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# Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA  
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**AIDS HELPLINE: 0800-0123-22 Prevention is the cure**

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## GOVERNMENT NOTICES

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### SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1094

9 November 2005



### SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

#### Draughting

Registered by Organising Field 06, Manufacturing, Engineering and Technology, publishes the following unit standard for public comment.

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 14 November 2005***. All correspondence should be marked **Standards Setting – SGB for Manufacturing and Assembly Processes** and addressed to

The Director: Standards Setting and Development  
SAQA

Attention: Mr. E. Brown

Postnet Suite 248

Private Bag X06

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DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### National Certificate: General Draughting

SAQA QUAL ID		QUALIFICATION TITLE	
50022		National Certificate: General Draughting	
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Manufacturing and Assembly Processes		6	
QUAL TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD
National Certificate		Manufacturing, Engineering and Technology	Manufacturing and Assembly
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	121	Level 3	Regular-Unit Stds Based

#### PURPOSE AND RATIONALE OF THE QUALIFICATION

##### Purpose:

Any learners, who are or wish to be involved in draughting, will have access to this qualification. This qualification is intended to serve as access to the architectural, engineering and construction industries by providing skilled draughtspersons who can produce drawings. Portability across other National Qualifications in engineering and draughting is therefore ensured.

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

- > Use measuring instruments and conventional drawing equipment to produce a drawing.
- > Produce a drawing for the appropriate engineering area of draughting.
- > Understand the workflow and administration procedures for the drawing office.
- > Operate a personal computer system.
- > Communicate with clients and work colleagues to enhance the quality of work and service.
- > Create a freehand drawing.

##### Rationale:

The National Certificate in General Draughting Level 3 is designed to meet the needs of those learners who enter the field of draughting.

The General Draughting at NQF Level 3 will provide a broad base of knowledge and skills needed in the industry and will help those learners progressing along a career path who:

- > Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.
- > Have worked in drawing offices as draughtspersons for many years, but have no formal qualification in draughting.
- > Wish to extend their range of skills and knowledge of the industry so that they can become knowledgeable workers in draughting.
- > Have completed their schooling up to and including grade 12 who wish to follow a career in draughting.

The National Certificate in General Draughting Level 3 allows the learner to work towards a nationally recognised qualification. The qualification will allow both those in formal education and those already employed in architectural, engineering and construction organisations access, due to its flexibility. It aims to develop learners who are informed and skilled in Draughting.



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

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

The National Certificate in General Draughting Level 3 should produce knowledgeable, skilled draughtspersons who are able to contribute to improved productivity and efficiency within the draughting industry. It should provide the means for current learners in the draughting field to receive recognition for prior learning and to upgrade their skills and knowledge base. The qualification is structured in such a way that it will expose learners to a set of core competencies to give a broad understanding of draughting. The electives will allow for specific competence in selected areas of drawing specialisation. It will also promote the notion of life-long learning.

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

Y

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

It is assumed that learners are already competent in Mathematical Literacy and Communication at NQF Level 2.

#### **Recognition of prior learning**

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

This Recognition of Prior Learning may allow:

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

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

#### **Access to the Qualification:**

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

#### **QUALIFICATION RULES**

The qualification provides a learning pathway in a variety of specializations.

Each of the learning pathways will include the compulsory Fundamentals of 36 Credits as well as compulsory Core of 51 Credits with a minimum of 34 Credits chosen from the Electives as follows:

Learners must choose the following unit standards:

#### **Mechanical draughtsperson:**

- > 12238: "Draw and interpret simple engineering drawings" Level 2, 10 Credits
- > 9885: "Read and interpret engineering drawings" Level 3, 12 Credits
- > 13298: "Produce detailed engineering drawings" Level 3, 6 Credits
- > 9526: "Manage basic business finance" Level 3, 6 Credits
- > Total: 34 Credits

#### **Building and Civil Construction draughtsperson:**

- > 9882: "Read and interpret basic engineering drawings" Level 2, 8 Credits
- > 14580: "Read and interpret construction drawings and specifications" Level 3, 10 Credits

- > 120213: "Read, interpret and produce working civil construction drawings" Level 4, 8 Credits
- > 9526: "Manage basic business finance" Level 3, 6 Credits
- > 14430: "Supervise the procurement, use and storage of construction materials" Level 4, 10 Credits
- > Total: 42 Credits

Electrical and Air conditioning, ventilation duct and plant draughtsperson:

- > 9882: "Read and interpret basic engineering drawings" Level 2, 8 Credits
- > 9885: "Read and interpret engineering drawings" Level 3, 12 Credits
- > 10894: "Interpret electrical circuits" Level 3, 2 Credits
- > 115242: "Draw and interpret electrical diagrams" Level 3, 3 Credits
- > 9526: "Manage basic business finance" Level 3, 6 Credits
- > 13395: "Draw free hand diagrams of typical electrical control and power circuits used in air-conditioning, refrigeration and ventilation systems and explain their operating sequence" Level 4, 10 Credits
- > Total: 41 Credits

### **EXIT LEVEL OUTCOMES**

1. Use and operate a computer system.
2. Communicate with both clients and work colleagues to enhance the quality of work and service produced.
3. Produce drawings for an appropriate area of draughting.
4. Use a wide variety of measuring instruments and conventional drawing equipment to produce a quality drawing.
5. Collect data for the desired design requirements.
6. Demonstrate an understanding of the workflow and administration procedures pertaining to a drawing office.
7. Produce a free hand drawing in preparation for a instrument scale drawing.

