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

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

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

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

For enquiries and information:

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Cell: 083 640 6121**

GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1206

15 December 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

Educators in Schooling

Registered by Organising Field 05, Business, Commerce and Management Studies, publishes the following standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards. The unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, **Hatfield Forum West, 1069 Arcadia Street, Hatfield, Pretoria.**

Comment on the unit standards should reach SAQA at the address ***below and no later than 20 January 2006.*** All correspondence should be marked **Standards Setting – SGB for Educators in Schooling** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: dmphuthing@saga.co.za



SHAMRITA BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Facilitate learning through arts and culture-based education methods

SAQA US ID	UNIT STANDARD TITLE		
123121	Facilitate learning through arts and culture-based education methods		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Educators Schooling	5		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Schooling	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 5	Regular

SPECIFIC OUTCOME 1

Structure learning experiences using arts and culture-based methodologies.

SPECIFIC OUTCOME 2

Manage outcomes of arts and culture-based learning experiences.

SPECIFIC OUTCOME 3

Mediate learning using arts and culture-based activities.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Design and develop arts and culture-based education programmes and activities

SAQA US ID	UNIT STANDARD TITLE		
123122	Design and develop arts and culture-based education programmes and activities		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Educators Schooling	5		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Schooling	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 5	Regular

SPECIFIC OUTCOME 1

Analyse information on curricula to guide planning and design of learning programmes and activities.

SPECIFIC OUTCOME 2

Plan arts and culture-based learning programmes and activities taking into consideration the development of learners.

SPECIFIC OUTCOME 3

Develop resources for planned arts and culture-based learning programmes and activities.

SPECIFIC OUTCOME 4

Evaluate arts and culture-based learning programmes and activities.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Design arts and culture-based education curricula

SAQA US ID	UNIT STANDARD TITLE		
123123	Design arts and culture-based education curricula		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Educators Schooling	5		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Schooling	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 5	Regular

SPECIFIC OUTCOME 1

Establish partnerships needed for curriculum design.

SPECIFIC OUTCOME 2

Identify the factors to be addressed in curricula.

SPECIFIC OUTCOME 3

Develop curriculum frameworks for arts-based education.

SPECIFIC OUTCOME 4

Develop assessment frameworks for specific curricula.

SPECIFIC OUTCOME 5

Evaluate curriculum and make adjustments indicated by findings.

SPECIFIC OUTCOME 6

Record curriculum and related information for use by others.

No. 1207

15 December 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

Wholesale and Retail

Registered by Organising Field 11, Services, 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.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, **Hatfield Forum West, 1069 Arcadia Street, Hatfield, Pretoria.**

Comment on the qualification and unit standards should reach SAQA at the address ***below and no later than 20 January 2006.*** All correspondence should be marked **Standards Setting – SGB for Wholesale and Retail** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

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e-mail: dmphuthing@saga.co.za

SHAMRITA BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Wholesale and Retail Store Administration

SAQA QUAL ID	QUALIFICATION TITLE		
50061	Further Education and Training Certificate: Wholesale and Retail Store Administration		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Retail and Wholesale	11		
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
Further Ed and Training Cert	Services	Wholesale and Retail	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	120	Level 4	Regular-Unit Stds Based

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

This qualification is a step in a learning pathway that underpins a career in the Wholesale and Retail arena. This qualification is rooted in actual practice and the learner is expected to be part of a public or private organisation and/or company operating in the area. It was designed specifically to meet the needs of the major chain stores who require trained individuals specialising in administration relevant to the industry.

As a result, the FETC in Wholesale and Retail Store Administration, NQF Level 4, is designed to meet the needs of the learners who are already employed and involved in the Wholesale and Retail field.

The Certificate will form part of a learning pathway that currently stretches from NQF Level 2 to a National Certificate at NQF Level 5.

Specifically, the purpose of this Certificate qualification is to equip learners to understand and acquaint themselves with the principles of administration within the Wholesale and Retail sector. The Certificate further aims to build capacity and improve skills in the Wholesale and Retail sector thus ensuring the development of competence and increased service delivery in this field.

Rationale:

South Africa has a well-developed and extensive Wholesale and Retail industry, which is spread nationally.

All those individuals who aspire to pursuing a career in the Wholesale and Retail Sector may benefit from this Qualification.

The development of competence in this field may lead to world-class service delivery and company longevity. Application of the learning achieved in completing this qualification may also assist persons to enter other industries where they may be able to apply their management skills in a different context.

This qualification reflects the needs of the Wholesale and Retail Sector both now and in the future. It gives accessibility and flexibility to learners employed at the appropriate level desiring learning and growth opportunities, especially those individuals wishing to enter the management level.

The added value of the skills, knowledge and understanding developed by the Certificate should result in greater productivity arising from the improved performance by the learner, due to the integration of the learning, which may have taken place in the workplace.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

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

- > Mathematical Literacy at Level 3
- > Communication at Level 3
- > The Unit Standards entitled:
 - > "Operate a computer in the Wholesale and retail outlet"
 - > "Maintain and administer documents relating to client account"

Recognition of Prior Learning:

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

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

RPL may also be used by learners, who are not in possession of an FETC or equivalent qualification, to gain access to the Qualification.

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

Access to the Qualification:

There is open access to any learner who is employed in the Wholesale and Retail sector or any related field in which sector specific Unit Standards and exit level outcomes can be assessed bearing in mind the learning assumed to be in place.

QUALIFICATION RULES

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 foundation for further learning.

The Qualification is made up of Unit Standards classified as Fundamental, Core and Elective. A minimum of 120 Credits is required to complete the Qualification.

In this Qualification the Credits are allocated as follows:

- > All Fundamental Unit Standards totalling 56 Credits are compulsory.
- > All Core Unit Standard totalling 40 Credits are compulsory.
- > Learners are to select Elective Unit Standards totalling 24 Credits to complete the qualification. Learners may choose Electives from those provided in the qualification or the learners can choose any registered Unit Standard that is applicable to the learning required and that is approved by appropriate ETQA as an Elective within the Qualification.

EXIT LEVEL OUTCOMES

1. Communicate orally and in writing in two languages in a Wholesale and Retail and business environment.
2. Apply knowledge of mathematics in a defined environment.
3. Develop plans for and supervise individuals in work units.

4. Supervise functions relating to document administration in a Wholesale and Retail outlet.
5. Perform and supervise stock related functions.

ASSOCIATED ASSESSMENT CRITERIA

1:

- > Oral communication is responded to, analysed and evaluated correctly and information shared with clients.
- > A variety of texts are read, analysed and responded to correctly.
- > Texts are written and edited effectively and creatively.
- > Information from written texts are recalled, reorganised, summarised and evaluated for further use.
- > Audience and context needs are accommodated in oral communication.

2:

- > Calculations needed in the work situation are performed correctly mentally and using a calculator.
- > Mathematical concepts are applied to situations in daily life.

3:

- > Work plans are developed and aligned according to business plans.
- > Work is planned and allocated in a participative manner, in accordance with resourcing requirements.
- > Interpersonal team processes are managed to achieve required outputs.
- > Outcomes are compared with key performance areas as identified in the work plan.

4:

- > Administration documentation is analysed and verified according to organisational procedure.
- > Discrepancies within documentation are identified, analysed and resolved as per organisational procedures.
- > Documents are authorised according to administrative procedures of the organisation.
- > Documents are distributed to relevant parties according to set deadlines of the organisation.
- > Storage and filing of retained documentation for future reference is completed as per organisational and legal requirements.
- > Confidential information is defined and described according to organisational procedures.
- > Time keeping records are authorised and forwarded to pay office as per organisational policies and procedures.

