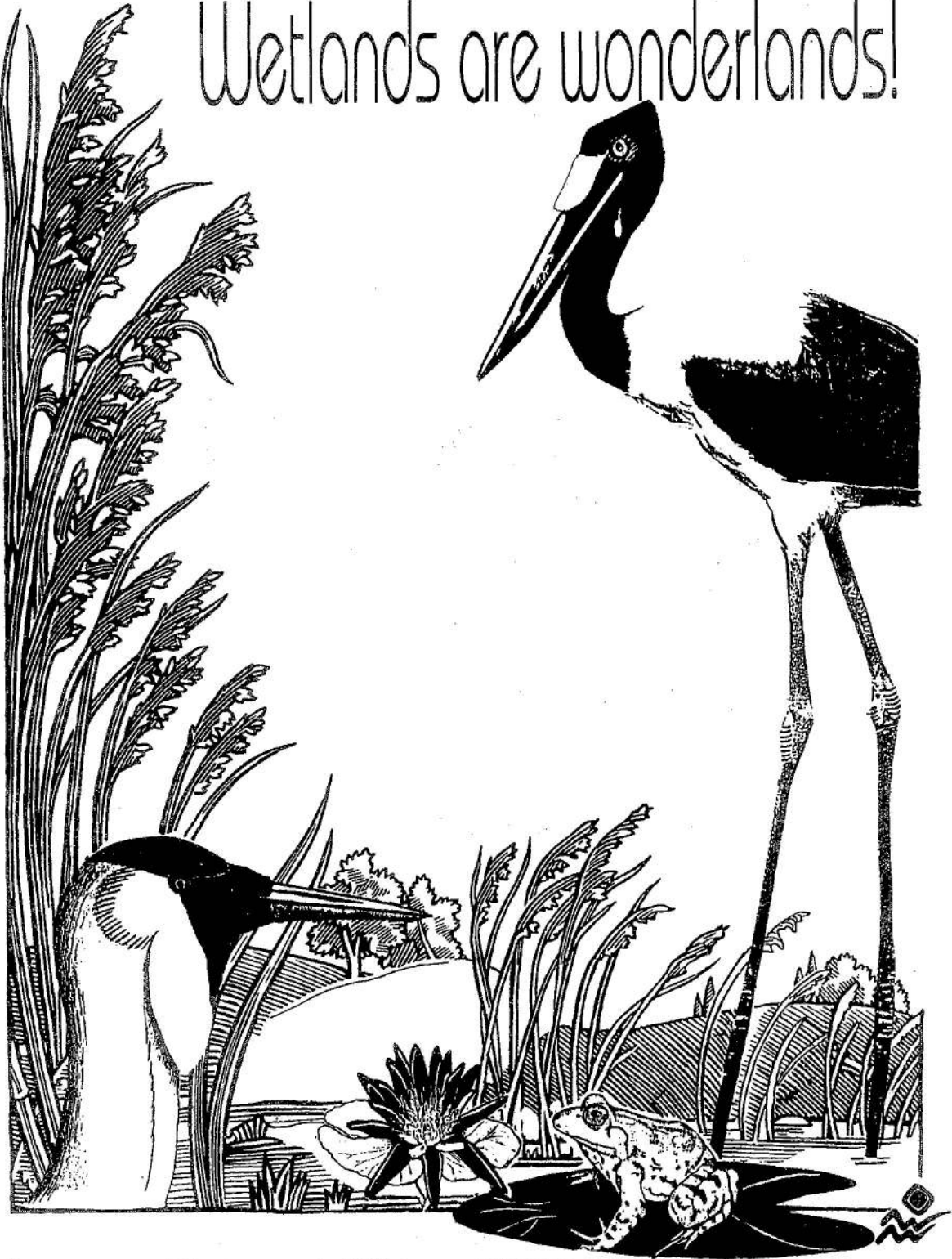
Department of Environmental Affairs and Tourism