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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 308

28 March 2008



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

Audio-visual Media Production

registered by Organising Field 04 – Communication Studies and Language, publishes the following Qualification and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification and Unit Standards. The full Qualification and Unit Standards can be accessed via the SAQA web-site at www.saqqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and **no later than 25 April 2008**. All correspondence should be marked **Standards Setting - SGB Audio-visual Media Production** and addressed to

<p>The Director: Standards Setting and Development SAQA <i>Attention: Mr. D. Mphuthing</i> Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012 – 431-5144 e-mail: dmphuthing@saqa.org.za</p>
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DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Film and Television Production Operations

SAQA QUAL ID		QUALIFICATION TITLE	
61450		Further Education and Training Certificate: Film and Television Production Operations	
ORIGINATOR		PROVIDER	
SGB Audio-visual Media Production			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	4 - Communication Studies and Language	Communication Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	157	Level 4	Regular-Unit Stds Based

This qualification replaces:

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
49120	Further Education and Training Certificate: Film, Television and Video Production Operations	Level 4	137	Will occur as soon as 61450 is registered

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This Qualification provides the learner with the necessary competence to enter the film and television industry by ensuring that they understand the context and that they are able to function within the context of film and television productions. Learners further understand the importance of the industry within the broader socio-economic context and can apply this in an employment situation. The competence attained by learners enables them to contribute in a meaningful way, through their use of the media, to the social and economic development of the nation at large through effective participation in film and television production.

Qualifying learners are able to follow the work ethic required in the film and television production sector. They can make an informed career choice based on knowledge of the industry, and provide a valuable support role in the industry. Qualified learners adhere to health and safety legislation, and can operate in a business, including maintaining productive interpersonal relations. Due to the high level of technology in the industry, learners are also required to be computer literate to be awarded this qualification.

Qualifying learners are capable of:

- Managing own film or television production activities.
- Delivering customer service with respect to all film or television production stakeholders.
- Gathering and processing information for film or television production specialisations.
- Administering film or television production office procedures according to organisation standards.
- Sourcing film or television production resources for film or television production operations.
- Using equipment, materials and tools in an area of film or television production specialisation fulfilling specific roles within film and television production teams.

- Using equipment, materials and tools in elected areas of film and television production specialisation.
- Processing information in elected areas of film and television production specialisation.

Rationale:

This qualification is aimed at learners who wish to enter the film and television industry with no prior competence in the area. Learning towards this qualification allows the learner to experience the various career options in the industry (technical, creative and production) and thereby make an informed choice. In addition, it allows learners to focus on and gain entry-level competence in a chosen area of specialisation. This qualification will equip learners with a minimum competence in all focus areas as well as providing an employable level of competence in their choice of focus area.

The qualification provides a basis for all further qualifications in the industry. Learners can progress from this qualification to increased, more complex levels of competence in their focus areas. In attaining the required fundamental and core components, the learner gains employment competencies that are transferable.

This qualification gives learners access to fast-tracked entry through recognised competence. This qualification encourages career choices in previously neglected areas of competence, increasing career opportunities by addressing competence across the sector rather than only competence in parts of the sector, as has happened in the past. Globally, innovation, cultural specificity, the demands of new media and collaboration are influencing the competence required in this sector.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

The design of this Qualification is based on the assumption that learners embarking on learning towards this qualification are already competent in the areas of communication in one language, and mathematical literacy at NQF Level 3 of the Further Education and Training Band, and are competent vehicle drivers (not compulsory). In addition, competence in communication using a second language at NQF Level 2 is assumed. The Qualification credits are also based on the assumption that the learner is computer literate. Computer literacy has to be achieved before the learner can qualify, if learning is not in place when embarking on learning towards this qualification, contained in the following unit standards:

- ID 117867: Managing files in a Graphical User Interface (GUI) environment.
- ID 117902: Use generic functions in a Graphical User Interface (GUI)-environment.
- ID 116932: Operate a personal computer system.
- ID 117867: Managing files in a Graphical User Interface (GUI) environment.
- ID 117902: Use generic functions in a Graphical User Interface (GUI)-environment.

Recognition of Prior Learning (RPL):

This Qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence should be judged according to the general principles of assessment described in the notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for

the relevant Unit Standards. A Qualification will be awarded should a learner demonstrate that the exit level outcomes of the Qualification have been attained.

QUALIFICATION RULES

The fundamental and core components of the qualification are compulsory.

- Fundamental: 56 Credits.
- Core: 91 Credits.
- Electives: 10 Credits.

Specific choices are provided in the elective as follows:

- Camera operations (12 Credits).
- Lighting (11 Credits).
- Grips (14 Credits).
- Editing (16 Credits).
- Sound (11 Credits).
- Production administration (17 Credits).
- Production accounting (17 Credits).
- Production assistant directing (16 Credits) floor managing assistant.
- Art (16 Credits).
- Stunts (15 Credits).

Multicamera studio operations:

Character generator operator - computer - disk and load package - graphic is loaded - titling 1/3 rds etc - CGEN operator - take it and vision mixer put it in:

- Auto-cue operator.
- Studio production assistant.
- VT unit standard.

Elective choices allow selection in an area of specialisation from the following:

- Camera operations.
- Lighting.
- Grips.
- Editing.
- Sound.
- Production Administration.
- Production Accounting.
- Production assistant directing/assistant floor manager.
- Production art.
- Stunts.

Multicamera studio operations:

Character generator operator - computer - disk and load package - graphic is loaded - titling 1/3 rds etc - CGEN - take it and vision mixer put it in:

- Auto-cue operator.
- Studio production assistant.
- VT unit standard.

EXIT LEVEL OUTCOMES

1. Manage own film or television production activities.
 - Range: Activities include freelancing, managing freelancing activities and includes negotiating agreements with clients.
2. Deliver customer service with respect to all film or television production stakeholders.
3. Administer film or television production office procedures according to organisation standards.
4. Gather and process information for film or television production specialisations.
 - Range: Information includes information regarding areas of specialisation.
5. Source film or television production resources for film or television production operations.
 - Range: Resources include service providers/suppliers.
6. Use equipment, materials and tools in an area of film or television production specialisation.
7. Fulfil specific roles within film and television production teams.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 Financial processing, and accounts of freelancing activities are compiled and finances and activities administered to meet all relevant legal and best practice requirements.
- 1.2 Own freelancing services are marketed to clients, and resource and client networks are forged, by applying fit-for-purpose strategies.
- 1.3 Film or television work ethic and industry accepted practice standards are identified and adhered to at all times.
 - Range: Work ethic and industry accepted practice standards relate to communication, conflict resolution, time management and deadline adherence, efficiency (e.g. in terms of personal and team resources), charging for services, risk management, industry etiquette, customer service, etc.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 All stakeholders and their needs are identified for specific film or television production contexts.
- 2.2 Stakeholder needs are interpreted accurately, addressed and constantly monitored in terms of needs being met.
- 2.3 Stakeholder contacts are maintained to be up to date and communication with stakeholders adhere to agreed communication processes and procedures.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 Project meetings are planned, organised and supported as required for specific film or television productions and all relevant participants are included.
 - Range: Requirements include meeting times, preferences, venues, participants, etc.
- 3.2 Stock (supply) levels and equipment are monitored and maintained as per specified organisation standards, processes and procedures.

Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 Information is collected from reliable and verifiable sources that are appropriate for information needs, and is accurate.
 - Range: Information needs include the type of information and the purpose of information gathering.

4.2 Information is stored in a manner that allows future access and retrieval by all relevant persons.

4.3 Information is processed in a manner that facilitates actions that are effective for film production requirements and presented according to target audience requirements.

Associated Assessment Criteria for Exit Level Outcome 5:

5.1 Resources are identified based on and obtained to meet specified needs for film or television production resources.

5.2 Service providers are managed according to contractual agreement requirements.

5.3 Communication with service providers adheres to agreed communication processes and procedures.

Associated Assessment Criteria for Exit Level Outcome 6:

6.1 Equipment, materials and tools relevant for specialisation areas in film and television production are identified and described and equipment, materials and tools are used according to manufacturer specifications.

6.2 Health, safety and environment requirements are identified for specific film or television productions.

6.3 Equipment, materials and tools are used in line with occupational health, safety and environment requirements relevant for specific film or television production specialisations.

Associated Assessment Criteria for Exit Level Outcome 7:

7.1 Factors affecting teams and roles and responsibilities required to work in a team are identified for specific teams within film and television production.

7.2 Team effectiveness and own participation in the team are reviewed, and findings are justified based on agreed effectiveness and participation criteria.

7.3 Operations in relation to film and television production processes are described and all roles and responsibilities are identified for specific film or television production specialisations.

INTERNATIONAL COMPARABILITY

Countries that are the most active in the film and television industry are India, Australia, New Zealand, France, Germany, Canada, Switzerland, the United Kingdom (UK), Russia and the United States of America (USA). USA and UK programmes separate film from television, and combine television and radio in other programmes. The South African market cannot sustain this separation at the present time, thus this entry-level qualification allows for both television and film specialisations (radio is included in the South African entry-level journalism qualification). Also, many countries do not have a qualification at a level equivalent to this qualification, and entry level is undergraduate programmes. However, prior to undergraduate programmes, many short courses are available. The South African qualification is the only one that includes a component for stunt performance competence.

The countries that have formal industry and support associations include: Argentina, Australia, Austria, Belgium, Brazil, Bulgaria, Burkina Faso, Canada, Chile, China, Croatia, Cuba, Czech Republic, Denmark, Estonia, Egypt, Espana, Finland, France, Georgia, Germany, Ghana, Greece, Hungary, Iceland, India, Indonesia, Ireland, Israel, Italy, Jamaica, Japan, Kazakhstan, Kenya, Korea, Lebanon, Lithuania, Luxemburg, Malaysia, Malta, Maroc, Mexico, Netherlands, New Zealand, Nigeria, Norway, Philippines, Poland, Portugal, Romania, Russia, Scotland, Serbia - Montenegro, Singapore, Slovak Republic, Slovenia, South Africa, Spain, Sri Lanka, Sweden, Switzerland, Taiwan, Thailand, Tunisia, The Netherlands, Ukraine, UK, Uruguay, USA, Venezuela, Vietnam, and Zimbabwe.

For purposes of international comparison, entry level education and training in film and television operations in India, Australia, New Zealand, France, Germany, Canada, Switzerland,

the UK, Russia and the USA were selected as they are the leading industries internationally. However, information could only be obtained for India, Australia, New Zealand, the UK, and the USA. In addition, Argentina, Brazil and several African countries were also selected. Argentina and Brazil were selected as they are also emerging economies.