### **ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > Basic computer hardware components are connected to a computer system.
  - > Keyboard and mouse are used to access a computer.
  - > Computer, software and peripherals are used to process information.
2.
  - > Oral and written communication is successfully engaged in a draughting environment.
  - > Problems are understood and solved to enhance work and delivery of service.
  - > Information required to plan and produce a drawing is communicated with clients.
3.
  - > The brief is interpreted correctly.
  - > A layout for a drawing is prepared.
  - > Drawings are produced according to the customer's needs.
  - > Drawing produced conforms to applicable code of practice.
4.
  - > Measuring instruments and conventional drawing equipment are used to produce quality drawings.
  - > Drawing equipment is used to produce a drawing according to layout requirements.
5.
  - > A data sheet for the design requirements is produced.
6.
  - > A plan for the workflow is prepared.
  - > Documentation is administered in a drawing office.
  - > Drawings are indexed and filed.
  - > Drawings are kept safely in a storage.

> Drawing office protocol is followed.

7.

- > Prepare a layout for a drawing.
- > The brief is interpreted correctly.
- > A free hand drawing is produced.

#### Integrated Assessment:

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

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

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should be assessed in authentic draughting 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 draughting and design Industry is a discipline with globally recognised best practices, standards and qualifications. This qualification and set of unit standards utilises international and locally recognised best practice and standards in draughting.

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

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

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

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

The work groups also referred to other facets of national and international benchmarking, which occurred

continuously throughout the qualifications and unit standard writing process.

These facets were:

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

### **ARTICULATION OPTIONS**

This qualification allows for both horizontal and vertical articulation.

Horizontal articulation:

- > National Certificate in Mechanical Engineering: NQF Level 3.
- > National Certification in Polymer Composites Fabrication NQF Level 3.
- > National Certificate in Electrical Engineering NQF Level 3.
- > National Certificate in Automotive Components Manufacturing and Assembling NQF Level 3.
- > National Certificate in Air Conditioning, Refrigeration and Ventilation NQF Level 3.
- > National Certificate in Road Works Construction NQF Level 3.
- > National Certificate in Welding: NQF Level 3.

Vertical articulation:

- > FETC: Computer Aided Drawing Office Practice.

### **MODERATION OPTIONS**

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

- > Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.
- > Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Qualification.
- > Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

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

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

- > Registered as an assessor with the relevant ETQA.
- > A similar qualification at one level above the level of the qualification and a minimum of three years experience in the relevant field.

### **NOTES**

Career pathways

A learner could follow a career in:

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

**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	9964 Apply health and safety to a work area	Level 2	3	Reregistered
Core	13217 Collect and use information	Level 2	5	Registered
Core	116937 Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets	Level 2	4	Registered
Core	9532 Demonstrate basic knowledge of computers	Level 3	6	Reregistered
Core	114978 Use a word processing package to produce business documents	Level 3	3	Registered
Core	120224 Interpret and produce free hand drawings	Level 3	6	Draft - Prep for P Comment
Core	120226 Understand the basic principles of design	Level 3	2	Draft - Prep for P Comment
Core	120227 Plan and determine drawing requirements to produce a drawing	Level 3	6	Draft - Prep for P Comment
Core	120228 Understand and apply the process of design	Level 3	3	Draft - Prep for P Comment
Core	120229 Demonstrate an understanding of drawing office procedures	Level 3	3	Draft - Prep for P Comment
Core	120230 Apply the code of practice for draughting	Level 3	4	Draft - Prep for P Comment
Core	14474 Plan and schedule workflow	Level 4	3	Registered
Core	14486 Demonstrate an understanding of measuring instruments and produce free-hand drawings	Level 4	3	Registered
Elective	9882 Read and interpret basic engineering drawings	Level 2	8	Reregistered
Elective	9526 Manage basic business finance	Level 3	6	Reregistered
Elective	9885 Read and interpret engineering drawings	Level 3	12	Reregistered
Elective	10894 Interpret electrical circuits	Level 3	2	Registered
Elective	14580 Read and interpret construction drawings and specifications	Level 3	10	Registered
Elective	115242 Draw and interpret electrical diagrams	Level 3	3	Registered
Elective	120231 Demonstrate the basic understanding of the workflow	Level 3	3	Draft - Prep for P Comment
Elective	13395 Draw free hand diagrams of typical electrical control and power circuits used in air-conditioning, refrigeration and ventilation systems and explain their operating sequence	Level 4	10	Registered
Elective	14430 Supervise the procurement, use and storage of construction materials	Level 4	10	Registered
Elective	120213 Read, interpret and produce working civil construction drawings	Level 4	8	Public Comment
Fundamental	7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5	Reregistered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8971 Analyse and respond to a variety of literary texts	Level 3	5	Reregistered
Fundamental	9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2	Reregistered



Fundamental	9012 Investigate life and work related problems using data and probabilities	Level 3	5	Reregistered
Fundamental	9013 Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4	Reregistered



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Interpret and produce free hand drawings**

SAQA US ID	UNIT STANDARD TITLE		
120224	Interpret and produce free hand drawings		
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	Engineering and Related Design	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Discuss and explain free hand drawing concepts.