5:

- > Ways in which shrinkage and losses occur is explained in relation to the process of receiving and dispatching stock.
- > Stock records are maintained to enhance the supply chain following organisational procedures.
- > Stock to be dispatched is selected and prepared as per instruction and relevant documentation is completed according to organisational procedures.
- > Receipts and dispatches of stock are checked to have been recorded accurately and within deadlines.
- > Sales are monitored and staff not recording sales correctly are identified and appropriate measures to prevent future occurrences proposed.
- > Count records for periodic or perpetual stock checks are prepared and handed out for counting.

Integrated assessment:

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

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

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

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

context appropriate to the assessment.

The term integrated assessment implies that theoretical and practical components should be assessed together. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated and, during integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, foundational and reflective competencies should be assessed. Assessment should further ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated way.

INTERNATIONAL COMPARABILITY

This Qualification has been benchmarked against international practice in Wholesale and Retail. The following list of qualifications relate to the FETC: Wholesale and Retail Supervisory Management.

- > National Certificate in Business Administration: (0634) - New Zealand.
- > Certificate IV in Business (Administration): (BSA40100) - Australia.
- > Level 4 Administration: (G5W7) - Scotland.

In addition the Qualification relates to the following courses offered by independent providers:

- > ITC Mini Basic Business Administration Course in Russia - (www.mbba.rus).
- > Business Administration, Basic course offered by Orebro Universitet in Sweden - (www.oru.se).
- > Business Administration Course offered by Bemidji State University - (www.bemidjistate.edu).
- > Administration components of the Hotel Management Course offered at Utalii College in Kenya - (www.utalii.co.ke).

In addition to the above the international Unit Standards as listed below broadly translate to the newly developed Unit Standards as included in this Qualification.

- > Control administration in a Wholesale and Retail outlet:
 - > Complete administration tasks and use office equipment - (NZ 18221).
 - > Coordinate retail office - (AUS WRRCA4B).
 - > Administration - (SL EF3D).
- > Administer & authorise time keeping records for payroll purposes:
 - > Demonstrate time management - (NZ 12349).
 - > Prepare payroll - (AUS WRRF4B).
- > Administer stock control records:
 - > Operate inventory systems to record and monitor inventory activities - (NZ 334).
 - > Demonstrate knowledge of stock control procedures in a retail/distribution environment - (NZ11958).
 - > Maintain and order stock - (AUS WRR15A).
 - > Stock control - (SL D0ST).

Key:

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

ARTICULATION OPTIONS

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

- > (ID 20357): Certificate: Business Administration at NQF Level 4.
- > (ID 35928): National Certificate: Business Administration Services at NQF Level 4.

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

- > (ID 36150): Certificate: Administration Management at NQF Level 5.

- > (ID 36129): Diploma: Administration Management at NQF Level 5.
- > (ID 23618): Certificate: Office Administration at NQF Level 5.

MODERATION OPTIONS

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

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

> Moderation must include both internal and external moderation of assessments at all exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Exit Level Outcomes of the Qualification.

> Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

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

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

- > To be registered as an assessor with the relevant ETQA.
- > To be in possession of a relevant Qualification at NQF Level 5 or higher.
- > A minimum of three years practical and relevant occupational experience.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

NOTES

N/A

UNIT STANDARDS

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	10981 Supervise work unit to achieve work unit objectives (individuals and teams)	Level 4	12	Registered
Core	118043 Supervise stock counts	Level 4	6	Registered
Core	120315 Control Administration in a Wholesale and Retail outlet	Level 4	20	Draft - Prep for P Comment
Elective	13914 Conduct a formal meeting	Level 3	3	Registered
Elective	13917 Indicate the role of a team leader ensuring that a team meets an organisation's standards	Level 3	6	Registered
Elective	13931 Monitor and control the maintenance of office equipment	Level 3	4	Registered
Elective	114892 Dispatch stock	Level 3	10	Registered
Elective	114896 Receive stock	Level 3	12	Registered
Elective	114901 Control customer repairs and credits	Level 3	8	Registered
Elective	114905 Administer day-end cashing up procedures	Level 3	8	Registered
Elective	114909 Administer and control the organisation's deposits and floats	Level 3	8	Registered
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	11473 Manage individual and team performance	Level 4	8	Registered
Elective	13944 Describe the relationship of junior management to the general management function	Level 4	5	Registered
Elective	13947 Motivate a team	Level 4	6	Registered
Elective	13952 Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit	Level 4	8	Registered
Elective	14667 Describe and apply the management functions of an organization	Level 4	10	Registered
Elective	110009 Manage administration records	Level 4	4	Registered
Elective	114741 Finalise and interpret accounts	Level 4	4	Registered
Elective	118040 Control credit administration	Level 4	8	Registered
Elective	120314 Administer Stock Control Records	Level 4	10	Draft - Prep for P Comment
Elective	120316 Administer and Authorise Time Keeping Records for payroll purposes	Level 4	5	Draft - Prep for P Comment
Elective	12433 Use communication techniques effectively	Level 5	8	Registered
Elective	15223 Implement training needs for teams and individuals to upgrade skills levels	Level 5	3	Registered
Elective	15230 Monitor team members and measure effectiveness of performance	Level 5	4	Registered
Elective	118036 Assess and finalise credit application	Level 5	8	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	9302 Access information in order to respond to client enquiries in a financial services environment	Level 3	2	Reregistered
Fundamental	9303 Communicate verbally with clients in a financial environment	Level 3	3	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	12155 Apply comprehension skills to engage written texts in a business environment	Level 4	5	Reregistered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Administer Stock Control Records

SAQA US ID	UNIT STANDARD TITLE		
120314	Administer Stock Control Records		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Retail and Wholesale	11		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Services	Wholesale and Retail	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 4	Regular

SPECIFIC OUTCOME 1

Explain how stock records affect the business.

SPECIFIC OUTCOME 2

Receipt and dispatch records are checked.

SPECIFIC OUTCOME 3

Sale records are checked.

SPECIFIC OUTCOME 4

Stock counts are checked.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Control Administration in a Wholesale and Retail outlet

SAQA US ID	UNIT STANDARD TITLE		
120315	Control Administration in a Wholesale and Retail outlet		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Retail and Wholesale	11		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Services	Wholesale and Retail	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	20	Level 4	Regular

SPECIFIC OUTCOME 1

Analyse and verify administration documentation.

SPECIFIC OUTCOME 2

Resolve identified discrepancies appearing on the administration documentation.

SPECIFIC OUTCOME 3

Manage finalisation of administrative documentation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Administer and Authorise Time Keeping Records for payroll purposes

SAQA US ID	UNIT STANDARD TITLE		
120316	Administer and Authorise Time Keeping Records for payroll purposes		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Retail and Wholesale	11		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Services	Wholesale and Retail	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Check time keeping records for completeness.

SPECIFIC OUTCOME 2

Authorise short time and overtime.

SPECIFIC OUTCOME 3

Authorise time keeping records.