In Brazil entry level programmes are offered over one year. The programmes include learning how to write, direct, shoot and edit own films, and to work in crew positions in films. Very similar to this South African entry-level qualification, the aim of the qualification is for learners to find their way into a career as screenwriters, directors, cinematographers, editors or documentary filmmakers, and then choosing a main area from the following: directing, cinematography, post-production, screenwriting or documentary. The most notable difference between this South African and the Brazilian entry-level qualification is that the South African qualification does not include documentaries as a separate set of competence. Other differences include Brazilian programmes include that acting, and screenwriting.

The Kenya entry-level qualification is a three year qualification in film and television production, and is not the equivalent of this South African qualification. In Ghana learners can attain a Higher Diploma, Diploma or Certificate, but at Higher Education level only. Other African countries that offer film and television production undergraduate, graduate and post graduate programmes include Liberia (B.A.), Nigeria (Diploma, Higher Diploma, Postgraduate Diploma, B.A., M.A., Ph.D.), Tanzania (Diploma), Uganda (Diploma), Zambia (Diploma, Certificate, B.A.) and Zimbabwe (Diploma). In Zimbabwe, UNESCO is sponsoring a film and video training project that runs between 4 and 8 weeks, which is also a post NQF Level 4 course.

India is said to be the largest film producing country in the world, with around eight hundred films in various languages being made in the country every year. Close to sixty satellite television channels are currently operating in the country. Learning programmes include from 3 month to more than 3 year programmes. At a level equivalent to this qualification, only short programmes of 3 months each are recognised. The programmes in India also combine film and television competence. Four three month programmes are recognised. There are major differences between the South African qualification and the programs offered in India. Radio, music, still photography, writing/journalism, designing sets, developing projects, and acting and presenting are included in programs in India, but are not part of this qualification. The learning time is also much shorter than this South African qualification.

In the USA, television and radio production programmes are combined, and film learning programmes are separate. Most programmes are at undergraduate and graduate level, and one year programmes (usually not accredited) are offered by some providers, focusing more on skills than knowledge components. The one-year programmes usually include entry level competence for 16mm, 35mm and digital filmmaking, acting, cinema studies, screenwriting, film production, casting, producing, sync-sound recording, cinematography, editing and sound design, pre-production, and post-production. Differences with this qualification (in addition to the level assigned to it) include that the South African qualification does not include screenwriting and acting.

Various qualifications exist in the UK for each of the unit standards in the South African qualification. For example, learners can attain a qualification in camera assistance, or camera operations. There are three qualifications for film and television production, at the equivalent of South African NQF Levels 3, 4 and 5. The UK Level 3 qualification (South African NQF Level 4 equivalent) is very similar to this South African qualification's core component and aspects of the production administration, accounting and assistant directing elective components.

New Zealand has an equivalent qualification, at an equivalent level and of equivalent duration. The Further Education and Training in Film and Television contains 60 credits in the elective component, for camera, delivery, foundation skills, post production, production management, script writing, technical management, production design, production lighting and production sound. The major differences between the New Zealand and the South African qualification are

that compulsory unit standards in the New Zealand qualification are elective unit standards in the South African qualification, and the core of the South African qualification is not included in the New Zealand qualification (or any of the other international qualifications).

The seeming differences between this South African qualification and programmes offered in the UK and USA, namely that the programmes for film and television are separated, is in fact the way in which programmes in South Africa are also structured, although they lead to this (one) qualification. Programmes in India focus more on performance and aesthetic components, whereas this South African qualification is longer and more production-focused. Compared with other African countries, the entry-level in South Africa is at a lower level, allowing improved access to the sector.

Overall, the South African qualification compares favourably with the leading industries internationally, in India, Australia, New Zealand, the UK, and the USA, as well as with other emerging economies and developing countries (Argentina, Brazil and other African countries).

ARTICULATION OPTIONS

Vertical articulation is possible with:

- NQF Level 5 film and television production qualifications, for example:
 - ID 58394: National Certificate in Film and Television Production.
- Other NQF Level 5 qualifications through the core component unit standards, for example:
 - ID 24493: National Certificate: Management.
 - ID 20613: National Diploma: Event Co-ordination.

The core component articulates horizontally with various NQF Level 4 qualifications, for example:

- ID 59276: National Certificate: Marketing Communications.
- ID 50080: National Certificate: Generic Project Management.
- ID 35928: National Certificate: Business Administration Services.

MODERATION OPTIONS

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Particular moderation and accreditation requirements are:

- Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the unit standards that make up this qualification must also be accredited through the relevant ETQA accredited by SAQA.
- The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed here.
- Moderation must include both internal and external moderation of assessments for the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the qualification.
- Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

- 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.

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the assessment of learners for the qualification and any of the Unit Standards that make up this qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

To register as an assessor, the following are required:

- Detailed documentary proof of relevant qualification/s, practical training completed, and/or experience gained in the relevant field at an NQF Level above the level of this qualification.
- Detailed documentary proof of relevant qualification/s, practical training completed, and/or experience gained in assessment at the appropriate NQF Level (i.e. credit against the registered unit standard).

NOTES

This qualification replaces qualification 49120, "Further Education and Training Certificate: Film, Television and Video Production Operations", Level 4, 137 credits.

The Qualification can be achieved for production in studio, or outside/on location.

Notes to Assessors:

Assessors should keep the following general principles in mind when designing and conducting assessments:

- Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. The learner must be declared competent in terms of the qualification purpose and exit level outcomes.
- Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Make sure evidence is gathered across the entire range, wherever it applies.

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

- Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
- Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.
- Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of qualification.

All assessments should be conducted in line with the following well-documented principles:

- **Appropriate:** The method of assessment is suited to the performance being assessed.
- **Fair:** The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- **Manage:** The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- **Integrate into work or learning:** Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- **Valid:** The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
- **Direct:** The activities in the assessment mirror the conditions of actual performance as close as possible.
- **Authentic:** The assessor is satisfied that the work being assessed is attributable to the learner being assessed.
- **Sufficient:** The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- **Systematic:** Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- **Open:** Learners can contribute to the planning and accumulation of evidence. Learners for assessment understand the assessment process and the criteria that apply.
- **Consistent:** The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119466	Interpret a variety of literary texts	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	12417	Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	12153	Use the writing process to compose texts required in the business environment	Level 4	5
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	246740	Care for customers	Level 4	3
Core	120374	Contribute to the management of project risk within own field of expertise	Level 4	5
Core	120127	Demonstrate knowledge and understanding of issues of compliance or non-activity that could result in civil or criminal liability in terms of business law	Level 4	2
Core	120366	Demonstrate understanding of the implementation of occupational health, safety and environmental legislation in the work place	Level 4	9
Core	13945	Describe and apply the management of stock and fixed assets in a business unit	Level 4	2
Core	120384	Develop a simple schedule to facilitate effective project execution	Level 4	8
Core	252195	Identify expertise and resources	Level 4	3
Core	252218	Liaise with a range of customers of a business	Level 4	4
Core	109999	Manage service providers in a selected organisation	Level 4	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	120387	Monitor, evaluate and communicate simple project schedules	Level 4	4
Core	13948	Negotiate an agreement or deal in an authentic work situation	Level 4	5
Core	120375	Participate in the estimation and preparation of cost budget for a project or sub project and monitor and control actual cost against budget	Level 4	6
Core	120382	Plan, organise and support project meetings and workshops	Level 4	4
Core	117536	Select areas of specialisation in film, television and video production	Level 4	15
Core	120379	Work as a project team member	Level 4	8
Core	15234	Apply efficient time management to the work of a department/division/section	Level 5	4
Core	252024	Evaluate current practices against best practice	Level 5	4
Elective	13932	Prepare and process documents for financial and banking processes	Level 3	5
Elective	116942	Use a GUI-based word processor to create merged documents	Level 3	3
Elective	119078	Use a GUI-based word processor to enhance a document through the use of tables and columns	Level 3	5
Elective	116940	Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem	Level 3	6
Elective	114529	Check sound source quality	Level 4	8
Elective	255754	Create character generating pages	Level 4	8
Elective	117534	Digitise picture and sound for non-linear editing	Level 4	3
Elective	114533	Evaluate acoustics	Level 4	8
Elective	114555	Maintain professional sound engineering equipment	Level 4	6
Elective	117538	Maintain the functioning of electronic post-production environments	Level 4	4
Elective	114544	Meet recording session requirements	Level 4	6
Elective	117531	Mount and move cameras	Level 4	14
Elective	114557	Operate Controls and Functions	Level 4	9
Elective	114559	Operate digital recording software	Level 4	8
Elective	255756	Operate lights for film and television productions	Level 4	7
Elective	117530	Operate sound for film, television and video production	Level 4	7
Elective	117535	Perform stunts for film, television, video and live events	Level 4	15
Elective	114556	Plan pre-production	Level 4	7
Elective	114558	Record a stereo production	Level 4	8
Elective	12608	Record sound from a single source	Level 4	3
Elective	117533	Set-up visual appearance for film, television and video production	Level 4	12
Elective	117537	Transfer video tape materials to broadcast and non - broadcast formats	Level 4	4
Elective	117927	Use a Graphical User Interface (GUI)-based database application to solve a given problem	Level 4	6
Elective	13793	Assemble pictures and sound to specification	Level 5	6
Elective	12499	Edit sound	Level 5	5
Elective	12493	Load and unload film camera magazines	Level 5	6
Elective	12494	Operate a clapper board for a film shoot	Level 5	4
Elective	12500	Prepare lighting equipment for production	Level 5	4
Elective	255774	Rig and de-rig cameras for television productions	Level 5	6
Elective	255765	Rig lighting for film and television productions	Level 5	8
Elective	12492	Set up and operate a video assist for film camera	Level 5	4

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**None**



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Create character generating pages

SAQA US ID	UNIT STANDARD TITLE		
255754	Create character generating pages		
ORIGINATOR	PROVIDER		
SGB Audio-visual Media Production			
FIELD	SUBFIELD		
4 - Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Identify requirements contained in scripts.

SPECIFIC OUTCOME 2

Set up file structures incorporating all variables.

SPECIFIC OUTCOME 3

Obtain content for character pages.

SPECIFIC OUTCOME 4

Generate content for character pages.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	61450	Further Education and Training Certificate: Film and Television Production Operations	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Operate lights for film and television productions

SAQA US ID	UNIT STANDARD TITLE		
255756	Operate lights for film and television productions		
ORIGINATOR	PROVIDER		
SGB Audio-visual Media Production			
FIELD	SUBFIELD		
4 - Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	7

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117532	Operate lights for film and video production	Level 4	7	Will occur as soon as 255756 is registered

SPECIFIC OUTCOME 1

Identify lighting design requirements for lighting equipment.

SPECIFIC OUTCOME 2

Rig lights, accessories, and associated equipment.

SPECIFIC OUTCOME 3

Assess functionality of lighting equipment.