#### **SPECIFIC OUTCOME 2**

Interpret free hand drawings.

#### **SPECIFIC OUTCOME 3**

Produce a free hand drawing.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Understand the basic principles of design

SAQA US ID		UNIT STANDARD TITLE	
120226		Understand the basic principles of design	
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	Engineering and Related Design
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Understand the effects of design.

#### **SPECIFIC OUTCOME 2**

Understand the application of anthropology to design.

#### **SPECIFIC OUTCOME 3**

Understand the basic principles of design.

#### **SPECIFIC OUTCOME 4**

Interpret the design process documentation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Plan and determine drawing requirements to produce a drawing

SAQA US ID	UNIT STANDARD TITLE		
120227	Plan and determine drawing requirements to produce a drawing		
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	Engineering and Related Design
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Comply with work instructions.

#### **SPECIFIC OUTCOME 2**

Determine drawing requirements.

#### **SPECIFIC OUTCOME 3**

Prepare to produce drawing.

#### **SPECIFIC OUTCOME 4**

Record and store drawings according to a filing system.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Understand and apply the process of design

SAQA US ID		UNIT STANDARD TITLE	
120228		Understand and apply the process of design	
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	Engineering and Related Design
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Identify the responsibilities and functions of design team members.

#### **SPECIFIC OUTCOME 2**

Understand and use design tools.

#### **SPECIFIC OUTCOME 3**

Apply the levels of graphic communication.

#### **SPECIFIC OUTCOME 4**

Apply the design cycle.

#### **SPECIFIC OUTCOME 5**

Process the design projects.

#### **SPECIFIC OUTCOME 6**

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





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Demonstrate an understanding of drawing office procedures**

SAQA US ID	UNIT STANDARD TITLE		
120229	Demonstrate an understanding of drawing office procedures		
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	Engineering and Related Design	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Obtain and evaluate data to facilitate drawing workflow.

#### **SPECIFIC OUTCOME 2**

Demonstrate an understanding of the planning and scheduling of workflow processes.

#### **SPECIFIC OUTCOME 3**

Plan and schedule workflow according to organisational requirements.

#### **SPECIFIC OUTCOME 4**

Monitor the achievement of the workflow plan.

#### **SPECIFIC OUTCOME 5**

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



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Apply the code of practice for draughting**

SAQA US ID		UNIT STANDARD TITLE	
120230		Apply the code of practice for draughting	
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	Engineering and Related Design
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Identify and describe the different types of engineering drawings.

#### **SPECIFIC OUTCOME 2**

Identify and describe the standard welding and machining symbols as per relevant code of practice.

#### **SPECIFIC OUTCOME 3**

Apply the draughting standards to an engineering drawing.

#### **SPECIFIC OUTCOME 4**

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



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Demonstrate the basic understanding of the workflow**

SAQA US ID	UNIT STANDARD TITLE		
120231	Demonstrate the basic understanding of the workflow		
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	Engineering and Related Design	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 3	Regular

#### SPECIFIC OUTCOME 1

Understand planning and scheduling of the workflow processes.

#### SPECIFIC OUTCOME 2

Plan and schedule workflow according to organisational requirements.

#### SPECIFIC OUTCOME 3

Monitor the achievement of the workflow plan.

#### SPECIFIC OUTCOME 4

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

No. 1095

9 November 2005

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

**Jewish Studies**

Registered by Organising Field 07, Human and Social Studies, publishes the following unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 14 November 2005***. All correspondence should be marked **Standards Setting – SGB for Jewish Studies** and addressed to

The Director: Standards Setting and Development  
SAQA

*Attention: Mr. E. Brown*

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Private Bag X06

Waterkloof

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DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Describe the Jewish approach to contemporary issues in everyday life**

SAQA US ID	UNIT STANDARD TITLE		
120260	Describe the Jewish approach to contemporary issues in everyday life		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Jewish Studies	7		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Religious and Ethical Foundations of Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Explain the enhancement to life achieved by Jewish practices.

#### **SPECIFIC OUTCOME 2**

Investigate the Jewish approach to various issues.

#### **SPECIFIC OUTCOME 3**

Explain the relevance of Jewish ethics to everyday life.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Apply the Jewish approach to issues in contemporary society

SAQA US ID	UNIT STANDARD TITLE		
120261	Apply the Jewish approach to issues in contemporary society		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Jewish Studies	7		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Religious and Ethical Foundations of Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 4	Regular

#### SPECIFIC OUTCOME 1

Analyse and synthesise the principles of Jewish thought from selected traditional and contemporary Jewish sources.

#### SPECIFIC OUTCOME 2

Evaluate the principles of Jewish thought as they apply to contemporary issues.

#### SPECIFIC OUTCOME 3

Apply Jewish thinking and attitudes to contemporary issues.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Discuss Rabbinic commentaries of Sacred Jewish Texts

SAQA US ID	UNIT STANDARD TITLE		
120263	Discuss Rabbinic commentaries of Sacred Jewish Texts		
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Jewish Studies		7	
UNIT STANDARD TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Human and Social Studies	Religious and Ethical Foundations of Society
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate knowledge and understanding of selected Rabbinic Texts.