No. 1208

15 December 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

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.saqqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, **Hatfield Forum West, 1069 Arcadia Street, Hatfield, Pretoria.**

Comment on the unit standards should reach SAQA at the address ***below and no later than 20 January 2006.*** All correspondence should be marked **Standards Setting – SGB for Administration** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

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e-mail: dmphuthing@saqa.co.za

SHAMRITA BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Governance and Administration

SAQA QUAL ID	QUALIFICATION TITLE		
50222	National Certificate: Governance and 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	130	Level 5	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The qualification provides the learner with a level of knowledge and competence that can be applied in a practical workplace environment, involving elements of management, administration and governance. The qualification provides the learner with the knowledge and skills that can be applied in a variety of entities as well as an understanding of their philosophy and operational requirements. It also provides a step to a higher level of learning in governance, administration and finance, and widens the learner's opportunities for advancement.

The learner will be equipped with the primary skills to handle a variety of administrative functions within the scope of management, management information systems, taxation and financial accounting.

Rationale:

The Certificate addresses the needs of staff from supervisory to junior managerial level (for example, assistant manager) The qualification remains broadly focused but it introduces elements of management.

It is aimed at providing a relevant qualification at a junior management level. Since there is a dearth of qualified people at this level, there is a definite demand for this qualification from the formal sector of the economy. Despite the unstructured nature of the informal sector of the economy, it is anticipated that a demand will also arise from this sector. It also aims to provide recognition to staff with relevant experience but without a recognised qualification by giving them a registered qualification which can be obtained in a number of ways including through the RPL process.

The qualification offers a planned combination of learning outcomes, which have a defined purpose, which includes reading a balance sheet, completing a tax return and understanding legal and Information and Communication Technology issues.

There is a large demand for qualified staff and the qualification goes some way in addressing this shortfall. Qualified learners will be able to enter the market as entrepreneurs, doing their own tax returns and books of account. In the government, NGO and business world, the successful learner will become more confident, given the acquisition of further theoretical knowledge which will prepare him/her for potential promotion.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners are competent in Communication, Mathematical Literacy and Accounting at NQF Level 4. Learners should also be computer literate at NQF Level 3.

Recognition of prior learning (RPL):

This qualification can be achieved wholly or in part through the Recognition of Prior Learning. The individual should be thoroughly briefed prior to the assessment, and will be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition.

The approach taken to RPL in this qualification reflects the objectives of the NQF in that it will allow access to a qualification for a large section of previously disadvantaged persons who were marginalised from mainstream education and training. RPL will also provide access for the youth and unemployed to embark on learning and career path progression. RPL will provide recognition of experience acquired over many years in the workplace for those already employed. RPL will allow these persons to accumulate credits for experiential learning gained.

Access to the qualification:

It is preferable for learners to first have completed a qualification in management and/or administration at level 4 or equivalent before accessing this qualification.

QUALIFICATION RULES

The 130 credits for the qualification are made up as follows:

- > Fundamental learning Component: 50
- > Core learning component: 70
- > Elective Component: 10
- > Total: 130

EXIT LEVEL OUTCOMES

Fundamental learning component (Compulsory for all learners)

1. Understand basic principles of business information systems and apply them to a range of different work contexts.

Core learning component (Compulsory for all learners)

2. Understand basic business management principles and be able to apply them in a range of work contexts.
3. Complete and submit to SARS, individual and corporate tax returns timeously and accurately in accordance with the Income Tax Act.
4. Demonstrate a thorough knowledge of financial accounting principles and their applications, and a basic knowledge of corporate financial accounting.

Elective Learning Component (Learners are to choose one of the electives listed below)

- 5.1 Understand basic business management principles and be able to apply them in a range of work contexts.
- 5.2 Identify and explain the typical success factors for SMME promotion and a range of other local economic development strategies and tools.

6. Contribute to the management of costs and the enhancement of value.

ASSOCIATED ASSESSMENT CRITERIA

Fundamental learning component (Compulsory for all learners)

1.
 - > A clarification is given of the types of information needed within an organisation.
 - > An outline is given of the responsibilities of an ICT Department in managing the organisational ICT resources.
 - > End users are supported to facilitate service delivery.
 - > An outline is given of the structure and functions of various hardware and software technologies available for an organisation.

- > Application is made of suitable selection criteria and acquisition processes.
- > A demonstration is given of how the database and communications resources can be used in controlling and distributing information.
- > An explanation is given of the basic functionality of different types of business software applications and uses where appropriate.

Core learning component (Compulsory for all learners)

2.

- > The business structure and its organising features are identified and quantified for the intended market.
- > Basic management functions and techniques are applied to assess the performance (or planned performance) of a business.
- > Areas within the business flow where constraints or bottlenecks can occur are identified and solutions to solving or preventing them are provided.
- > An analysis is provided of ways to apply alternative management and marketing structures and strategies.
- > An outline is provided of the roles and importance of Human Resource Management and Labour Relations within the organisation.

3.

- > An explanation is given of the tax concept of "income".
- > Tax returns are handled correctly.
- > Corporate issues related to taxation are identified and examples used to relate them to a specific organisation.

4.

- > The principles of partnership accounting are applied in a practical context.
- > The principles of accounting applicable to limited companies are applied in a practical context.
- > The principles of accounting applicable to close corporations are applied in a practical context.
- > A cash flow statement is prepared to reconcile net profit before tax with cash flows generated from operations.
- > Group financial statements are prepared in compliance with the provisions of the Companies Act.
- > Financial statements are carefully analysed and correctly interpreted for the benefit of management and/or investors.

Elective Learning Component (Learners are to choose one of the electives listed below)

Elective 1:

5.1

- > The business structure and its organising features are identified and quantified for the intended market.
- > Basic management functions and techniques are applied to assess the performance (or planned performance) of a business.
- > An analysis is provided of ways to apply alternative management and marketing structures and strategies.
- > An outline is provided of the roles and importance of Human Resource Management and Labour Relations within the organisation.

Elective 2:

5.2

- > The concept of success is defined in the local economic development environment together with the factors that contribute to the success.
- > The link between the factors and a successful outcome are discussed using an example of a local economic development project or programme.
- > A decision is made of the way in which the success factors can be measured, both qualitatively and quantitatively, in terms of their contribution to the project is determined.
- > A success factor analysis process is applied to a local economic development strategy.
- > A development plan for taking corrective action to achieve greater success is compiled using the results of the analysis.

6.

- > The business environment is defined in relation to generally accepted accounting practice.
- > Various accounting techniques are described and utilised to collect, analyse and disseminate cost information.
- > The principles and theory underpinning accounting are explained in relation to costing systems within the

framework of GAAP/GRAP.

- > External and internal sources are utilised to obtain information about costs
- > Trends in prices are monitored for movements and analysed on a regular basis to identify potential implications for the organisation.
- > Budgeted costs are compared with actual costs and variances are analysed with a view to suggesting remedial action.
- > Recommendations are made to reduce costs and enhance value using cost information and performance indicators.

Integrated assessment

The assessment of this qualification is through a programme of formative and summative assessments, which can take the form of a written examination.

The learner needs to:

- > Demonstrate competence by means of the practical application of the embedded knowledge in a manner that proves competence.
- > Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken by means of explanation and/or examination.

The assessments are designed to indicate not only the knowledge gaps and skills deficits of the learner, but also highlight the learner's strengths and weaknesses related to the other elements of applied competence, namely:

- > Information processing and the power of analysis.
- > Problem solving and a decision making capacity.
- > Communication skills.

The assessment process is capable of being applied to RPL, subject to the rules and criteria of the relevant ETQA.