SPECIFIC OUTCOME 4

Operate lights for film and television productions.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	61450	Further Education and Training Certificate: Film and Television Production Operations	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Rig lighting for film and television productions

SAQA US ID	UNIT STANDARD TITLE		
255765	Rig lighting for film and television productions		
ORIGINATOR	PROVIDER		
SGB Audio-visual Media Production			
FIELD	SUBFIELD		
4 - Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
12507	Rig lighting for locations	Level 5	8	Will occur as soon as 255765 is registered

SPECIFIC OUTCOME 1

Prepare lighting equipment.

SPECIFIC OUTCOME 2

Rig lights.

SPECIFIC OUTCOME 3

De-rig lights.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	61450	Further Education and Training Certificate: Film and Television Production Operations	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Rig and de-rig cameras for television productions***

SAQA US ID	UNIT STANDARD TITLE		
255774	Rig and de-rig cameras for television productions		
ORIGINATOR	PROVIDER		
SGB Audio-visual Media Production			
FIELD	SUBFIELD		
4 - Communication Studies and Language	Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	6

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
12505	Rig and de-rig cameras for a video production	Level 5	6	Will occur as soon as 255774 is registered

SPECIFIC OUTCOME 1

Prepare for rigging.

SPECIFIC OUTCOME 2

Rig mounts and cameras for productions.

SPECIFIC OUTCOME 3

Fit lenses and accessories to camera.

SPECIFIC OUTCOME 4

De-rig camera equipment.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	61450	Further Education and Training Certificate: Film and Television Production Operations	Level 4

No. 309

28 March 2008

**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

Criminology and Criminal Justice

registered by Organising Field 08, Law Military Science and Security, publishes the following Qualification and Unit Standards for public comment.

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

Comment on the Qualification and Unit Standards should reach SAQA at the address below and **no later 25 April 2008**. All correspondence should be marked **Standards Setting – SGB Criminology and Criminal Justice** 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@saqa.org.za

DR. S. BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION: Further Education and Training Certificate: Criminology

SAQA QUAL ID	QUALIFICATION TITLE		
61451	Further Education and Training Certificate: Criminology		
ORIGINATOR	PROVIDER		
SGB Criminology and Criminal Justice			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	8 - Law, Military Science and Security	Safety in Society	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	143	Level 4	Regular-Unit Stds Based

This qualification replaces:

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
48856	Further Education and Training Certificate: Criminology	Level 4	143	Will occur as soon as 61451 is registered

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

Learners who have achieved this qualification will be capable of combining a range of self-organisation and life long skills which will empower them to explore a variety of career opportunities in South Africa and internationally in the social, political, economic, legal and ecological spheres to ensure safety in society.

A learner acquiring this qualification will have skills, knowledge and experience to:

- Describe the South African Criminal Justice System.
- Measure conflict, deviance, crime and victimisation at the micro-environment.
- Apply programmes and strategies to prevent/reduce conflict, deviance, crime and victimisation in the micro-environment.
- Describe rights in terms of conflict, deviance, crime and victimisation.
- Review vulnerability relating to lifestyle patterns.
- Describe the impact of conflict, deviance, crime and victimisation.

Rationale:

This qualification is intended to equip learners/persons with an interest in conflict, deviance, crime and victimisation and communities in general, with the knowledge in conflict, deviance, crime and victimisation that is needed for creating and maintaining safety in society. Conflict, deviance, crime and victimisation in South Africa have severe consequences for the sustained development of society, the economy and ecology. This qualification will provide knowledge of crime and victimisation to enable learners to deal effectively with conflict, deviance, crime and victimisation and ensure a democratic and just society within a human rights framework as envisaged in the South African Constitution and Bill of Rights. Learners completing this

qualification will be able to use their knowledge in various fields of conflict, deviance, crime and victimisation and to prevent/reduce crime in the social and corporate sphere.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

It is assumed that the learner has the following knowledge and skills:

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

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 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, and Assurance Body and is conducted by a registered workplace assessor. Because the standards are only core and fundamental, these standards may have been acquired in a range of economic sectors and these will be recognized as appropriate.

Access to the Qualification:

There is an open access to this qualification, keeping in mind the "Learning Assumed to be in Place".

QUALIFICATION RULES

The Qualification consists of a Fundamental, a Core and an Elective Component.

To be awarded the Qualification learners are required to obtain a minimum of 143 credits as detailed below.

Fundamental Component:

The Fundamental Component consists of Unit Standards in:

- Mathematical Literacy at NQF Level 4 to the value of 16 credits
- Communication at NQF Level 4 in a First South African Language to the value of 20 credits
- Communication in a Second South African Language at NQF Level 3 to the value of 20 credits

It is compulsory therefore for learners to do Communication in two different South African languages, one at Level 4 and the other at NQF Level 3.

All Unit Standards in the Fundamental Component are compulsory.

Core Component:

The Core Component consists of Unit Standards to the value of 82 credits all of which are compulsory.

Elective Component:

The Elective Component consists of Unit Standards to the value of 20 credits. It is compulsory for Learners to choose a Unit Standard/s to the minimum value of 5 credits.

EXIT LEVEL OUTCOMES

1. Describe the South African Criminal Justice System.
2. Measure conflict, deviance, crime and victimisation at the micro environment.
3. Apply programmes and strategies to prevent/reduce conflict, deviance, crime and victimisation in the micro-environment.
4. Describe rights in terms of conflict, deviance, crime and victimisation.

Range:

- Rights refers to universal human rights, environmental and ecological rights, social rights, victims charter and constitutional rights.

5. Review vulnerability relating to lifestyle patterns.
6. Describe the impact of conflict, deviance, crime and victimisation.

Critical Cross-Field Outcomes:

This qualification promotes, in particular, the following Critical Cross-Field Outcomes:

Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made when:

- Measuring conflict, deviance, crime and victimisation at the micro-environment.
- Applying programmes and strategies to prevent/reduce conflict, deviance, crime and victimisation in the micro-environment.
- Reviewing vulnerability relating to lifestyle patterns.

Working effectively with others as a member of a team, group, organisation, and community by cooperating, assisting and providing advice when:

- Measuring conflict, deviance, crime and victimisation at the micro-environment.
- Applying programmes and strategies to prevent/reduce conflict, deviance, crime and victimisation in the micro-environment.
- Reviewing vulnerability relating to lifestyle patterns.

Organising and managing oneself and one's activities responsibly and effectively when:

- Measuring conflict, deviance, crime and victimisation at the micro-environment.
- Applying programmes and strategies to prevent/reduce conflict, deviance, crime and victimisation in the micro-environment.

Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion when:

- Describing the South African Criminal Justice System.
- Measuring conflict, deviance, crime and victimisation at the micro-environment.
- Describing rights in terms of conflict, deviance, crime and victimisation.
- Describing the impact of conflict, deviance, crime and victimisation.

Collecting, analysing, organising and critically evaluating information to better understand and explain when:

- Describing the South African Criminal Justice System.
- Measuring conflict, deviance, crime and victimisation at the micro-environment.
- Describing the impact of conflict, deviance, crime and victimisation.

Using science and technology effectively and critically, showing responsibility towards the environment and health of others when:

- Measuring conflict, deviance, crime and victimisation at the micro-environment.

Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when:

- Describing the South African Criminal Justice System.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

1.1 The different components of criminal justice are described in terms of the South African Criminal Justice System.

1.2 The interrelation between criminal justice stakeholders is described in terms of the South African Criminal Justice System.

Range:

- Stakeholders include private security, law enforcement, courts of law and correctional services.

1.3 The functioning of criminal justice is described in terms of the South African Criminal Justice System.

1.4 The role and tasks of the criminal justice stakeholders is described in terms of the South African Criminal Justice System.

Associated Assessment Criteria for Exit Level Outcome 2:

2.1 Techniques are identified to measure conflict, deviance, crime and victimisation.

2.2 Techniques are applied to measure conflict, deviance, crime and victimisation within a micro environment.

2.3 A report is compiled of the micro-environmental research findings.

Associated Assessment Criteria for Exit Level Outcome 3:

3.1 A description is given of the various models available to deal with conflict deviance, crime and victimisation.

Range:

- Models include a number of related programmes/strategies.

3.2 Crime prevention/reduction programmes are selected according to the chosen model.

3.3 The chosen/selected programme or strategy is implemented according to the chosen model.

3.4 The implemented programme is evaluated according to its effectiveness.

Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 An explanation is given of the evolution of rights in terms of international history.
- 4.2 An understanding is demonstrated of rights as applied internationally.
- 4.3 The responsibilities of individuals are described in terms of their rights.

Associated Assessment Criteria for Exit Level Outcome 5:

5.1 Risk factors contributing to conflict, deviance, crime and victimisation are specified at the different levels.

Range:

- Levels refers to an individual level, social level and corporate level.
- 5.2 Risk factors are reviewed in accordance with specific lifestyle patterns.
- 5.3 Vulnerabilities are identified according to lifestyle patterns.
- 5.4 Knowledge is demonstrated of strategies that can influence change in lifestyles.

Associated Assessment Criteria for Exit Level Outcome 6:

6.1 Understanding is demonstrated of the impact of conflict, deviance, crime and victimisation at the various levels.

Range:

- The various levels refer to individual, social, environmental and ecological levels.
- 6.2 The influence of conflict, deviance, crime and victimisation is assessed in terms of its impact at the various levels.
- 6.3 The seriousness of the impact of conflict, deviance, crime and victimisation is determined at the various levels.
- 6.4 Proposals to reduce the impact are determined at the various levels.

Integrated Assessment:

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification. Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic setting and specific economic sector 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 assessed. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

INTERNATIONAL COMPARABILITY

Best Practice:

In 2007 the International Society of Criminology prescribed broad academic guidelines after consultation with members of its national executive, who are internationally represented, to enhance the academic status of criminology.

The United Kingdom criminology benchmarks were developed in 2006 by the British Society of Criminology in collaboration with the National Quality Assurance Framework and are now in the process of being registered. Input was obtained from the UK's 59 universities, the American Society of Criminology and the European Society of Criminology.

Since 2005 the United States of America and the United Kingdom have been developing uniform benchmarks and standards for criminology qualifications. The United States of America standards were developed by the Academy of Criminal Justice Sciences as a voluntary certification process and finalised in October 2005.

These countries are internationally regarded as leaders in the field of criminology. Although none of the developed benchmarks deal with Further Education and Training Certificates, the topics identified are similar to those in this qualification, i.e. theoretical approaches, conflict, deviance, describe and interpret crime and victimisation, understanding the criminal justice system, different research strategies, ethical aspects, appropriate programmes to deal with crime and victimisation, inform policy.

For all intents and purposes, therefore, direct international comparability was not possible for the purposes of this qualification but the guidelines provided by the British Society of Criminology, the International Society of Criminology and the United States Academy of Criminal Justice Sciences were used as a benchmark during the review process.