#### **SPECIFIC OUTCOME 2**

Indicate objectives of the different genres of Rabbinic Texts.

#### **SPECIFIC OUTCOME 3**

Discuss implied meaning in selected Rabbinic Texts.



Established in terms of Act 58 of 1995

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

Discuss the Jewish approach to issues in contemporary society

SAQA US ID	UNIT STANDARD TITLE		
120264	Discuss the Jewish approach to issues in contemporary society		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Jewish Studies	7		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Religious and Ethical Foundations of Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 3	Regular

**SPECIFIC OUTCOME 1**

Explain Jewish thought in response to modern contexts.

**SPECIFIC OUTCOME 2**

Compare the Jewish approach with other approaches to contemporary issues.

**SPECIFIC OUTCOME 3**

Investigate the practical application of Jewish thinking in society.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Demonstrate understanding of the development of themes within selected Sacred Jewish Texts**

SAQA US ID	UNIT STANDARD TITLE		
120266	Demonstrate understanding of the development of themes within selected Sacred Jewish Texts		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Jewish Studies	7		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Religious and Ethical Foundations of Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Analyse the themes within specific Sacred Jewish Texts.

#### **SPECIFIC OUTCOME 2**

Compare and contrast the theme/s as prescribed by specific Sacred Jewish Texts.

#### **SPECIFIC OUTCOME 3**

Construct and validate modern applications using earlier Sacred Jewish Texts.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Explain Jewish responses to challenges in selected periods of history as a way of understanding the past and the present**

SAQA US ID	UNIT STANDARD TITLE		
120268	Explain Jewish responses to challenges in selected periods of history as a way of understanding the past and the present		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Jewish Studies	7		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Religious and Ethical Foundations of Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Explain the impact of internal and external forces on Jewish life.

#### **SPECIFIC OUTCOME 2**

Investigate the responses of the Jewish communities to internal and external forces.

#### **SPECIFIC OUTCOME 3**

Compare the relationship between past and present challenges within the Jewish community.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Analyse the factors which led to the creation of the modern State of Israel**

SAQA US ID	UNIT STANDARD TITLE		
120271	Analyse the factors which led to the creation of the modern State of Israel		
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Jewish Studies		7	
UNIT STANDARD TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Human and Social Studies	Religious and Ethical Foundations of Society
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Investigate the need for a Jewish Homeland and discuss the varieties of Zionism.

#### **SPECIFIC OUTCOME 2**

Analyse and explain the factors leading to the establishment of the State of Israel.

#### **SPECIFIC OUTCOME 3**

Analyse the ongoing conflict between Israel and the Arab world post-1948.

#### **SPECIFIC OUTCOME 4**

Assess Israel's development and her contributions to the modern world.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Identify and explain key elements for understanding meaning in a variety of Sacred Jewish Texts**

SAQA US ID	UNIT STANDARD TITLE		
120272	Identify and explain key elements for understanding meaning in a variety of Sacred Jewish Texts		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Jewish Studies	7		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Religious and Ethical Foundations of Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate comprehension of Sacred Jewish Texts.

#### **SPECIFIC OUTCOME 2**

Recognise textual difficulties in Sacred Jewish Texts.

#### **SPECIFIC OUTCOME 3**

Discuss implied meaning in Sacred Jewish Texts.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Assess the impact of racism, prejudice and discrimination on twentieth-century Jewry**

SAQA US ID	UNIT STANDARD TITLE		
120286	Assess the impact of racism, prejudice and discrimination on twentieth-century Jewry		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Jewish Studies	7		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Religious and Ethical Foundations of Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Explain the terms and concepts of intolerance towards the Jewish people.

#### **SPECIFIC OUTCOME 2**

Investigate the processes of anti-semitism which lead to race hatred and genocide.

#### **SPECIFIC OUTCOME 3**

Investigate Jewish and non-Jewish responses to the Holocaust.

#### **SPECIFIC OUTCOME 4**

Analyse and discuss different examples of racism and genocide.

**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

**Probation Work**

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

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 14 November 2005***. All correspondence should be marked **Standards Setting – SGB Probation Work** and addressed to

The Director: Standards Setting and Development  
SAQA

Attention: Mr. E. Brown

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

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

  
DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### Further Education and Training Certificate: Probation Work

SAQA QUAL ID	QUALIFICATION TITLE		
50041	Further Education and Training Certificate: Probation Work		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Probation Work	9		
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
Further Ed and Training Cert	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	142	Level 4	Regular-Unit Stds Based

#### PURPOSE AND RATIONALE OF THE QUALIFICATION

##### Purpose:

This qualification is an entry-level qualification for those who want to enter the field of Probation Work as a potential career. It allows for entry 'from the workplace' rather than an academic route. It builds on practical experience and community-based learning, and equips people for their role as an assistant probation officer. As such the qualification will also be valuable for those who may have been practising within the field, but without formal recognition. In particular, this qualification will be useful for:

- > Assistant Probation Officers; Social auxiliary worker
- > Correctional officers; Monitoring officers
- > Community prosecution and/or community courts; Community development workers
- > Youth workers; Child and youth care workers
- > Police services (youth desk); Justice / NPA
- > Educators; Health educators and workers

Recipients of this qualification will be able to:

- > Communicate in a variety of ways
- > Use mathematics in real life and education, training and development situations
- > Develop professional and personal competence in auxiliary probation work
- > Provide support for persons in trouble with the law
- > Communicate with and on behalf of persons in trouble with the law
- > Promote safe and healthy work practices
- > Assist in community project development

Assistant Probation Officers (APOs) will carry out their role at all times:

- > Under the supervision of a Probation Officer
- > As a member of a team

APOs will not do statutory work (including professional assessments), or professional counselling.