INTERNATIONAL COMPARABILITY

This qualification is in every way equivalent to the ICSA (Institute of Chartered Secretaries and Administrators) international qualification offered in the following countries: United Kingdom, New Zealand, Australia, Singapore, Malawi, Canada, Nigeria, Kenya, Botswana, Swaziland, India and Ghana.

The Exit Level Outcomes and Associated Assessment Criteria of this qualification match those of the qualifications offered in each of the above-mentioned countries. The degree of difficulty and notional learning time are comparable to the offerings in those countries as well.

ARTICULATION OPTIONS

Since this qualification is the second step in a qualification-set from NQF 5 to NQF 7, there is articulation with the Certificate at NQF Level 6 that follows. Additionally, components of this qualification should provide the learner with credits towards part of a qualification such as a diploma at levels 5 or 6 in management and administration, as well as towards a BCom.

It also articulates horizontally with the National Certificate: Management and Administration, Level 5 (ID 49126).

MODERATION OPTIONS

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

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

> Moderation must include both internal and external moderation of assessments at all exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described

in the qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors wishing to assess learners against this qualification should:

- > Be registered as assessors with the relevant ETQA.
- > Be in possession of a qualification in accounting, administration or management at NQF level 6 or above.

NOTES

N/A

UNIT STANDARDS

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



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Governance and Administration

SAQA QUAL ID	QUALIFICATION TITLE		
50223	National Certificate: Governance and Administration		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Administration	3		
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
National Diploma	Business, Commerce and Management Studies	Office Administration	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	120	Level 7	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of the qualification is to equip senior managers and administrators in the public and private sectors with the theory underpinning their work. This will enable them to acquire the practical skills to perform competently at this level within an organisation.

The learning in this qualification is broad-based, with the emphasis on governance, administration and strategic issues. This covers the requirements of both the public and private sectors.

This qualification is the final step on the development path towards a full qualification in Governance and Administration. Given the need for appropriately trained and skilled managers and administrators in the corporate field (including both public and private sectors) in South Africa, successful learners will be able to contribute substantially to social and economic transformation. This is particularly relevant in the context of the need for appropriate governance in our developing democracy.

Rationale:

This qualification is the final level one in the learning pathway in Governance and Administration which starts at NQF level 4. The range of learners is identified as being people who have advanced from middle management into senior management roles up to and including director, CEO, Head of Department (public) level.

This qualification is focused on governance at a public and corporate level and includes administration, secretaryship, governance and corporate financial management. A successful learner is able to apply to be admitted to ICSA International as Chartered Secretaries.

There is sufficient demand for this qualification from corporate and public organisations. Listed organisations on the Johannesburg Securities Exchange are required by the JSE Rules to have a "suitably qualified person" appointed as Company Secretary. Our young democracy needs people in the public sector and parastatals who are suitably qualified to lead and guide our country and it's people to be ranked among the best in the world. The successful learner will find employment opportunities with this qualification, at a senior level, especially in the corporate, public sector and/or professional world. Chartered Secretaries are recognised worldwide as the appropriately qualified persons to be appointed as Company Secretaries in terms of the various statutory requirements in the different countries.

Successful learners will be able to undertake leadership roles with confidence, be able to motivate their staff, understand and advise on legal and accounting matters as well as be able to contribute to corporate and

public strategic planning.

Should there be no opportunities in their present employment, passed students will be highly marketable because, by applying the course content, they will be able to become successful managers of high performing departments/teams and their management skills will prove useful in life outside the corporate and/or public environment (for example, as club/society officials).

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners are competent in Communication, Mathematical Literacy and Accounting at NQF Level 5 and in Computer Literacy at NQF Level 3.

Recognition of prior learning:

This qualification can be achieved wholly or in part through the Recognition of Prior Learning. The individual should be thoroughly briefed prior to the assessment, and will be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition.

Access to the qualification:

Learners should preferably have completed the National Certificate in Governance and Administration level 6, or an equivalent qualification in administration and/or management, before accessing this qualification.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

Fundamental Component (compulsory for all learners):

1. Understand the relationship between the secretary, the board and members as well as the concepts, "compliance", "law and practice of meetings" and "share registration" and apply this knowledge to the duties of a company secretary within a corporate or public organisation environment.

Core Component (compulsory for all learners):

2. Understand and apply the concepts of corporate governance and best governance practice within a corporate and public environment.

3. Understand the importance of strategic and functional administration and apply it within a corporate/public environment.

Elective Component (learners are to choose one elective):

> Learners who have an LLB degree with Corporate Law as a major subject, may elect to complete the first Elective (Corporate Financial Management).

> Learners who have qualified as a CA (SA) or equivalent, or have a first B Com degree with a financial accounting and financial management component, may elect to complete the second Elective.

4. Demonstrate understanding of the impact of the fiscal environment on the organisation and its decision-making and apply the skills of corporate financial planning.

5. Explain legislation as applied to corporate and public bodies and apply such knowledge in practical situations.

> Range: Companies Act, Close Corporations Act, Insider Trading Act, Access to Information Act, Electronic Communications Act, Financial Intelligence Centre Act, Public Financial Management Act and the Insolvency Act.

ASSOCIATED ASSESSMENT CRITERIA

Fundamental Component (compulsory for all learners):

1:

- > An understanding is demonstrated of the different roles and responsibilities of the company secretary, the directors and board members and their interaction within a corporate environment.
- > The statutory requirements for the incorporation and running of a limited liability legal entity and, the secretary's role in the financial year-end process and in the application of best practices relating to corporate governance is understood and applied in practice.
- > The company secretary's role in ensuring that general and board meetings of a legal entity are lawful are understood and applied in an organisation.
- > The work done by the secretary as the company's share registrar is explained with examples.
- > Range: Includes the supervision of share transfer secretaries.

Core Component (compulsory for all learners):

2:

- > The history of corporate governance is explained demonstrated by illustrating its implications and application in a company environment.
- > The functions, powers and duties of both executive and non-executive directors are explained with an emphasis on the relationship between directors and shareholders.
- > An explanation is given of all the facets of the company's financial statements and the role of the auditor in their preparation.
- > Risk management knowledge and principles are applied in a company environment.
- > A risk management plan is drawn up for a range of companies and organisations.

3:

- > The role players in corporate/public administration are identified and an explanation given of their specific roles, functions and duties.
- > The value of information as a corporate resource within the contemporary organization using examples of good practice.
- > An assessment is made of the degree of compliance of the company/public entity with current employment law and practice.
- > An explanation is given of how different forms of provision for retirement funding are implemented by companies/organisations.
- > Range: State pension, defined contribution and defined benefit schemes.
- > The ways in which risk and its management and mitigation through insurance are addressed by organizations is explained through analysis of organizational practice.
- > The level of compliance of the organisation with regard to applicable taxation legislation is monitored with a view to recommending remedial action where compliance is unsatisfactory.
- > An explanation is given of the importance of management and protection of fixed assets in an organisation and how they contribute to an organisation's overall business objectives.

Elective Component (learners are to choose one elective):

> Learners who have an LLB degree with Corporate Law as a major subject, may elect to complete the first Elective (Corporate Financial Management).

> Learners who have qualified as a CA (SA) or equivalent, or have a first B Com degree with a financial accounting and financial management component, may elect to complete the second Elective.