The International Society of Criminology:

The International Society of Criminology recommends that criminologists should receive training in developing/evaluating crime theories/perspectives, crime reduction/prevention programmes and criminal justice policies, punishment and diversion programmes, juvenile delinquency and justice, victims of crime and restorative justice.

This qualification does not go into depth on all of the above mentioned recommendations made by the American Academy of Criminal Justice Sciences, but does address them especially in terms of crime theories, crime reduction/prevention programmes and criminal justice procedures, punishment and diversion programmes and victims of crime and restorative justice.

The British Society of Criminology:

The British Society of Criminology provides the following training guidelines:

Describe key concepts and theoretical approaches within criminology; identify evidence-based crime theories; identify political and social processes of victimisation and criminalisation; describe different police cultures, trends in policing in a diverse society, youth and criminal justice practices; identify different research strategies and methods; identify an appropriate strategy for specific research problems; recognise the ethical dimensions of research; describe and interpret crime and victimisation; describe quantitative and qualitative research methods and data collection; undertake basic analysis; identify ethically appropriate action; present

conclusions in an appropriate scientific format; identify and select appropriate programmes to deal with crime and victimisation problems; recommend appropriate policy to deal with crime, victimisation, criminalisation, responses to crime and deviance. Work experience placements or internships in relevant organisations are furthermore recommended.

This qualification has incorporated within the context of this qualification the following recommendations made by the British Society of Criminology:

Describing crime and victimisation; describing key concepts and theoretical approaches within criminology; identifying social processes of victimisation and criminalisation; applying basic research methodology and ethics in the field of crime and victimisation; identify and select appropriate programmes to deal with crime and victimisation problems; recommending appropriate policy to deal with crime, victimisation and responses to crime and deviance.

Additional this qualification includes the following content which is not included in the recommendations made by the British Society of Criminology:

Describing human, social and ecological rights; describing the structuring and functioning of the criminal justice system; identifying vulnerability; identifying risk factors and identifying trends and patterns.

The American Academy of Criminal Justice Sciences:

The American Academy of Criminal Justice Sciences recommends the following learning areas:

Administration of justice: the contemporary criminal justice system, forms of social control, policies and practices; victimology; juvenile justice; comparative criminal justice.

Corrections: History, theory, practice, development of correctional philosophy, incarceration, diversion, community-based corrections, treatment of offenders.

Criminological theory: The nature and causes of crime, typologies, offenders and victims.

Law adjudication: Criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making.

Law enforcement: History, theory, practice and legal environment, police organisation, discretion, and subcultures.

Research and analytic methods: Quantitative and qualitative, statistical methods, methods for conducting and analysing criminal justice research in a manner appropriate for undergraduate students.

This qualification incorporates all of the aspects as recommended by the American Academy of Criminal Justice Sciences.

The following qualification frameworks were further consulted:

The United Kingdom Vocational/Qualifications Authority, the Scottish Qualifications Authority, the National Qualifications Authority of Ireland, the New Zealand Qualifications Authority, the Australian Qualifications Framework, the American Qualifications Curriculum and Assessment Authority Framework, the European Qualifications Framework and the Netherlands/Vlaams Accreditation Organisation.

No qualifications authority mentioned above had information on Further Education and Training qualification in Criminology. No information could also be found on Further Education and

Training in Criminology on the African continent. Criminology is not included in the qualifications framework of African countries. Where criminology is offered as a course in the tertiary institutions of some African countries it forms part of the legal (Zambia, Zimbabwe, Rwanda) or sociology qualifications (Universities of Nairobi, Botswana, Tanzania Makerere, Uganda and Namibia).

Summary:

This qualification, in the context of an FETC level qualification, is therefore either in line or exceeds recommendations made by international criminology organisations.

ARTICULATION OPTIONS

This Qualification lends itself to both vertical and horizontal articulation possibilities.

Horizontal articulation is possible with the following Qualifications:

- ID 57713: Further Education and Training Certificate: Specialist Security Practices, NQF Level 4.
- ID 59889: Further Education and Training Certificate: Military Operations, NQF Level 4.

Vertical articulation is possible with the following qualifications:

- ID 48553: National Diploma: Corrections Science, NQF Level 5.
- ID 48865: National Certificate: Policing, NQF Level 5.
- ID 17224: National Certificate: Security Management, 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 with the relevant Education, Training, Quality, and Assurance (ETQA) Body.
- 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 ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between 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 exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, the integrated competence described in the Qualification and will include competence within core sales and the elective standards relevant to the economic sector.

Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

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

NOTES

This qualification replaces qualification 48856, "Further education and training certificate: Criminology", Level 4, 143 credits.

- Equal weight is given to crime and victimisation.
- Learners must be exposed to practical work such as case studies, mock trials, the criminal justice system and others types of practical work.

Range Statement:

Conflict refers to individual, social, organisational and environmental conflict.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119458	Analyse and respond to a variety of literary texts	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	12155	Apply comprehension skills to engage written texts in a business environment	Level 4	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	255758	Apply basic programmes to prevent/reduce crime and victimisation	Level 4	8
Core	255762	Apply basic research methodology and ethics in the field of crime and victimisation	Level 4	8
Core	255757	Apply strategies to inform individuals and the community about crime and victimisation	Level 4	9
Core	255755	Apply various techniques to measure crime and victimisation	Level 4	8
Core	255764	Describe human, social and ecological rights in the field of crime and victimisation	Level 4	8
Core	255761	Describe the structure and functioning of the criminal justice system in South Africa	Level 4	8
Core	255760	Determine crime and victimisation vulnerability relating to lifestyle patterns	Level 4	8
Core	255763	Determine the impact of crime and victimisation on individuals, society and ecological systems	Level 4	9
Core	255766	Identify individual, social and corporate risk factors contributing to crime and victimisation	Level 4	8
Core	255759	Identify crime and victimisation trends and patterns with reference to specific types of crime and victimisation	Level 5	8
Elective	7786	Operate a Computer	Level 3	8
Elective	120374	Contribute to the management of project risk within own field of expertise	Level 4	5
Elective	117158	Investigate ways of managing financial risk in own lives	Level 4	5
Elective	119265	Manage risk in own work environment	Level 4	2

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Describe human, social and ecological rights in the field of crime and victimisation

SAQA US ID	UNIT STANDARD TITLE		
255764	Describe human, social and ecological rights in the field of crime and victimisation		
ORIGINATOR		PROVIDER	
SGB Criminology and Criminal Justice			
FIELD		SUBFIELD	
8 - Law, Military Science and Security		Safety in Society	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115226	Describe human, social and ecological rights in the field of crime and victimisation	Level 4	8	Will occur as soon as 255764 is registered

SPECIFIC OUTCOME 1

Identify national and international trends, policies and treaties relating to human, social and ecological rights.

SPECIFIC OUTCOME 2

Explain the responsibilities of the criminal justice system and other role-players towards achieving human, social and ecological rights in South Africa.

SPECIFIC OUTCOME 3

Evaluate how human, social and ecological rights are implemented nationally and internationally.

SPECIFIC OUTCOME 4

Provide examples in which the violation of human, social and ecological rights can be redressed.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61451	Further Education and Training Certificate: Criminology	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Describe the structure and functioning of the criminal justice system in South Africa

SAQA US ID	UNIT STANDARD TITLE		
255761	Describe the structure and functioning of the criminal justice system in South Africa		
ORIGINATOR		PROVIDER	
SGB Criminology and Criminal Justice			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115228	Describe the structure and functioning of criminal justice in South Africa	Level 4	8	Will occur as soon as 255761 is registered

SPECIFIC OUTCOME 1

Describe the different components of the criminal justice system in South Africa.

SPECIFIC OUTCOME 2

Identify the role, function and purpose of each component of the criminal justice system in terms of its relationship to the whole system.

SPECIFIC OUTCOME 3

Describe the inter-relationship between the formal and non-formal justice systems.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61451	Further Education and Training Certificate: Criminology	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Determine crime and victimisation vulnerability relating to lifestyle patterns***

SAQA US ID	UNIT STANDARD TITLE		
255760	Determine crime and victimisation vulnerability relating to lifestyle patterns		
ORIGINATOR		PROVIDER	
SGB Criminology and Criminal Justice			
FIELD		SUBFIELD	
8 - Law, Military Science and Security		Safety in Society	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115232	Determine crime and victimisation vulnerability relating to lifestyle patterns	Level 4	8	Will occur as soon as 255760 is registered

SPECIFIC OUTCOME 1

Describe conflict, deviance, crime and victimisation vulnerability relating to lifestyle patterns.

SPECIFIC OUTCOME 2

Assess lifestyle patterns that increase the risk of conflict, deviance, victimisation and criminality.

SPECIFIC OUTCOME 3

Assess lifestyle patterns contributing to criminal behaviour and victimisation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61451	Further Education and Training Certificate: Criminology	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Determine the impact of crime and victimisation on individuals, society and ecological systems

SAQA US ID	UNIT STANDARD TITLE		
255763	Determine the impact of crime and victimisation on individuals, society and ecological systems		
ORIGINATOR	PROVIDER		
SGB Criminology and Criminal Justice			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	9

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115231	Determine the impact of crime and victimisation on individuals, society and ecological systems	Level 4	9	Will occur as soon as 255763 is registered

SPECIFIC OUTCOME 1

Describe the impact of conflict, deviance, crime and victimisation on individuals, society and the ecological system.

SPECIFIC OUTCOME 2

Determine the impact of conflict, deviance, crime and victimisation on individuals, society and ecological systems.

SPECIFIC OUTCOME 3

Determine measures to deal with the effects of conflict, deviance, crime and victimisation on individuals, society and ecological systems.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61451	Further Education and Training Certificate: Criminology	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply basic research methodology and ethics in the field of crime and victimisation

SAQA US ID	UNIT STANDARD TITLE		
255762	Apply basic research methodology and ethics in the field of crime and victimisation		
ORIGINATOR	PROVIDER		
SGB Criminology and Criminal Justice			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115227	Explain and apply basic research methodology and ethics in the field of crime and victimisation	Level 4	8	Will occur as soon as 255762 is registered

SPECIFIC OUTCOME 1

Distinguish between the scientific method and common sense knowledge.

SPECIFIC OUTCOME 2

Plan a research project.

SPECIFIC OUTCOME 3

Collect and process information for research.

SPECIFIC OUTCOME 4

Write a research report.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	31451	Further Education and Training Certificate: Criminology	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply strategies to inform individuals and the community about crime and victimisation

SAQA US ID	UNIT STANDARD TITLE		
255757	Apply strategies to inform individuals and the community about crime and victimisation		
ORIGINATOR		PROVIDER	
SGB Criminology and Criminal Justice			
FIELD		SUBFIELD	
8 - Law, Military Science and Security		Safety in Society	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	9

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115237	Identify and apply strategies to inform individuals and the community about crime and victimisation	Level 4	9	Will occur as soon as 255757 is registered

SPECIFIC OUTCOME 1

Review national, regional and international strategies to inform individuals and communities about conflict, deviance, crime and victimisation.