##### Rationale:

This qualification is a response to an Act of Parliament (the Probation Services Act; and the Probation Services Amendment Act 2002) and attempts to develop a qualification that addresses the conditions giving rise to the Acts. Crime levels are high in South Africa and there is a growing need for the management of

people in trouble with the law and/or ameliorating the conditions that give rise to crime.

A National Youth Service Project - a volunteer programme, comprising a year long Learnership in the Probation Work sector, has been initiated. The programme will be available for new applicants aspiring to work in this sector, as well as to those already working in support roles the sector without formal qualification, who might have their prior learning recognised by means of this qualification. Once the National Youth Service Project is completed, successful candidates will be able to apply for Assistant Probation Officer positions in the provinces. There is currently a shortage of professional practitioners to do probation work, and this project will amount to the creation of employment opportunities for those involved.

This qualification will also provide an important link with Social Work in general. There is a shortage of people in the social work field, and this qualification provides opportunities for social workers to gain additional skills and be able to work as qualified probation officers as well. A social work background is seen as ideal background to probation work.

Traditional learning streams are proving inadequate to equip people for probation work contexts, and there is an increasing call for the skills particular to probation work across the entire justice system. South Africa's unique combination of threats and circumstances presents a special challenge in the area of children and all persons in trouble with the law. Those who work with persons in trouble with the law must be empowered to promote and facilitate their reintegration into society where possible. Current experience suggests that the degree of sophistication and expertise demanded requires specialist input and time-related on-the-job mentored experience.

This qualification aims to address some of the needs of the large numbers of enthusiastic but generally poorly trained people for high quality learning and assessment opportunities if they are to meet the requirements of the Probation Work sector. The possibilities for incremental learning, which builds on generic social work, must be created if the sector is to make the equitable distribution of skills a reality. In addition, there are people who have been working in the sector for some time, and who have gained the additional skills and expertise required through systematic on-the-job training or practical experience. This qualification offers possibilities for appointment in line with their recognised skills.

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

Y

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

It is also assumed that candidates are already competent in Communications and Mathematical Literacy at NQF level 3 when starting to learn towards this qualification.

#### **Recognition of prior learning:**

The Probation Work sector in South Africa understaffed at present. It is further characterised by large numbers of generally poorly trained people who need access to high quality learning and assessment opportunities if they are to meet the requirements of the sector. There are also people who have been working in the sector for some time (some in related professional areas), and who have gained skills and expertise required through systematic on-the-job training or practical experience. The possibilities for incremental learning, which builds on generic social work, must be created if the sector is to make the equitable distribution of skills a reality. In this sense, the aim of this qualification is consistent with SAQA's own transformation goals, and with principles of access and articulation.

This qualification can make an invaluable contribution to personal, organisational and sectoral skills development by providing for the recognition of the skills gained in this manner, through a systematic RPL process. The qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above and the requirements for integrated assessment.

#### **Access to the qualification:**

Open



**QUALIFICATION RULES**

Rules of combination:

**Fundamental****> Communication**

> Candidates are required to achieve 20 credits for Communications.

> In terms of the requirements for an FETC, candidates are required to achieve 20 credits obtained in a second official language at a minimum of level 3.

> Mathematical Literacy - Candidates are required to demonstrate achievement of the 16 credits for the Mathematics unit standards within the context of education, training and development situations.

**Core**

> Candidates must achieve all 70 Core credits listed in the qualification matrix.

**Elective**

> Candidates must achieve at least 16 credits of their choice from any of the available Elective credits in the qualification matrix.

**EXIT LEVEL OUTCOMES**

1. Communicate in a variety of ways.
2. Use mathematics in real life and education, training and development situations.
3. Develop professional and personal competence in probation work.
4. Provide support for persons in trouble with the law.
5. Communicate with and on behalf of young persons at risk for developmental and therapeutic ends.
6. Promote safe and healthy work practices.
7. Promote community-based child and youth care work.

**Critical cross-field outcomes:**

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

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

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

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

**ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > Communication within and about the ETD process is clear, understandable and effective.