4:

- > The financial requirements of an organisation and the financial sources available to it are researched and compared with each other.
- > An explanation is given of the role of capital markets and their efficiency as they relate to organisational investments.
- > Range: Johannesburg Securities Exchange, Industrial Development Corporation, Business Partners (Ex SBDC), DTI agencies, Banks.
- > The nature and importance of capital structure and the cost of capital is explained in terms of their relevance for the sustainability and profitability of an organisation.
- > The principles of working capital management in the organisational context are explained with examples of good practice.
- > An analysis and interpretation are made of financial statements from an investor's perspective.
- > Details are provided on the need for business restructuring and an analysis is made of the implications to a range of organisations.

> An understanding is demonstrated of the impact of global and multinational operations on corporate financial management.

5:

> The concept of "corporate personality" as applied to business entities is explained in terms of the legal implications this has for organisations and its board, board members and management staff, as well as any other role players.

> Details are provided of the interaction required and permissible between members, the corporate body and third parties in terms of functions, duties, responsibilities and the disclosure of information.

> The Public Financial Management Act is applied in the service delivery of a public institution.

> The implications of The Public Financial Management Act for the taxpayer are explained illustrating both the advantages and disadvantages.

> The qualifications, appointments and duties of directors and officers of corporate bodies are explained by relating them to the functions, duties and responsibilities of each person.

> An explanation is given of the purpose of meetings of companies and CC's.

> The concepts, "Members' interests", "minority protection", "shares" and "debentures" and their transactions are explained by way of practical examples from organisations.

> The statutory provisions addressing corporate entities facing closure are explained in terms of the protection they offer the various role players and stakeholders involved with and in the organisation/entity.

Integrated assessment:

The qualification and its associated assessment criteria have been designed to be assessed through formative and a summative assessment, which could take the form of a final examination.

The learner will need to :

> Demonstrate competence by means of the practical application of the embedded knowledge.

> Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken by means of explanation and/or examination.

The assessments are designed to indicate not only the knowledge gaps and skills deficits of the learner, but also highlight the learner's strengths and weaknesses related to the other elements of applied competence, namely:

> Information processing and the power of analysis.

> Problem solving and a decision making capacity.

> Communication skills.

The need for appropriate coaching methods and training interventions will therefore become apparent.

INTERNATIONAL COMPARABILITY

This qualification is in every way equivalent to the ICSA (Institute of Chartered Secretaries and Administrators) international qualification offered in the following countries: United Kingdom, New Zealand, Australia, Singapore, Malawi, Canada, Nigeria, Kenya, Botswana, Swaziland, India and Ghana. The comparable qualification in Malaysia is entitled the Professional Programme Part 2; In Canada, the qualification is also called the Professional Programme Stage 2; in Hong Kong it is known as the Professional Programme Stage 2; in Australia the qualification is accredited as the Graduate Diploma in Applied Corporate Governance; in Singapore it is known as the Professional Programme Part 2. In the UK it is referred to as Part 2 of the International Qualifying Scheme. The comparable qualification in Malaysia is entitled the Professional Programme Part 1; In Canada, the qualification is also called the Professional Programme Part 1; in Hong Kong it is known as the Professional Programme Stage 2; in Australia the qualification is accredited as the Graduate Diploma in Applied Corporate Governance; in Singapore it is known as the Professional Programme Part 1.

The Exit Level Outcomes and Associated Assessment Criteria of this qualification match those of the qualifications offered in each of the above-mentioned countries. The degree of difficulty and notional learning time are comparable to the offerings in those countries as well.

ARTICULATION OPTIONS

This qualification should articulate with a B Com Degree and with other Certificates and Diplomas in Financial Management and Administration at Level 7.

MODERATION OPTIONS

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

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors wishing to assess learners against this qualification should be:

> Registered as assessors with the relevant ETQA.

> In possession of a qualification in accounting, administration or management at NQF Level 8.

NOTES

N/A

UNIT STANDARDS

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



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Governance and Administration

SAQA QUAL ID		QUALIFICATION TITLE	
50224		National Certificate: Governance and Administration	
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Administration		3	
QUAL TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD
National Certificate		Business, Commerce and Management Studies	Finance, Economics and Accounting
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	120	Level 6	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of the qualification is to equip senior managers and administrators in the public and private sectors with the theory relating to administration, management and corporate governance underpinning their work. This will enable them to acquire the practical skills to perform competently within an organisation.

The learning in the qualification is broad-based, with the emphasis on governance, administration and strategic issues. This covers the requirements of both the public and private sectors.

Given the need for appropriately trained and skilled managers and administrators in the public and private sectors in South Africa, successful learners will be able to contribute substantially to social and economic transformation. This is particularly relevant in the context of the need for appropriate governance in our developing democracy.

Successful learners who attain the qualification are eligible to apply to become an Associate Member of the Chartered Institute of Business Management which is the third level of qualification required for membership of Chartered Secretaries International, via the Southern African Division.

Rationale:

The National Certificate in Governance and Administration (NQF level 6) is the third qualification in a set of four qualifications in a learning pathway in Governance and Administration.

The range of learners is identified as being people who have advanced from middle management and administration into senior management roles.

This qualification is focused on governance at a corporate and public management level and includes advanced administration, financial and cost accounting, strategic and operations management, corporate law, governance and corporate financial management.

There is sufficient demand for this qualification from corporate and public organisations. The successful learner will find employment opportunities with this qualification at a senior level in private organisations and public entities.

Successful learners will be able to undertake leadership roles with confidence, be able to motivate their staff, understand and advise on legal and accounting matters as well as being able to contribute to corporate strategic planning.

Should there be no opportunities in their present employment, successful learners will be highly marketable. By applying the knowledge and skills acquired, they will be able to become successful managers and administrators of high performing departments/teams. Additionally, their skills will prove useful in life outside the work environment as officials in clubs and societies.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners are competent in Communication, mathematical literacy and Accounting at NQF Level 4 and in Computer literacy at NQF Level 3.

Recognition of prior learning (RPL)

This qualification can be achieved wholly or in part through the Recognition of Prior Learning. The individual should be thoroughly briefed prior to the assessment, and will be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition.

The approach taken to RPL in this qualification reflects the objectives of the NQF in that it will allow access to qualifications for a large section of previously disadvantaged persons who were marginalised from mainstream education and training. RPL will also provide access for the youth and unemployed to embark on learning and career path progression. RPL is relevant to provide recognition of experience acquired over many years in the workplace for those already employed. RPL will allow these persons to accumulate credits for experiential learning gained.

Access to the qualification:

Learners should preferably have successfully completed the National Certificate in Governance and Administration (NQF 5) or an equivalent qualification before accessing this qualification. Access is open to all learners in possession of an FETC.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

Fundamental component (compulsory for all learners)

1. Explain legislation as applied to corporate and public bodies and apply such knowledge in practical situations.

> Range: Companies Act, Close Corporations Act, Insider Trading Act, Access to Information Act, Electronic Communications Act, Financial Intelligence Centre Act, Public Financial Management Act and the Insolvency Act.

Core component (compulsory for all learners)

2. Interpret the strategic management decisions made by an organisation by referring to the components that comprise the strategic planning, strategy implementation and control phases.

3. Apply the principles and tools of cost and management accounting to the making of investment decisions on behalf of the organisation.

Elective component (learners should choose one elective)

4. Demonstrate a thorough knowledge of advanced financial accounting as detailed in the relevant statutes and statements.

> Range: Companies Act, Close Corporations Act, Income Tax Act, Public Financial Management Act as well as relevant present and future Statements of Generally Accepted Accounting Practice (GAAP).