SPECIFIC OUTCOME 2

Design strategies to inform individuals and communities across the cultural spectrum about conflict, deviance, crime and victimisation.

SPECIFIC OUTCOME 3

Implement strategies to inform individuals and communities about conflict, deviance, crime and victimisation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

ID	QUALIFICATION TITLE	LEVEL
Core 61451	Further Education and Training Certificate: Criminology	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify individual, social and corporate risk factors contributing to crime and victimisation

SAQA US ID		UNIT STANDARD TITLE	
255766		Identify individual, social and corporate risk factors contributing to crime and victimisation	
ORIGINATOR		PROVIDER	
SGB Criminology and Criminal Justice			
FIELD		SUBFIELD	
8 - Law, Military Science and Security		Safety in Society	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115233	Identify and evaluate individual, social and corporate risk factors contributing to crime and victimisation	Level 4	8	Will occur as soon as 255766 is registered

SPECIFIC OUTCOME 1

Assess factors that increase an individual's risk of engaging in conflict or deviance, or committing crime.

SPECIFIC OUTCOME 2

Assess factors that influence individual, social and corporate victimisation risk.

SPECIFIC OUTCOME 3

Identify measures to prevent/reduce conflict, deviance, crime and victimisation risk.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61451	Further Education and Training Certificate: Criminology	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Apply basic programmes to prevent/reduce crime and victimisation***

SAQA US ID	UNIT STANDARD TITLE		
255758	Apply basic programmes to prevent/reduce crime and victimisation		
ORIGINATOR		PROVIDER	
SGB Criminology and Criminal Justice			
FIELD		SUBFIELD	
8 - Law, Military Science and Security		Safety in Society	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115235	Review and apply basic programmes to prevent/reduce crime and victimisation	Level 4	8	Will occur as soon as 255758 is registered

SPECIFIC OUTCOME 1

Explain conflict, deviance, crime and victimisation risk factors and its relationship to prevention/reduction programmes.

SPECIFIC OUTCOME 2

Assess national and international conflict, deviance, crime and victimisation prevention/reduction models and programmes.

SPECIFIC OUTCOME 3

Determine appropriate prevention/reduction programmes to deal with an identified conflict, deviance, crime and victimisation problem.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61451	Further Education and Training Certificate: Criminology	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Apply various techniques to measure crime and victimisation***

SAQA US ID	UNIT STANDARD TITLE		
255755	Apply various techniques to measure crime and victimisation		
ORIGINATOR	PROVIDER		
SGB Criminology and Criminal Justice			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115236	Use various techniques of measuring crime and victimisation	Level 4	8	Will occur as soon as 255755 is registered

SPECIFIC OUTCOME 1

Assess official techniques of measuring conflict, deviance, crime and victimisation.

SPECIFIC OUTCOME 2

Assess alternative techniques of measuring conflict, deviance, crime and victimisation.

SPECIFIC OUTCOME 3

Analyse the use of official and alternative measuring techniques when dealing with conflict, deviance, crime and victimisation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61451	Further Education and Training Certificate: Criminology	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify crime and victimisation trends and patterns with reference to specific types of crime and victimisation

SAQA US ID	UNIT STANDARD TITLE		
255759	Identify crime and victimisation trends and patterns with reference to specific types of crime and victimisation		
ORIGINATOR	PROVIDER		
SGB Criminology and Criminal Justice			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115229	Examine crime and victimisation trends and patterns with reference to specific types of crime and victimisation	Level 5	8	Will occur as soon as 255759 is registered

SPECIFIC OUTCOME 1

Analyse the risk factors contributing to conflict, deviance, crime and victimisation.

SPECIFIC OUTCOME 2

Analyse conflict, deviance, crime and victimisation patterns and trends.

SPECIFIC OUTCOME 3

Predict conflict, deviance, crime and victimisation patterns and trends.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61451	Further Education and Training Certificate: Criminology	Level 4

No. 310

28 March 2008

**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

Criminology and Criminal Justice

registered by Organising Field 08, Law Military Science and Security, publishes the following Qualification for public comment.

This notice contains the title, field, sub-field, NQF level, credits, and purpose of the Qualification. The full Qualification can be accessed via the SAQA web-site at www.saq.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification should reach SAQA at the address below and **no later 25 April 2008**. All correspondence should be marked **Standards Setting – SGB Criminology and Criminal Justice** 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: dmpthuthing@saqa.org.za

DR. S. BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Bachelor of Criminology

SAQA QUAL ID	QUALIFICATION TITLE		
61449	Bachelor of Criminology		
ORIGINATOR	PROVIDER		
SGB Criminology and Criminal Justice			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National First Degree	8 - Law, Military Science and Security	Safety in Society	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	480	Level 7	Regular-ELOAC

This qualification replaces:

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
49108	Bachelor of Criminology	Level 7	480	Will occur as soon as 61449 is registered

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification will equip learners with the necessary knowledge, skills, crimino-ethical and human rights competency to act professionally and responsibly for the benefit of society and particularly within the safety in society sector. This is a specialised qualification with a strong career focus and a substantial general formative component. This qualification will supplement the demand for criminological and victimological expertise in the criminal justice process as well as in the social and corporate spheres, and will also enhance the status and employability of qualifying learners in the public and private sector.

A learner acquiring this qualification will have skills, knowledge and attributes to:

- Conduct a research project of limited scope aimed at a conflict, deviance, crime and victimisation problem.
- Develop and analyse deviance, conflict, crime and victimisation policies.
- Assess conflict, deviance, crime and victimisation risk/vulnerability.
- Develop and evaluate programmes/strategies relating to conflict, deviance, crime and victimisation.
- Compile victim and offender profiles.
- Provide services to crime victims.
- Evaluate the functioning of justice systems.
- Provide crime (victim) impact statements and expert evidence in court.
- Inform crime and victimisation policy.
- Implement restorative justice processes.

This qualification will further provide learners with the following:

- The ability to think laterally, critically and creatively.
- Sensitivity towards cultural diversity as well as human and environmental/ecological rights.

- A high level of cognitive and problem-solving skills which can be applied in their social and work environment to ensure a safe and secure society.
- The ability to act in a professional and ethical manner.
- A capacity for life-long learning.
- The basic skills to continue with postgraduate studies.

Rationale:

This qualification addresses and identifies skills needs for learners/persons with an interest in crime and victimisation and communities in general. Crime and victimisation in South Africa have severe consequences for the sustained development of society, the economy and ecology. Therefore, this qualification will provide expert knowledge of crime and victimisation to deal effectively with conflict, deviance, crime and victimisation. Comprehensive knowledge of the criminal justice system and other forms of justice, such as restorative justice and social justice, is also critical to ensure a democratic and just society with a human rights ethos as set out in the South African Constitution and Bill of Rights and any other relevant national, regional and international conventions/treaties/guidelines.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Computer Literacy at NQF Level 3.

Recognition of Prior Learning:**Formal prior learning:**

Prior accredited learning of a learner at the FET or HET level in relevant domains which constitute credit-bearing units or modules should be recognised if evidence can be produced that shows that the learner has achieved, at a satisfactory level, the outcomes and associated assessment criteria specified for the Bachelor of Criminology qualification and, if appropriate, allow the recognition of prior learning for the achievement of the qualification in part or in full.

Non-formal and informal prior experiential learning:

An applicant whose level of knowledge, skills and competencies have not been assessed in terms of the formal qualifications system but who can demonstrate in appropriate ways, through an assessment designed by the institution to which application is made, that she/he has acquired the relevant skills and competencies, may be considered for a programme of study leading to this qualification. An applicant who, after such assessment, is deemed to have sufficient potential but is in need of further academic development, must be directed to other suitable learning programmes prior to admission or to parallel programmes after admission.

The qualification standard promotes the flexible use of RPL where it reflects the principles of the NQF and is to the benefit of the learner.

Access to Qualification:

There is an open access to this qualification, for learners in possession of a National Senior Certificate or a National Certificate: Vocational, Level 4 or a Further Education and Training Certificate: Criminology or as determined by the relevant provider.

QUALIFICATION RULES

This qualification is an Exit Level Outcome based qualification. All Exit Level Outcomes are compulsory. Providers should include other subjects to their respective programmes such as:

- Languages.
- Psychology.
- Social Anthropology.
- Sociology, Communication.
- Political Science, Philosophy.
- Human Resource Management.
- Fundamental Human Rights.
- Criminal Law.
- Law of Evidence.
- Law of Persons and Family Law (Private Law).

EXIT LEVEL OUTCOMES

1. Conduct a limited research project aimed at a conflict, deviance, crime and victimisation problem.
2. Develop and analyse deviance, conflict, crime and victimisation policies.
 - Range: Analyse refers to the assessment of own developed programmes/strategies and the assessment of other programmes/strategies.
3. Assess conflict, deviance, crime and victimisation risk and vulnerability.
 - Range: Conflict, deviance, crime and victimisation risk include individual, social, political, economical, physical environment and ecological factors.
4. Develop and evaluate programmes and strategies to deal with conflict, deviance, crime and victimisation.
 - Range: Evaluate refers to the evaluation of own developed programmes/strategies and the evaluation of other programmes/strategies.
5. Compile victim and offender profiles.
6. Provide services to crime victims.
7. Evaluate the functioning of justice systems.

Critical Cross-Field Outcomes:

This qualification promotes, in particular, the following Critical Cross-Field Outcomes:

Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made when:

- Developing and analysing deviance, conflict, crime and victimisation policies.
- Assessing conflict, deviance, crime and victimisation risk/vulnerability.
- Developing and evaluating programmes/strategies relating to conflict, deviance, crime and victimisation.
- Providing services to crime victims.
- Evaluating the functioning of justice systems.

Working effectively with others as a member of a team, group, organisation, and community during:

- Assessing conflict, deviance, crime and victimisation risk/vulnerability.

- Developing and evaluating programmes/strategies relating to conflict, deviance, crime and victimisation.
- Providing services to crime victims.

Organising and managing oneself and one's activities responsibly and effectively when:

- Conducting a research project of limited scope aimed at a conflict, deviance, crime and victimisation problem.
- Developing and analysing deviance, conflict, crime and victimisation policies.
- Developing and evaluating programmes/strategies relating to conflict, deviance, crime and victimisation.

Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion when:

- Conducting a research project of limited scope aimed at a conflict, deviance, crime and victimisation problem.
- Developing and analysing deviance, conflict, crime and victimisation policies.
- Developing and evaluating programmes/strategies relating to conflict, deviance, crime and victimisation.
- Compiling victim and offender profiles.
- Providing services to crime victims.
- Evaluating the functioning of justice systems.