2.
  - > The mathematics is applied within a variety of ETD contexts.
3.
  - > Key concepts in probation work are outlined in relation to work in the field and own development as a practitioner.
  - > Knowledge of risk and protection factors in crime prevention as well as underlying social issues are outlined in relation to probation work.
  - > Development strategies for own professional and personal development are described with reference to their significance for individual competence and the development of the profession as a whole.
4.
  - > Range of support services provided, relating to crime prevention, supervision and rehabilitation and diversion programmes, meets identified needs in a probation context.
  - > Boundaries to own involvement are clearly articulated and cases referred to appropriate authorities and services as required.
5.
  - > Communication is respectful of cultural diversity and promotes interaction with relationship-reluctant young persons.
  - > Communication with stakeholders is assertive and promotes the well-being of the person in trouble with the law.
6.
  - > Knowledge is used pro-actively and in an integrated manner to promote safe and healthy behaviour.
7.
  - > Financial and management skills are applied to identify, set up and monitor community based projects which provide for effective child and youth care work.

Integrated assessment:

Assessment should take place within the context of:

- > Given Quality Assurance policies, procedures and processes.
- > A guided and supported learning environment.

Assessment will take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome.

Over and above the achievement of the specified unit standards, evidence of integration will be required as per the following broad criteria, all within the context of an active learning environment.

Assessors should note that the evidence of integration (as below) could well be presented by candidates when being assessed against the unit standards - thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same time gain evidence of integration.

#### **INTERNATIONAL COMPARABILITY**

There are no relevant qualifications in Africa or the SADC region at present. This qualification is seen as critical for the SADC region and Africa at large, where there has been a great deal of interest shown.

International qualifications were examined to ensure that the qualifications model and unit standards proposed are comparable in terms of qualification levels, scope of qualifications, and competencies covered.

Qualifications from the following countries were examined:

New Zealand:

The NZQA lists a number of unit standards that deal with the justice system, youth justice system and criminal justice system alternatives. There is no registered qualification for Probation Work.

Australia:

### Certificate II in Justice Services

This qualification covers competencies which are relevant to staff who work in the industry but who do not have statutory responsibilities. The staff will, in most cases, be directly supervised in their work duties. This may include staff who have no direct responsibility for offender supervision, or who have narrow specialised roles in offender supervision such as escort support or community liaison. The qualification may also be relevant to professional and support staff who have qualifications in specialist occupations but require competency in essential functions necessary to authorise their operational safety in a correctional environment. The qualification may also be achieved in pre-vocational programs achieved as part of an employment selection or preparation program.

### AQF Certificate III

The qualifications at this level apply to staff who are entering operational roles with a general qualification or specialisation for custodial staff and community corrections staff.

Custodial staff will be enrolled in induction training to meet entry level competencies which demonstrate their capacity to assume custodial officer responsibilities. At the completion of this qualification, officers will be expected to assume full custodial duties.

Community Corrections staff will be supervising offenders in the community under direct or indirect supervision and within specified parameters of responsibility defined by work activities or the complexity of assessed offender needs and risks.

The general qualification will apply to all non-operational staff, and staff whose work roles are not defined in specialist sector responsibilities.

### AQF Diploma

The generalist qualification at this level reflects the advanced skills which can operate across sectors and services. The qualification is designed to allow flexibility in the selection of core and optional units to promote broader organizational responsibilities and career diversity.

### England and Wales:

In England and Wales the Diploma in Probation Studies is a work-based, integrated vocational and academic qualification, which normally takes two years to complete.

Trainees are employed by individual services and receive a training salary, during which time they will be allocated a case load (up to half the usual qualified probation officer case load). They achieve a degree (the Integrated Degree in Community Justice), which includes a community justice NVQ level four. The NVQ is work-based, and to gain it trainee probation officers will need to complete 12 required units. Trainees' time is divided between the office, college and private study, so that they receive appropriate experience in the workplace and have enough time for the academic side of their training to allow them to qualify within the agreed timescale.

The probation service recognises the importance of continuing staff development and training and development continues for qualified probation officers throughout their careers. A range of occupational standards provides a common framework. These include areas such as:

- > Community justice.
- > Management.
- > Administration.
- > Information technology.

These standards help members of staff and managers to jointly identify and address the areas where individuals are in need of training and professional development.

### USA (Yolo County):

- > The Probation Department employs Deputy Probation Officers and Detention Officers. During the first year of employment each must complete a lengthy state certified training course, which covers a multitude of subjects.

> Every year thereafter, additional state certified training must be completed (minimum 40 hours for probation officers and 24 hours for detention officers).

> Beyond and more important than the minimum state requirements, training is assigned so the officer has the skills needed to get the job done professionally.

> Training subjects include: Management of Assaultive Behavior; Use of Force/Intervention Techniques; First Aid/CPR; Chemical Agent/OC Spray; Bloodborne Pathogens; Firearms Familiarization; Monthly shoot exercises at the firing range; Quarterly range qualification; PC 832 Search and Seizure; Probation Officer Core Course; Juvenile Institutions Officer Core Course; Legal Updates; Determinate Sentencing Laws and Update; Adult and Juvenile Court Law Updates; Liability; Diversity and Cultural Awareness; Drug/Alcohol Treatment Issues and Awareness; Mental Health Issues and Treatment; Sex Offender Treatment Issues.

#### Findings concerning comparability

There is some diversity internationally, with New Zealand and Australia focusing on the justice system as a whole (with some attention to correctional services) rather than probation work in particular. The qualification from the USA includes competences that are more traditionally associated with law enforcement than probation work.