5. Apply computer-assisted audit techniques.

6. Apply and design systems of internal financial audit control.

7. Apply concepts and principles relevant to the practical aspects of corporate governance and accountability.

ASSOCIATED ASSESSMENT CRITERIA

Fundamental component (compulsory for all learners)

1.

- > The concept of "corporate personality" as applied to business entities is explained in terms of the legal implications this has for organisations and its board, board members and management staff, as well as any other role players.
- > Details are provided of the interaction required and permissible between members, the corporate body and third parties in terms of functions, duties, responsibilities and the disclosure of information.
- > The Public Financial Management Act is applied in the service delivery of a public institution.
- > The implications of The Public Financial Management Act for the taxpayer are explained illustrating both the advantages and disadvantages.
- > The qualifications, appointments and duties of directors and officers of corporate bodies are explained by relating them to the functions, duties and responsibilities of each person.
- > An explanation is given of the purpose of meetings of companies and CC's.
- > The concepts, "Members' interests", "minority protection", "shares" and "debentures" and their transactions are explained by way of practical examples from organisations.
- > The statutory provisions addressing corporate entities facing closure are explained in terms of the protection they offer the various role players and stakeholders involved with and in the organisation/entity.

Core component (compulsory for all learners)

2.

- > The value of strategic planning in an organisation is explained in terms of the role it plays in ensuring sustainability, profitability and the ability of the organisation to attain its mission.
- > The vision and mission statements and strategies of an organisation are explained in terms of how they translate into measurable long-term goals.
- > The results of the organisation's external environmental assessment are interpreted in terms of the organisation being able to achieve its goals and mission.
- > An explanation is given of the importance of various strategy-implementation levers and strategic control.
- > The importance of managing operations, information and quality is explained in terms of the role they play in ensuring successful strategy implementation.
- > Range: Corporate, NGO, Public, Small and other organisations.

3.

- > An explanation is given of the nature of cost and management accounting and their principles are applied to a case study and or authentic work contexts.
- > Management accounting principles are applied by costing products and services and by preparing and implementing budgets and budgetary controls.
- > Standard costs are accounted for by the application of costing techniques.
- > Planning and decision-making are participated in, in a short-term context.
- > Performance analyses are carried out and the findings communicated to enhance productivity.

Elective component (learners should choose one elective)

4.

- > A conceptual framework is applied for the preparation and presentation of financial statements.
- > The necessary journal entries, related ledger accounts and financial statement disclosure are prepared in respect of various types of investments.
- > Financial statements are prepared, analysed and interpreted in line with relevant statutes and statements.
- > The special aspects relating to companies and accounting under conditions of changing prices are taken into account in the preparation of financial statements.
- > An assessment is made of the merits of current developments in accounting and financial reporting.

5.

- > Auditing and information systems are described in relation to auditing standards.
- > The feasibility of using CAATs is described in terms of time, effort, cost and availability.
- > Various CAATs are evaluated in terms of the advantages they have to offer an organisation.
- > An audit is done using a CAAT.

6.

- > The principles of internal financial control are explained using examples from an organisation explaining how they assist the management function of an organisation.
- > An internal financial control system is designed to meet organisational and industry standards.
- > The risks involved in computerised financial control systems are explained outlining what measures

should be taken to eliminate or minimise them.

> Problems identified in the system are eliminated through design amendments.

7.

> The specific responsibilities of management are described in terms of relevant legislation and particularly relating to the Code of Corporate practice and Conduct.

> Information is compiled with regard to corporate practices and conduct in an organisation that can add value to the organisation.

> An organisational structure is presented that complies with industry standards and organisational strategy.

> Audit committees are recommended for an organisation that comply with legal and organisational requirements.

> Business risk elements are identified and related to corporate governance strategies and techniques.

> Preventative, detective and correctional strategies for risk management are described in line with GAAP/GRAP.

Integrated Assessment

The qualification and its associated assessment criteria have been designed so that assessment is conducted by means of formative and summative assessments, which can take the form of an examination.

Learners must:

> Demonstrate competence by means of the practical application of the embedded knowledge.

> Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken by means of explanation and/or examination.

Learners can be required to build up a portfolio of evidence to establish and verify the application of learning in the workplace.

The assessments are designed to indicate not only the knowledge gaps and skills deficits of the learner, but also highlight the learner's strengths and weaknesses related to the other elements of applied competence, namely:

> Information processing and the power of analysis.

> Problem solving and a decision making capacity.

> Communication skills.

The need for appropriate coaching methods and training interventions will therefore become apparent.

The assessment process is capable of being applied to RPL, subject to the rules and criteria of the relevant ETQA.

INTERNATIONAL COMPARABILITY

This qualification is in every way equivalent to the ICSA (Institute of Chartered Secretaries and Administrators) international qualification offered in the following countries: United Kingdom, New Zealand, Australia, Singapore, Malawi, Canada, Nigeria, Kenya, Botswana, Swaziland, India and Ghana. The comparable qualification in Malaysia is entitled the Professional Programme Part 1; in Canada, the qualification is also called the Professional Programme Part 1; in Hong Kong it is known as the Professional Programme Stage 2; in Australia the qualification is accredited as the Graduate Diploma in Applied Corporate Governance; in Singapore it is known as the Professional Programme Part 1.

The Exit Level Outcomes and Associated Assessment Criteria of this qualification match those of the qualifications offered in each of the above-mentioned countries. The degree of difficulty and notional learning time are comparable to the offerings in those countries as well.

ARTICULATION OPTIONS

Since this qualification is the third step in a qualification-set from NQF 5 to NQF 7, there is ready articulation of this qualification with the Certificate that follows at NQF level 7. Additionally, components of this qualification should provide the learner with credits in areas such as a BCom degree as well as with management and administration certificates and diplomas at NQF level 6 and 7.

MODERATION OPTIONS

> Any institution offering learning that will enable the achievement of this qualification must be accredited as

a provider with the relevant ETQA.

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors wishing to assess learners against this qualification should:

- > Be registered as assessors with the relevant ETQA.
- > Be in possession of a qualification in accounting, administration or management at NQF level 7 or above.

NOTES

N/A

UNIT STANDARDS

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

No. 1209

15 December 2005

**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 06, Manufacturing, engineering and Technology, 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 Organising Field 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 Organising Field at the address below by not later than **20 January 2006**. All correspondence should be marked **SGB Aircraft Maintenance and Overhaul** and be addressed to:

The Director: Standards Setting and
Development
SAQA
Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 - 482 0992
e-mail: dmphuthing@saqa.org.za

SGB INFORMATION

As a necessary step in the development and implementation of the National Qualifications Framework, The Organising Field 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 Organising Field;
- 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 Organising Field.

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 Organising Field, 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 Organising Field and the Constituency.
-

PUBLIC NOTICE BY THE DIRECTORATE FOR STANDARDS SETTING AND DEVELOPMENT OF ITS INTENTION TO REREGISTER A STANDARDS GENERATING BODY (SGB) FOR AIRCRAFT MAINTENANCE AND OVERHAUL (AMO) IN ORGANISING FIELD 06, MANUFACTURING, ENGINEERING AND TECHNOLOGY

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 Aircraft Maintenance and Overhaul (AMO) in organising field 06, Manufacturing, Engineering and Technology, in order to generate and review qualifications and standards from NQF Levels 2 to 5, from 23 March 2005 to 22 March 2008.