Collecting, analysing, organising and critically evaluating information to better understand and explain:

- Conducting a research project of limited scope aimed at a conflict, deviance, crime and victimisation problem.
- Developing and analysing deviance, conflict, crime and victimisation policies.
- Assessing conflict, deviance, crime and victimisation risk/vulnerability.
- Developing and evaluating programmes/strategies relating to conflict, deviance, crime and victimisation.
- Evaluating the functioning of justice systems.

Using science and technology effectively and critically, showing responsibility towards the environment and health of others when:

- Providing services to crime victims.

Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when:

- Evaluating the functioning of justice systems.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- The problem is clearly identified in order to formulate the research question.
- An appropriate research method is applied to the identified research problem.
- A literature review is conducted which is relevant to the identified problem.
- A clear understanding is demonstrated of theories, perspectives, approaches and risk factors relevant to the identified problem.
- An ability to synthesise knowledge and information is demonstrated in a critical and creative manner.
- Sensitivity is applied in terms of cultural diversity, human rights and crimino-ethical standards.

Associated Assessment Criteria for Exit Level Outcome 2:

- Data is collected, collated and analysed on policies relating to deviance, conflict, crime and victimisation.
- Recommendations are formulated based on the analysed data.
- Policies are developed based on recommendations.
- The report is disseminated to the identified stakeholders.

Associated Assessment Criteria for Exit Level Outcome 3:

- Individual, organisational and social environment risk factors and vulnerability are identified to determine its effect.
- The impact is analysed on the individual, organisational and social environment.
- Strategies are developed to deal with risk and vulnerability.

Associated Assessment Criteria for Exit Level Outcome 4:

- The appropriateness of existing programmes and strategies are assessed according to the identified problem.
- Programmes and strategies are developed to address the specific problem.
- Evidence-based research criteria are developed in order to evaluate the programmes and strategies.

Associated Assessment Criteria for Exit Level Outcome 5:

- Victim and offender theories, perspectives, approaches and risk factors are analysed in order to compile a profile.
- The appropriate victim or offender theory, perspective, approach and/or risk factors are selected in order to compile a profile.
- Victim and offender profiles are constructed in order to provide expert opinion in various contexts.
 - Range: Various contexts includes but is not limited to police, courts, correctional services and business.
- Expert opinion is presented in various contexts.

Associated Assessment Criteria for Exit Level Outcome 6:

- An analysis is conducted in order to determine victim needs.
- Available resources are assessed in order to assist victims in terms of their identified needs.
- Victim services are developed in collaboration with all stakeholders.
- Professional and ethical working relationships are maintained with the victims and stakeholders.
- Evidence-based research criteria are developed to evaluate the effectiveness of the services.

Associated Assessment Criteria for Exit Level Outcome 7:

- Knowledge is demonstrated of the various formal and informal justice systems.
- Formal and informal justice systems are compared in order to determine its effectiveness within various societies.
- Advantages and disadvantages of justice systems are determined to promote best practice.

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.

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 Exit Level Outcomes, Embedded Knowledge and Critical Cross-Field Outcomes are assessed. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of Exit Level Outcomes and Embedded Knowledge.

INTERNATIONAL COMPARABILITY

Best Practice:

In 2007 the International Society of Criminology provided broad academic guidelines, after consultation with members of its national executive who are internationally represented, to enhance the academic status of criminology.

The United Kingdom criminology benchmarks were developed in 2006 by the British Society of Criminology in collaboration with the National Quality Assurance Framework and are now in the process of being registered. Input was obtained from the United Kingdoms 59 universities, the American Society of Criminology and the European Society of Criminology.

Since 2005 the United States of America and the United Kingdom have developed uniform benchmarks and standards for criminology qualifications. The United States of America standards were developed by the Academic Criminal Justice Sciences as a voluntary certification process and finalised in October 2005.

These international guidelines and standards will be the main source of comparison for the B.Criminology qualification as these countries are regarded as leaders in the field of criminology together with Canada and Australia.

Information was also obtained from various universities in developed and developing countries. As it is difficult to determine leading universities in criminology in Western countries, a high research output by leading criminologists at these universities was used as the selection criteria while others were randomly selected to obtain a more comprehensive international overview.

Other sources used were the 14th International Criminology Conference organised by the International Society of Criminology, held in Pennsylvania, United States of America on 7-12 August 2005 (held every three years) and accredited criminology journals.

The International Society of Criminology:

The International Society of Criminology advocates a strong emphasis on research to advance criminology's contribution to a safe and secure society. Human rights and professional ethics are regarded as important when developing/evaluating, crime theories/perspectives, crime reduction/prevention programmes, victimisation services and support programmes and criminal justice policies. They have also indicated the following as focus areas where criminologists can play a leading role: punishment (including diversion programmes), the prevention and reduction of crime, juvenile delinquency and justice, victims of crime and restorative justice. They emphasise that criminology is a theoretical and empirical science with a number of career paths in the criminal justice system and the corporate sphere. Workplace experience and internships are strongly advocated.

This qualification includes all the academic guidelines proposed by the International Society of Criminology.

United Kingdom Benchmarks:

The British Society of Criminology developed academic benchmarks for B.Criminology and honours degrees in 2006. No benchmarks were developed for a Masters or Doctorate in criminology. United Kingdom universities provide qualifications with a broad formative component in the humanities/social sciences and then specialising in criminology. Most provide for specialisation in criminology at honours level. Criminology qualifications are four-year qualifications and it has both a theoretical and an empirical content making provision for a number of career paths in the criminal justice system and at corporate level.

The benchmarks are regarded as minimum standards, which supply a knowledge base for a number of vocations. Workplace experience and internships should form part of the training period. It also stipulates a number of skills, such as the cognitive ability to evaluate evidence, gathering and retrieving data, making ethical judgments, reasoned arguments, interpreting research data and evidence, informing policy, management skills, etc.

The benchmarks do not map specific modules or learning outcomes but provide a framework for providers within which whole programmes can be developed. In brief the following guidelines are given:

Describe key concepts and theoretical approaches within criminology, identify evidence-based crime theories, identify political and social processes of victimisation and criminalisation, describe different police cultures, trends in policing in a diverse society, youth and criminal justice practices, identify different research strategies and methods, identify an appropriate strategy for specific research problems, recognise the ethical dimensions of research, describe and interpret crime and victimisation, describe quantitative and qualitative research methods and data collection, undertake basic analysis, identify ethically appropriate action, present conclusions in an appropriate scientific format, identify and select appropriate programmes to deal with crime and victimisation problems, recommend appropriate policy to deal with crime, victimisation, criminalisation, responses to crime and deviance. Work experience placements or internships in relevant organisations are furthermore recommended.

Individual information received further indicated a greater focus on ethnic minority conflict.

This qualification includes the majority of these guidelines.

The University of Strathclyde provides a Bachelor majoring in Criminology and an Honours BA in Criminology. Courses include introduction to criminology, victimology, victim surveys, criminological research, official statistics and the recording of crime, explaining criminal behaviour, contemporary issues in criminal justice theory and policy, sexual offences, crime seriousness and perceptions, punishment, community-based sanctions, sentencing and penal policy, treatment of offenders, juvenile justice.

This qualification includes the majority of these guidelines. Therefore compared to this programme this qualification includes compiling victim and offender profiles, providing support to victims and evaluating the justice system.

United States of America benchmarks:

The Academy of Criminal Justice Sciences (ACJS) developed guidelines and standards for certification purposes. The same benchmarks are given for bachelor and masters qualifications in criminal justice. It recommends that programmes must have sufficient content, breadth, depth and coherence and broad learning objectives should be the mastery of knowledge and other areas of enquiry. Learners should be able to apply this knowledge to related problems and changing situations in the field of crime and victimisation. Critical thinking skills, appropriate communication methods, ethical decision-making, understanding of diversity and research skills should be developed.

The following broad learning outcomes are specified:

- Administration of justice: The contemporary criminal justice system, forms of social control, policies and practices; victimology; juvenile justice; comparative criminal justice.
- Corrections: History, theory, practice, development of correctional philosophy, incarceration, diversion, community-based corrections, treatment of offenders.
- Criminological theory: The nature and causes of crime, typologies, offenders and victims.
- Law adjudication: Criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making.
- Law enforcement: History, theory, practice and legal environment, police organisation, discretion, and subcultures.
- Research and analytic methods: Quantitative and qualitative, statistical methods, methods for conducting and analysing criminal justice research in a manner appropriate for undergraduate students.

This qualification broadly conforms to these guidelines with a lesser focus being on law enforcement and law adjudication.

At the University of Pennsylvania a B.Sociology (which includes a number of criminology modules) is the entry requirement for postgraduate studies in criminology and they are currently working on registering a Bachelor majoring in Criminology.

At the University of San Diego and the American University a B. Justice or B. Criminal Justice is normally the entry requirement for postgraduate studies in criminology.

The John Jay College indicated that they follow the ACJS guidelines and they provide a bachelor programme in criminal justice. The criminology modules focus on factors contributing to crime, e.g. alcohol and drugs, juvenile delinquency, courts, corrections, deviance, crime and society, victimology, evidence-based crime prevention/reduction, quantitative and qualitative research methods and criminal law, cities and crime, violence and institutions, forensic science, white collar and commercial crime, security management.

It was further indicated that there is currently a greater focus on the crime of terrorism in the USA.

Canadian benchmarks:

Information was obtained from Simon Fraser University and the University of Montreal. The B.Criminology is a four year programme with the focus on criminal and deviant behaviour, explanations of criminal and deviant behaviour, the criminal justice system, criminal law,

reactions to crime and deviance, women and criminal justice, research methods in criminology, young offenders and criminal justice, restorative justice, criminal procedure and evidence, human rights and civil liberties, environmental criminology, forensic sciences, professional ethics, indigenous peoples and international law, communities and crime, correctional practices, techniques of crime prevention/reduction, law enforcement, practical fieldwork.

Most of these aspects form part of this qualification.

European benchmarks:

The Katholieke University of Leuven in Belgium provides an academic bachelor and a professional bachelor while the University of Utrecht in the Netherlands provides a bachelor qualification. All these programmes provide entry to a Master of Criminology. The University of Utrecht provides a Minor in criminology as part of the LLB qualification, which provides access to a Master in Criminology.

The Eotvos Lorand University in Hungary does not have undergraduate criminology programmes but criminology is mandatory for law programmes (normally two semester courses) at all Hungarian universities. The programme at the Elte University in Hungary will soon implement a MA in Criminology for graduates in sociology, law and social work.

According to the Victimology Society of Serbia no specific qualifications in criminology or victimology are provided in Serbia although a number of basic undergraduate criminology courses are offered in social science qualifications.