The qualification proposed, intended for the Assistant Probation Officer, compare best with qualifications in the UK, providing a mix of mandatory and optional units that enable candidates to tailor the qualifications to their particular role.

There remains sound justification in the South African context, though, for a qualification of this nature given the challenges of a post-apartheid nation.

#### ARTICULATION OPTIONS

> Vertical articulation may be achieved via social work, child and youth care work or probation work or any other relevant fields.

> Horizontal articulation may be similarly achieved.

#### MODERATION OPTIONS

> Providers offering learning towards this qualification or the component unit standards must be accredited by the relevant ETQA, or 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, according to moderation principles and the agreed ETQA procedures.

#### CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors must be registered in terms of the requirements of SAQA and the relevant ETQA, or ETQA that has a memorandum of understanding in place with the relevant ETQA.

#### NOTES

N/A

#### UNIT STANDARDS

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	120274 Conduct a formal pre-assessment interview with clients	Level 3	4	Draft - Prep for P Comment
Core	120279 Demonstrate knowledge of crime prevention within a probation context	Level 3	5	Draft - Prep for P Comment
Core	120281 Apply basic communication skills in interactions with persons in trouble with the law	Level 3	5	Draft - Prep for P Comment
Core	120273 Supervise and monitor home-based supervision and other rehabilitation programmes	Level 4	6	Draft - Prep for P Comment
Core	120276 Apply knowledge of social issues in relation to probation work	Level 4	4	Draft - Prep for P Comment

Core	120277	Work as part of a team, under supervision, with persons in trouble with the law	Level 4	5	Draft - Prep for P Comment
Core	120278	Assist in preventing re-offending through implementation of targeted diversion programmes	Level 4	5	Draft - Prep for P Comment
Core	120280	Apply personal development strategies and skills to enhance effective service delivery in probation work	Level 4	5	Draft - Prep for P Comment
Core	120282	Develop, implement and monitor an integrated crime prevention programme	Level 4	6	Draft - Prep for P Comment
Core	120283	Describe the use of relationships for developmental and therapeutic ends in probation work	Level 4	8	Draft - Prep for P Comment
Core	120284	Refer cases in a probation work context	Level 4	5	Draft - Prep for P Comment
Core	120285	Demonstrate basic interpersonal skills with persons in trouble with the law	Level 4	12	Draft - Prep for P Comment
Elective	114941	Apply knowledge of HIV/AIDS to a specific business sector and a workplace	Level 3	4	Registered
Elective	117177	Promote and uphold the rights of children and youth	Level 3	4	Registered
Elective	119726	Participate in public education and advocacy campaigns in communities	Level 3	4	Registered
Elective	114478	Conduct basic lay counselling in a structured environment	Level 4	15	Registered
Elective	117185	Participate in a developmental assessment	Level 4	8	Registered
Elective	110059	Plan and conduct research that redresses social development issues	Level 5	10	Registered
Elective	117186	Demonstrate knowledge of lifespan development theories for application in child and youth care work	Level 5	5	Registered
Fundamental	8968	Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969	Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970	Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	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:

#### Supervise and monitor home-based supervision and other rehabilitation programmes

SAQA US ID	UNIT STANDARD TITLE		
120273	Supervise and monitor home-based supervision and other rehabilitation programmes		
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Probation Work		9	
UNIT STANDARD TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Health Sciences and Social Services	Promotive Health and Developmental Services
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate basic understanding of human behaviour.

#### **SPECIFIC OUTCOME 2**

Describe and explain the key principles of supervised rehabilitation programmes.

#### **SPECIFIC OUTCOME 3**

Implement home-based supervision.

#### **SPECIFIC OUTCOME 4**

Implement other supervised rehabilitation programmes.

#### **SPECIFIC OUTCOME 5**

Monitor and report on supervised rehabilitation programmes.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Conduct a formal pre-assessment interview with clients

SAQA US ID	UNIT STANDARD TITLE		
120274	Conduct a formal pre-assessment interview with clients		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Probation Work	9		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 3	Regular

#### SPECIFIC OUTCOME 1

Gather and record all information required for the completion of a formal pre-assessment interview with a client.

#### SPECIFIC OUTCOME 2

Conduct a basic preliminary interview.

#### SPECIFIC OUTCOME 3

Pass on the preliminary information.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Demonstrate a basic understanding of probation work

SAQA US ID	UNIT STANDARD TITLE		
120275	Demonstrate a basic understanding of probation work		
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Probation Work		9	
UNIT STANDARD TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Health Sciences and Social Services	Promotive Health and Developmental Services
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate knowledge of probation related information.

#### **SPECIFIC OUTCOME 2**

Demonstrate an understanding of key concepts and critical role players within the probation work field.

#### **SPECIFIC OUTCOME 3**

Demonstrate knowledge of guiding principles and ethical code of conduct for operating within the probation services field.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Apply knowledge of social issues in relation to probation work

SAQA US ID	UNIT STANDARD TITLE		
120276	Apply knowledge of social issues in relation to probation work		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Probation Work	9		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

#### SPECIFIC OUTCOME 1

Identify, manage or refer health-related social issues in relation to probation work.

#### SPECIFIC OUTCOME 2

Identify, manage or refer violence and/or human abuse-related social issues in relation to probation work.