PROPOSED BRIEF OF THE SGB

1. Develop learning pathways for potential qualifications and unit standards in the sub-field of Manufacturing and Assembly in organising field 06, from Level 2 through to Level 5, Aircraft Maintenance and Overhaul [*Regulation 24 (1)(e)*].
2. Approve and submit for registration the following qualifications and their associated unit standards in accordance with Authority requirements:
 - National Certificate in Aeronautical Engineering – Aircraft Maintenance Assistant (Level 2)
 - National Certificate in Aeronautical Engineering – Mechanical / Electrical (Level 3)
 - National Certificate in Aeronautical Engineering – Mechanical Technician (Level 5)
 - National Certificate in Aeronautical Engineering – Electrical Technician (Level 5)
 - National Certificate in Aeronautical Engineering – Radio and Instruments Technician (Level 5)
 - National Certificate in Aeronautical Engineering – Structural and Composites Technician (Level 5)
 - National Certificate in Aeronautical Engineering – Maintenance Management (Level 5)
 - National Certificate in Aeronautical Engineering - Aircraft trimming
 - National Certificate in Aeronautical Engineering - Aircraft painting
 - National Certificate in Aeronautical Engineering - Aircraft turner machinist
 - National Certificate in Aeronautical Engineering - Aircraft welder.
3. Recommend the qualifications and unit standards generated under 2 above to the SAQA [*Regulation 24 (1)(a)*].
4. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24 (1)(d)*].
5. Review already registered qualifications and unit standards that have reached the end of their registration period and make recommendations on their re-registration [*Regulation 24 (1)(b)*].
6. Maintain liaison, during the process of developing qualifications and unit standards, with other related Standards Generating Bodies as and when directed by NSB 06 [*Regulation 24 (1)(e)*].

COMPOSITION OF THE AMO SGB

	Name	Company	Nominating Body	Qualification/ Experience
1.	Joe Joubert	South African Airways Technical	South African Airways Technical	<ul style="list-style-type: none"> ▪ Aircraft Mechanic ▪ Aircraft Maintenance Engineer ▪ Manager: Human Resources ▪ 11 years Aviation Technician ▪ 3 years experience apprentice aircraft mechanic
2.	Thato Potsane	Denel Centre for Learning	Denel	<ul style="list-style-type: none"> ▪ Bachelor of Commerce (Transport Economics), ▪ Assessor and moderator training, ▪ Aligning Training manuals to NQF, ▪ Train the Trainer, ▪ Project management, ▪ Understanding ISO 9002, ▪ Implementation and Evaluation of Quality Systems, ▪ Airline Business Understanding, ▪ Airline Executive Briefing, ▪ Understanding the NQF, Practical Standard Writing. ▪ 4 years as ETD Practitioner in the transport sector ▪ Manager Organisational Development ▪ Manager Analysis and Design
3.	Hennie Sander	South African Airforce	South African Airforce	<ul style="list-style-type: none"> ▪ National Technical Diploma ▪ 13 years in Aircraft field ▪ 6 years experience Training Instructor
4.	Alexander Heyns	Denel Training Academy	Denel	<ul style="list-style-type: none"> ▪ N4 Physics ▪ Structural Diploma ▪ Course in Standards Writing ▪ Personnel Training ▪ Electrical training of Flight Engineers ▪ Aircraft Electrician
5.	Corne Scheepers	Aviation Union Southern Africa	Aviation Union of Southern Africa	<ul style="list-style-type: none"> ▪ N2 Boeing 707 to 767 ▪ Structural Courses Skills Development Apprentice Training ▪ 33 years in the Aircraft field

6.	Pieter Joubert	Kempton College	Kempton College	<ul style="list-style-type: none"> ▪ M.Ed. ▪ National Technical Diploma ▪ 4 years in Apprentice Mechanic ▪ 3 years experience in Flight Engineering ▪ 21 years experience as a lecturer ▪ 10 years as an Head of Department
7.	Catherine Teague	South African Civil Aviation Authority	South African Air Force	<ul style="list-style-type: none"> ▪ N5 ▪ 4 years experience in Aircraft field ▪ 5 years experience as a Training Instructor
8.	Moosa Desai	South African Airways Technical	South African Airways Technical	<ul style="list-style-type: none"> ▪ Avionic Training ▪ 3 Year Apprenticeship ▪ 7 Years Technician ▪ 1 Year Senior aviation Instructor ▪ 2.5 Years Manager
9.	Carel Raath	South African Civil Aviation Authority	South African Civil Aviation Authority	<ul style="list-style-type: none"> ▪ 12 years experience Chief Instructor (Avionics) ▪ 3 years experience Technician (Radio/Radar)
10.	Marthinus Potgieter	South African Airways Technical	South African Airways Technical	<ul style="list-style-type: none"> ▪ 3 years Apprenticeship ▪ 6 Years Technician ▪ 18 years Senior Aviation Instructor
11.	Johannes Schoemann	Denel Training Academy	Denel Training Academy	<ul style="list-style-type: none"> ▪ National Engineering Diploma ▪ Aircraft Structures ▪ Standards Writing Training ▪ 2 years experience in Apprentice ▪ 2 years structural repairs
12.	Katz Kahn	Aviation Union of South Africa	Aviation Union of South Africa	<ul style="list-style-type: none"> ▪ N2- Sheetmetal ▪ N2- Electro Plating ▪ Experience in aviation industry
13.	Colln Visser	Aviation Union of South Africa	Aviation Union of South Africa	<ul style="list-style-type: none"> ▪ 3 Years Apprenticeship ▪ 5Years technician ▪ 15 Years Senior Instructor
14.	Ryno van Rooyen	South African Airways Technical	South African Transport and Allied Workers Union	<ul style="list-style-type: none"> ▪ NT 5 Mechanical ▪ Aircraft Electroplater
15.	Shafik Mahri	Aviation Union of South Africa	Aviation Union of South Africa	<ul style="list-style-type: none"> ▪ N1 – N4 ▪ SAA Technical Training

16.	Francois Du Plessis	South African Airways Express	South African Express	<ul style="list-style-type: none"> ▪ Qualified Aircraft Technician ▪ Training Certificate ▪ Technical Trainer ▪ 36 years experience in apprenticeship
17.	Johan Taute	South African Airforce	South African National Defence Union	<ul style="list-style-type: none"> ▪ N3 Technical ▪ 19 years experience in aircraft Armament ▪ 3 years experience as Training Instructor
18.	Johan Wiid	Denel Aviation	Denel	<ul style="list-style-type: none"> ▪ N6 Mechanical ▪ National Diploma (Aeronautical) ▪ Training Manager (Military Aircraft) ▪ 28 years experience in Training
19.	M Stephen	Denel Aviation	Denel	<ul style="list-style-type: none"> ▪ B.Comm. ▪ MDP ▪ MBL ▪ Manager: Training and Development ▪ 17 years experience in Non Technical Field
20.	Trevor Edwards	National Airways Corporation	Aircraft Maintenance Organisation of South Africa	<ul style="list-style-type: none"> ▪ Licenced Aircraft Maintenance Engineer ▪ Technical Manager ▪ Certified Apprentice ▪ Company Training Officer ▪ 25 years experience in Aircraft Maintenance.