Criminology courses include criminology theories, criminal justice, corrections, victimology, crime and multicultural societies, criminology research and ethics, organised crime, alternative intervention strategies, evaluation of anti-crime projects, clinical criminology, writing policy documents, international organised crime, writing criminology policy documents, crime and multicultural societies.

This qualification includes most of these topics.

Australian benchmarks:

The Griffith University provides a Bachelor in Criminology and Criminal Justice and an Honours in Criminology and Criminal Justice and the Melbourne University provides a Bachelor of Arts with a major in Criminology and an Honours BA in Criminology. Monash University also provides a Bachelor in Criminal Justice and Criminology as well as an Honours Qualification.

Courses include crime research and ethics, crime prevention and reduction, criminal justice, police studies, victimology, juvenile justice, sentencing and punishment, research methods, perspectives on crime, contemporary issues in criminology, correctional theory and practice, violence in Australia, crime, ethnicity and race, restorative justice, crime and politics: myths and realities, crime and the media.

Therefore compared to this programme this qualification includes compiling victim and offender profiles, providing support to victims and evaluating the justice system.

New Zealand benchmarks:

The Victoria University of Welling provides criminology as a major for the BA degree and an Honours BA in Criminology. Courses include introduction to criminology, crime in New Zealand, policing and criminal justice, punishment and modern society, women, crime and social control, state and corporate crime, youth and crime, criminological theory, researching crime, environmental crime, crime prevention and reduction.

Therefore compared to this programme this qualification includes assessing risk and vulnerability, compiling victim and offender profiles, providing support to victims and evaluating the justice system.

Asian benchmarks:

According to the University of Tokiwa Japan does not provide criminology qualifications but courses in criminology and victimology are provided in the social science qualifications. A masters and doctoral qualification in victimology is also provided (the only one in Asia). Topics covered are introduction to criminology and victimology, juvenile delinquency, measuring crime, prevention of crime, victim support/assistance, criminal law and procedure, comparative criminology.

The Korean Institute of Criminology stated that no formal criminology qualification is provided although learners can major in criminology with a sociology or police administration qualification. A diploma course in criminology and victimology is also provided. Topics include crime and victimisation theories/perspectives, research methods, juvenile delinquency, crime prevention/reduction strategies, probation programmes, police and corrections administration, and the criminal justice system.

The South African B.Criminology includes all of these aspects.

African benchmarks:

Africa does not provide criminology qualifications and criminology courses normally form part of the legal (Zambia, Zimbabwe, Namibia, Rwanda) or sociology qualifications (University of Nairobi, Botswana, Tanzania and Makerere, Uganda). Topics include aspects such as, introduction to criminology, crime control theories, criminal behaviour and social control, juvenile delinquency and justice, child abuse, gender and crime, offenders and victims, victimology, sociology of policing, crime investigation, the criminal justice system, community-based crime prevention/reduction, criminal law.

All these aspects are included in this qualification.

Summary:

This qualification, in the context of a Bachelor level qualification, is therefore either in line or exceeds recommendations made by international criminology organisations and tertiary institutional content.

ARTICULATION OPTIONS

This Qualification lends itself to both vertical and horizontal articulation possibilities.

Vertical articulation is possible with the following Qualifications:

- ID 49065 Masters: Criminology, Level 8.
- ID 49599: Masters: Victimology, Level 8.

Horizontal articulation is possible with the following range of general formative degrees:

- Bachelor: Social Science, Level 6.
- Bachelor: Law, Level 6.

MODERATION OPTIONS

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, Training, Quality, and Assurance (ETQA) Body.
- 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 ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between 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. Moderation should also encompass achievement of the competence described each Exit Level Outcome and the integrated competence described in the Qualification.

Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- A minimum of 5 (five) years' practical, relevant occupational experience.
- A relevant Qualification at NQF Level 8 or higher.
- To be registered as an assessor with the relevant ETQA.

NOTES

This qualification replaces qualification 49108, "Bachelor of Criminology", Level 7, 480 credits.

- Equal weight is given to crime and victimisation.
- A project can involve a minor research script or a written report based on research data supplied to the learner.
- Learners must be exposed to case studies, mock trials and practical experience in the workplace.

Unit Standards:

This qualification is not based on unit standards.

UNIT STANDARDS

This qualification is not based on Unit Standards.

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None

No. 311

28 March 2008

**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

Transport and Logistics Operations

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 full Qualification and Unit Standards can be accessed via the SAQA web-site at www.saqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and **no later 25 April 2008**. All correspondence should be marked **Standards Setting – SGB Transport and Logistics Operations** 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@saqa.org.za

DR. S. BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
National Certificate: Transport Operations

SAQA QUAL ID		QUALIFICATION TITLE	
61489		National Certificate: Transport Operations	
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	11 - Services	Transport, Operations and Logistics	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	138	Level 5	Regular-Unit Stds Based

This qualification does not replace any other qualification and is not replaced by another qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of this qualification is to ensure the coordination and implementation of transport operations so that freight (goods, passengers or livestock) is moved from origin to destination in terms of stakeholder requirements. This must be done in compliance with legislative requirements and international codes and practices.

This qualification builds on the qualification at NQF Level 4 dealing with practical aspects of transport operations. It will provide career development opportunities for those working in transport operations, and promote mobility across the different modes of transport.

Transport is a complex sector in and of itself, and at the same time it affects every other sector in some way. It is essential that those in charge of transport operations develop the insight, knowledge and skill to function effectively in a competitive, multi-faceted environment with unique demands.

The multi-modal nature of this qualification will also provide for a variety of learning pathways with increased specialisation possible, as required. The qualification will also enable many to have their practical skills, developed on the job, recognised through an RPL (Recognition of Prior Learning) process.

A learner obtaining this qualification will be able to:

- Maintain compliance with transport legislation.
- Establish and maintain service level agreements in a transport function.
- Implement risk mitigation and contingency plans in a transport environment.
- Plan transport and transport infrastructure to meet contractual obligations.
- Apply the principles of the economics of transport to transport operations.

The skills, knowledge, values and understanding in this qualification are essential for national competitiveness and will have a positive impact on social and economic transformation and upliftment of the democratic South African society.

Rationale:

Transport operations deals with the movement and supply of freight (goods, passengers or livestock) from origin to destination in terms of stakeholder requirements. It involves the movement of any and all goods and materials from raw material stages, through the manufacturing process, to the delivery of finished products and their disposal. It also deals with the routing of freight using all transport modes and related activities such as warehousing.

This qualification establishes the essential knowledge and skills required for competence in Transport Operations, and specifies the assessment requirements for recognition at this level. Learners completing this qualification will be able to coordinate and facilitate operations within the transport environment.

This qualification will provide learners with access to employment opportunities within the Transport Operations environment. Learners will be able to take responsibility for the planning and transportation of goods nationally as well as internationally. The benefit for organisations and the community lies in the continuous improvement of transport service levels. Government is also committed to improving the public service by supporting the transformation of transport operations.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

It is assumed that the learner entering this qualification will be competent in:

- Mathematical Literacy at NQF Level 4.
- Communication at NQF Level 4.
- Computer Literacy at NQF Level 4.

Recognition of Prior Learning:

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. The learner should be thoroughly briefed on the mechanism to be used and support and guidance should be provided. Care should be taken that the mechanism used provides the learner with an opportunity to demonstrate competence and is not so onerous as to prevent learners from taking up the RPL option towards gaining a qualification.

Access to the Qualification:

Access to this Qualification is open to all learners with at least an NQF Level 4 Qualification or equivalent.

QUALIFICATION RULES

For award of the qualification, candidates must achieve the required number of credits as specified in the rules of combination below as well as the criteria specified for integrated assessment in the Integrated Assessment Criteria below.

Rules of combination:

- All unit standards in the Fundamental Component (16 credits) are compulsory.
- All unit standards in the Core Component (95 credits) are compulsory.
- Learners must choose unit standards totalling at least 27 credits from the Elective Component.

EXIT LEVEL OUTCOMES

1. Maintain compliance with transport legislation.
2. Establish and maintain service level agreements in a transport function.
3. Plan transport and transport infrastructure to meet contractual obligations.
4. Apply the principles of the economics of transport to transport operations.

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

Associated Assessment Criteria for Exit Level Outcome 1:

- Transport operations are planned and controlled in compliance with current national and international legislation, regulations and codes as they apply to the movement of freight across boundaries and modes of transport.

Associated Assessment Criteria for Exit Level Outcome 2:

- Service level agreements are compiled with respect to roles and responsibilities, and realistic expectations.
- Communication systems are established and maintained so that customers have ready access to information regarding the progress and current position of their freight.
- Information sharing systems are set up to provide realistic and accurate updates on actions taken and revised expectations in the event of schedule or delivery problems.

Associated Assessment Criteria for Exit Level Outcome 3:

- Integrated transport operations are planned to reflect a total supply chain solution.
 - Range: A total supply chain solution includes but is not limited to risk in transport and provision, fleet capacity and agreements concluded with customers, realistic understanding of own capacity, operational costs and customer requirements.

- An infrastructure is designed to reflect detailed operational knowledge and experience of the key factors affecting the efficiency and cost effectiveness of transport operations.

Associated Assessment Criteria for Exit Level Outcome 4:

- Business proposals, and tariffs are set, being market related, consistent with ethical business principles, and realistic in terms of own capacity and the requirements of the assignment.
- Costs results are monitored and controlled in terms of the approved financial statements of the operation and its profitability.
- Transport economics is discussed with reference to factors impacting on the operation, and the dynamic interaction of transport operations with the national and international economy.

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 above.

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.

Assessment principles:

Assessment should be in accordance with the following general and specific principles:

- The initial assessment activities should focus on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.
- All assessments should be conducted in accordance with the following universally accepted principles of assessment:
 - Use appropriate, fair and manageable methods that are integrated into real work-related or learning situations.
 - Judge evidence on the basis of its validity, currency, authenticity and sufficiency.
 - Ensure assessment processes are systematic, open and consistent.

INTERNATIONAL COMPARABILITY

Qualifications from the following countries were sourced for a comparison with:

- UK.
- USA.
- Singapore.
- Australia.
- New Zealand.

The Chartered Institute of Logistics and Transport (CILT) - International Diploma in Logistics and Transport was selected as the benchmark for transport qualifications due to its international recognition and credibility. Other UK qualifications of relevance include the undergraduate degree in Transport and Business Management - significant because of the close relationship between the first year of study and the proposed Level 5 qualification.

The USA was selected as a first world, world leader in transport logistics, and their GS-2130, a US Individual Occupational Requirement for Transport Operations - was reviewed.

Singapore has established itself as a multi-modal transport node for the East and it was logical to compare the proposed Level 5 qualification with their Diploma in Logistics & Operations Management.