#### SPECIFIC OUTCOME 3

Identify, manage or refer addiction-related social issues in relation to probation work.

#### SPECIFIC OUTCOME 4

Identify, manage or refer street children-related social issues in relation to probation work.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Work as part of a team, under supervision, with persons in trouble with the law**

SAQA US ID	UNIT STANDARD TITLE		
120277	Work as part of a team, under supervision, with persons in trouble with the law		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Probation Work	9		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Contribute to effective functioning of a probation work team.

#### **SPECIFIC OUTCOME 2**

Demonstrate understanding of multi-disciplinary team work.

#### **SPECIFIC OUTCOME 3**

Contribute to effective delivery in a multi-disciplinary team.

#### **SPECIFIC OUTCOME 4**

Describe the ethical considerations for working in a team in a probation work context.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Assist in preventing re-offending through implementation of targeted diversion programmes

SAQA US ID	UNIT STANDARD TITLE		
120278	Assist in preventing re-offending through implementation of targeted diversion programmes		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Probation Work	9		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate knowledge of targeted diversion programmes.

#### **SPECIFIC OUTCOME 2**

Plan a diversion programme.

#### **SPECIFIC OUTCOME 3**

Assist in delivering a diversion programme.

#### **SPECIFIC OUTCOME 4**

Facilitate community service placements.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Demonstrate knowledge of crime prevention within a probation context**

SAQA US ID		UNIT STANDARD TITLE	
120279		Demonstrate knowledge of crime prevention within a probation context	
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Probation Work		9	
UNIT STANDARD TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Health Sciences and Social Services	Promotive Health and Developmental Services
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate understanding of crime prevention theory.

#### **SPECIFIC OUTCOME 2**

Describe and explain a range of crime prevention strategies.

#### **SPECIFIC OUTCOME 3**

Communicate information for crime prevention purposes.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Apply personal development strategies and skills to enhance effective service delivery in probation work**

SAQA US ID	UNIT STANDARD TITLE		
120280	Apply personal development strategies and skills to enhance effective service delivery in probation work		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Probation Work	9		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Reflect critically on own practice.

#### **SPECIFIC OUTCOME 2**

Identify and access resources for self-development.

#### **SPECIFIC OUTCOME 3**

Use supervision as a means of self-development.

#### **SPECIFIC OUTCOME 4**

Develop and implement a self-development plan.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Apply basic communication skills in interactions with persons in trouble with the law**

SAQA US ID		UNIT STANDARD TITLE	
120281		Apply basic communication skills in interactions with persons in trouble with the law	
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Probation Work		9	
UNIT STANDARD TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Health Sciences and Social Services	Promotive Health and Developmental Services
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate understanding of role of verbal and non-verbal communication in interactions.

#### **SPECIFIC OUTCOME 2**

Adapt communication to specific interactive contexts.

#### **SPECIFIC OUTCOME 3**

Provide information and/or feedback to significant stakeholders in a probation work context.

#### **SPECIFIC OUTCOME 4**

Initiate and effect disengagement of working relationships with person in trouble with the law.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

Develop, implement and monitor an integrated crime prevention programme

SAQA US ID	UNIT STANDARD TITLE		
120282	Develop, implement and monitor an integrated crime prevention programme		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Probation Work	9		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 4	Regular

**SPECIFIC OUTCOME 1**

Develop an integrated crime prevention programme.

**SPECIFIC OUTCOME 2**

Implement an integrated crime prevention programme.

**SPECIFIC OUTCOME 3**

Monitor and report on an integrated crime prevention programme.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Describe the use of relationships for developmental and therapeutic ends in probation work**

SAQA US ID	UNIT STANDARD TITLE		
120283	Describe the use of relationships for developmental and therapeutic ends in probation work		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Probation Work	9		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Describe the role of relationships in probation work.

#### **SPECIFIC OUTCOME 2**

Describe key elements in building and maintaining relationships in a probation work context.

#### **SPECIFIC OUTCOME 3**

Describe the use of interpersonal skills to establish and maintain relationships.

#### **SPECIFIC OUTCOME 4**

Describe the process of engagement and disengagement of working relationships.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

Refer cases in a probation work context

SAQA US ID	UNIT STANDARD TITLE		
120284	Refer cases in a probation work context		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Probation Work	9		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

#### SPECIFIC OUTCOME 1

Demonstrate understanding of the social work field.

#### SPECIFIC OUTCOME 2

Construct an elementary community profile.

#### SPECIFIC OUTCOME 3

Refer cases outside of own scope.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Demonstrate basic interpersonal skills with persons in trouble with the law

SAQA US ID	UNIT STANDARD TITLE		
120285	Demonstrate basic interpersonal skills with persons in trouble with the law		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Probation Work	9		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Critically evaluate own performance in interactions with persons in trouble with the law.

#### **SPECIFIC OUTCOME 2**

Demonstrate understanding of cultural diversity.

#### **SPECIFIC OUTCOME 3**

Use interpersonal skills to establish and maintain relationships with persons in trouble with the law, and their families (where applicable).

#### **SPECIFIC OUTCOME 4**

Identify and facilitate problem solving in interpersonal contexts in the life space of the person in trouble with the law.

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