No. 1210

15 December 2005

**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 05, Education, Development and Training, 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 Organising Field 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 Organising Field at the address below by not later than **20 January 2006**. All correspondence should be marked **SGB Peer Education** and be addressed to:

The Director: Standards Setting and
Development
SAQA
Attention: Mr. D. Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 - 482 0992
e-mail: dmphuthing@saqa.org.za

SGB INFORMATION

As a necessary step in the development and implementation of the National Qualifications Framework, The Organising Field 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 Organising Field;
- 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 Organising Field.

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:

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 - (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 Organising Field and the Constituency.
-

PUBLIC NOTICE BY ORGANISING FIELD 05, EDUCATION, TRAINING AND DEVELOPMENT, TO REGISTER A STANDARDS GENERATING BODY FOR PEER EDUCATION.

Organising Field 05: Education, Training and Development hereby registers an SGB for Peer Education.

BRIEF OF THE SGB

1. Analyse the concept of Peer Education and investigate the sites of learning, types of practitioners, and the types of practices involved in providing support to all learners.
2. Based on the analysis in (1), design and identify standards and qualifications for Peer Education for all practitioners in Field 05.
[Regulation 24 (1)(e)]
3. Analyse existing standards in the Field 05 to identify the extent to which they assist practitioners in the various sub-fields to teach within the peer education context.
4. Monitor the continued generation of standards for practitioners across the sub-fields in the Field 05, and if necessary, generate additional standards to be included in the practitioner qualifications prepared by other Standards Generating Bodies.
5. Generate at least the following qualifications and unit standards:
 - Further Education and Training Certificate: Peer Education, NQF Level 4
 - Diploma: Peer Education Facilitation, NQF Level 5
 - First National Degree: Peer Education Master Facilitation, NQF Level 6
 - Unit standards in Junior, Senior and Mentor Peer Education*[Regulation 24 (1)(a)]*
6. Recommend the qualifications and standards generated under 5 above to the National Standards Body
[Regulation 24 (1)(c)]
7. Recommend criteria for the registration of assessors and moderators or moderating bodies *[Regulation 24 (1)(d)]*
8. Review these qualifications and standards and effect the necessary changes.
[Regulation 24 (1)(b)]
9. Perform such other tasks as may from time to time be assigned by the Directorate: Standards Setting.
[Regulation 24 (1)(e)]

PROPOSED MEMBERSHIP

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS/ EXPERIENCE
Buthelezi, Tabisile (Dr)	University of KwaZulu Natal	University of KwaZulu Natal	Ph D; M Phil; B Ped; SSTD; ABET Cert; Dip in General Nursing; Dip in Midwifery; Nurse; Teacher; Lecturer; Senior Lecturer; Coordinator for Education Management, Transformation and Gender Equity
De Jager, Maria Johanna	Nelson Mandela Metropolitan University	Nelson Mandela Metropolitan University	MA (Psychology); Student Counsellor; Researcher; Teacher; External examiner; Materials designer; Peer Educator
Deutsch, Charles (Dr)	Institute for Peer Education	Institute for Peer Education	D Sc; MA; BA; Senior Researcher; Principal Investigator in: Developing standards for Peer Education, Nutrition and Physical Activity and Children's Health; Education Specialist; Consultant
Edwards-Meyer, Darleen (Dr)	DC Wellness	DC Wellness	Ph D; M Ed; B Ed; BA; HPED; Family & Sexuality Education Diploma; Sexuality, HIV/AIDS & Life skills Education Consultant; Senior Lecturer; Teacher; Researcher; Publisher

Fenton, Peter	Western Cape Department of Education	Western Cape Department of Education	B Sc; HDE; Chief Education Specialist; Teacher; Curriculum Developer; NGO Training Facilitator; Training Manager; HIV/AIDS & Peer Education Manager
Ferreira, Stephanus Lourens (Dr)	Western Cape Department of Education	Western Cape Department of Education	Ph D; M Ed; BA Hons; Teachers' Diploma; Principal psychologist; Head: Regional Education Support Services; Head: Parow Support Centre; Psychologist; HOD; Class teacher
French, Anne (Ms)	Catholic Institute of Education	Catholic Institute of Education	BA Hons in Gender Studies; PGD in Education; Life Skills and Gender Coordinator; Teacher
George, Susannah	GoLD Peer Education Development Agency	GoLD Peer Education Development Agency	M Phil in HIV/AIDS Management; Industrial Psychology; Master Trainer; Peer Education programme and materials developer; Director: GoLD Peer Education Development
Matthews, Cathy (Dr)	University of Cape Town	University of Cape Town	Ph D: Public Health; MSc: Epidemiology; Specialist scientist; HIV researcher; Peer education evaluator
Mayana, Vidah	Planned Parenthood Association, Eastern Cape	Planned Parenthood Association, Eastern Cape	Postgraduate Diploma: Public Health; B Cur; Dip in Primary Health Care; Advanced Facilitator in HIV/AIDS leadership; Peer Educator

Mbetse, David (Dr)	South African Democratic Teachers' Union	South African Democratic Teachers' Union	Hon Doctorate of Divinity; M Ed; B Ed; FDE; BA; STD; National HIV & Aids Coordinator; Principal; Teacher
McLaren, Mike (Pastor)	Youth for Christ Eastern Cape	Youth for Christ Eastern Cape	Diploma in Theology; HIV/AIDS & Peer Education Project Director; Youth programme developer; Pastor and Youth Pastor; National Peer Education Coordinator
Michel, Barbara	Higher Education South Africa	Higher Education South Africa	Masters candidate; B Ed, HDE; Dip Community Nursing; Dip Paediatric Nursing; Dip Midwifery; Dip General Nursing Science; Director: Higher Education HIV/AIDS Programme; Life Skills and HIV/AIDS Coordinator; Training officer: Health promotion; Chief professional nurse
Prusent, Nokuthula	Department of Health, HIV/AIDS and Youth	Department of Health, HIV/AIDS and Youth	MA Social Work; BA; Deputy Director: HIV/AIDS Youth Programmes; Senior Social Worker; Social Worker

Scott-Muller, Lionel	SPADES Youth Development Agency	SPADES Youth Development Agency	M Soc Sc candidate; Postgraduate Youth Development & Policy; BA Hons; Youth Development activist; Human Rights activist; Peer education capacity building; Director: Youth Development organization
Smith, Linzi (Ms)	South African Business Coalition for HIV and AIDS	South African Business Coalition for HIV and AIDS	Diploma: Nursing; Midwifery; Community Science; Higher University Diploma; PGD: HIV/AIDS Management; Master Trainer; Assessor and Coaching Training
Speckmeier, Harriette (Ms)	Free State Education Department	Free State Education Department	Primary Teachers' Diploma; Diploma in Fundraising; Diploma in Project Management; Teacher; Trainer
Swart, Kenau (Dr)	Peer Education Consultant	Peer Education Consultant	D Ed; M Ed; B Ed; HED; BA Hons; Assessor and Moderator Trainer; Life Skills and HIV/AIDS training; Independent Education Consultant; Deputy Chief Education Specialist; Dept of Education; Researcher; Teacher

Swartz, Sharlene (Ms)	Harvard School of Public Health	Harvard School of Public Health	Ph D candidate; M Ed; B Th; B Sc; Health and Social Behaviour consultant; Director: National Field Worker; National training coordinator; Lecturer; National Lifeskills coordinator
Vergnani, Tania	University of the Western Cape	University of the Western Cape	PhD; M Psych; MA; BA Hons; BA; Director: HIV/AIDS Programme; Clinical psychologist; Senior Lecturer; Researcher

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