Australia and New Zealand have set up a joint occupational classification system which has informed current Department of Labour deliberations around occupationally based qualifications. They are also world leaders in outcomes based approach. The National Diploma in Road Transport Management shows marked similarities to the proposed Level 5 qualification.

Investigations into Africa showed that there was little formal development of transport operations qualifications in Africa, apart from South Africa. There are clear indications, though, that Africa is keen to cooperate on transport issues, as signaled by the African Maritime Transport Charter and the Sub-Saharan Africa Transport Policy Programme. A common approach to transport management training would facilitate such initiatives.

In more detail, the reviewed qualifications include:

UK and international - The Chartered Institute of Logistics and Transport - International Diploma in Logistics and Transport:

This qualification builds on knowledge gained from the CILT International Certificate course in Logistics and Transport. The Diploma is basically aimed at those already

working in the industry/sector at a middle management level and who wish to develop a strategic view of logistics and transport operations and be capable of reviewing operational activities.

Students who are successful in their Diploma studies meet the knowledge standards for Membership (MILT) of the Chartered Institute of Logistics and Transport subject to a minimum of 3 years experience in the logistics and transport sector.

CILT International have produced this course material for the use of education and training Institutes throughout the world but especially where CILT Sections and Branches have been or are being established. CILT International believe that one way to improve the efficiency and effectiveness of the logistics and transport sector especially in the developing world is to promote education and training and membership of the local CILT Section.

Course Content (All 6 modules are compulsory):

- A Managing Transport and Logistics operations.

- B Managing Resources.
- C Transport Economics and Finance.
- D Logistics and Supply Chain.
- E Inventory and Warehouse Management.
- F Passenger Transport.

UK - Transport and Business Management:

This qualification is included (although it is a degree qualification) because of the similarities in content, particularly in the initial years.

The programme equips learners with a thorough and practical knowledge of the economic, social and technological aspects of the main modes of transport, so that they will be able to play a part in their future development. It covers the principles of managing the human and technical resources required in transport systems and the importance of transport in relation to the economy and society. This is examined in terms of the numerous benefits and costs of transport in general and of the relative merits of the different modes of air and surface transport. The programme is multidisciplinary, embracing the fundamental principles and applications of planning, management, economics and technology.

Year 1:

Introduces the principles and problems of transport together with the analytical techniques required in subsequent parts of the programme. Students with a wide range of backgrounds and educational qualifications are brought to a comparable level.

Modules include: Management; Finance; Economics; Statistics; Surface Transport Systems; Logistics; Air Transport; Transport Demand and Human Need; French/German/Spanish or Transport Technology.

Year 2:

Elaborates on the fundamental subjects with more emphasis on practical application and investigates the characteristics of the various transport modes in some detail.

Modules include: Transport Planning; Business Strategy; Economics of Transport; Supply Chain Management; French/German/Spanish or Project Appraisal.

Year 3 or 4:

Allows learners to specialise in areas of personal interest including the choice of topic area for a final year project in the form of a detailed study and analysis of a transport problem and is intended to develop initiative and creativity. The findings are presented in the form of a dissertation.

Modules include: Project; Applied Research Methods; Options from: Aviation Safety; Transport and Environment; Transport Policy; Rail Transport Operations; Transport Services Marketing; Transport Demand Management; Travel Behaviour.

Professional Recognition: The programme is accredited by the Chartered Institute of Logistics and Transport.

USA - GS-2130: Traffic Management Series (Individual Occupational Requirements):

The GS-2130 is a US Individual Occupational Requirement for Transport Operations, and its provisions are outlined below. Examples of certificates which result in recognition for this classification are included below:

- Undergraduate and Graduate Education: traffic management, transportation.
- General Experience (for GS-5 positions): Experience that provided a general knowledge and understanding of traffic or transportation programs or operations.
- Specialized Experience (for positions above GS-5): Examples of qualifying specialized experience include:
 - (1) operating a transport or traffic system to move passengers or commodities of an organization when there is accountability for operating costs, (2) operating a transportation system to provide common carrier types of services to shippers, and (3) procuring common or other carriers and other transportation services to move an organization's personnel, freight, and/or other commodities. Performing loss and damage prevention work when this included responsibilities such as policy and procedures formulation and studies of traffic operations and services.
 - Negotiating with carriers and/or regulatory bodies on questions of rates, transit privileges and charges, special services and charges thereof, and classification of commodities.
 - Providing advisory service involving commodity analysis from the transportation standpoint.

Certificate:

Possession of a certificate as Certified Member, American Society of Transportation and Logistics meets the requirements for GS-5. Persons with such certificates may also qualify for higher grade levels based on their education and/or experience.

Certified in Transportation and Logistics (CTL):

AST&L is the premier professional organization that develops and administers the Certification in Transportation Logistics. AST&L began the CTL Certification Program in 1948, known as the CPA of the transportation/logistics industry, and is constantly revising and updating the certification exams, keeping current with changes occurring in the field. To qualify an individual must be active member of AST&L and has a four year undergraduate degree or three years of professional experience. The certification is granted to individuals who successfully complete six of the following exam modules:

Four compulsory subjects:

- General Management Principles & Techniques.
- Transportation Economics Management.
- Logistics Management.
- International Transport and Logistics.

Plus any two elective subjects from:

- Creative Component.
- Logistics Analysis.
- Supply Chain Management.
- Logistics and Supply Chain Strategy.

Certificate in Transportation Management:

- Course provider: University of Wisconsin-Madison Graduate School of Business.

Description:

- Transportation, Planning, Pricing and Costing Certificate.
- Foundation program for Shippers, Carriers and Logistics Services Providers (LSPs): Today's Buying, Selling and Pricing of Transportation Services.

Capstone program for Shippers and Foundation program for Shippers, Carriers and Logistics Services Providers (LSPs): Today's Buying, Selling and Pricing of Transportation Services.

Singapore - Diploma in Logistics & Operations Management:

Companies across all businesses are extending their geographical reach and influence. They need trained people who understand the nature of logistics & supply chain in an ever-connected world. The Diploma in Logistics and Operations Management trains professionals who will excel in today's dynamic business environment.

The Course provides a strong business foundation in the Freshman year. In the Junior and Senior years, learners will be equipped with business knowledge on how companies manage their physical products and services through subjects like Management Science, Management Accounting & Finance, Operations Management, Material Management, Quality Management and Purchasing Principles & Practice. Specialised knowledge on logistics will be introduced through subjects like Logistics & Supply Chain Management, Transport Management and Distribution Centre Management.

New Zealand - National Diploma in Road Transport Management:

The National Diploma in Road Transport Management recognises the skills expected of an experienced manager in a road transport company to manage some or all of the company's operations in full compliance with the law and organisational procedures.

The qualification is structured to provide maximum flexibility for people in small, medium or large size organisations in any sector of the road transport industry. Significant emphasis is placed on the management and interpersonal skills required of a manager of either a small organisation or at a senior level in a large organisation, as well as on the particular road transport knowledge required to operate a successful road transport business.

The diploma can build on the skills acquired through the National Certificate in Commercial Road Transport (Operations) with strands in Vehicle Despatch, Operations Supervision, and Taxi Operations [Ref: 0861], the National Certificate in First Line Management (Communication and Quality) (Level 3) [Ref: 0743], the National Certificate in First Line Management (Level 4) [Ref: 0649], or the National Certificate in Business Administration (Level 4) [Ref: 0634].

African Maritime Transport Charter:

There appears to be little formal development of transport operations qualifications in Africa, apart from South Africa, which takes the lead in this regard. The African Maritime Transport Charter, though, is one indication of the willingness and intention of Africa to homogenise transport throughout the continent, which suggests an openness to skills development in this area. Extracts from the Charter include:

Article 10: Multimodal Transport:

Member States agree to promote the establishment of multimodal transport joint ventures so as to enable African shipping lines set up within the framework of the U.N. Convention on International Multimodal Transport of Goods, modern systems of point-to-point transportation, improve their services and increase their capacity to finance modern and efficient fleet.

Article 13: Legal Framework:

Member States agree to set up enabling harmonized legislative and regulatory framework that shall promote and guarantee the stability of maritime transport joint ventures, particularly multimodal transport joint ventures.

Article 24: Co-ordination of Policies and Actions:

Transit Member States and Land-locked Member States agree to co-ordinate their policies of acquisition and use of means of land transport (road and rail), river, air, maritime transport and port. They also agree to co-ordinate the actions and instruments of implementation of their national maritime policies, those concerning, inter-alia, grouping, pooling and cargo sharing, operation of cargo handling equipment as well as clearing and forwarding of cargo in transit.

Sub-Saharan Africa Transport Policy Programme:

Another indication of a willingness to cooperate and transform transportation in Africa is suggested in the Sub-Saharan Africa Transport Policy Programme. An extract:

• "Anchoring" of transport policies and strategies into national strategies for poverty reduction is the strategic objective of the Sub-Saharan Africa Transport Policy Program (SSATP) long-term development plan (LTDP). In order to effectively link transport and poverty reduction policies and strategies so that transport makes a tangible and visible contribution to poverty reduction, SSATP set in motion a participatory review process to assist Sub-Saharan Africa (SSA) countries that wish to review their policies and strategies on poverty reduction and transport. This process was piloted in 2003 and scaled up from 2004. It involves a group of carefully selected country stakeholders undertaking a review of their national poverty reduction strategy and transport policy/strategy.

Conclusion:

It is evident that Transport Operations is considered an essential skills area in all economies, and the existence of international bodies coordinating skills development in this area are powerful arguments for transport specific qualifications.

The proposed National Certificate: Transport Operations (Level 5) is comparable to examples in most developed countries. The approach adopted by the SGB, though, recognises the need for transformation in emerging economies, and the need to 'step' development to provide access. Building as it does on the Level 4 qualification, the National Certificate: Transport Operations (Level 5) provides for learning and career pathways for those involved in transport operations. It will encourage the development of skills to internationally comparable standards, and provide leadership, for the development of transport in Africa.

ARTICULATION OPTIONS

This qualification has horizontal articulation possibilities with the following qualifications:

- ID 57957: National Certificate: Export Administration, NQF Level 5.
- ID 49398: National Certificate: Incident Management, NQF Level 5.
- ID 58600: National Certificate: Land Transport Planning, NQF Level 5.
- ID 58330: National Certificate: Pipeline Operations, NQF Level 5.
- ID 58759: National Certificate: Ports and Harbours, NQF Level 5.
- ID 59201: National Certificate: Generic Management, NQF Level 5.
- ID 58473: National Diploma: Freight Handling Logistics, NQF Level 5.

This qualification has vertical articulation possibilities with the following qualification:

- ID 58601: National Certificate: Land Transport Planning, NQF Level 6.

MODERATION OPTIONS

- Providers offering learning towards this qualification or the component unit standards must be accredited by the relevant ETQA.
- Moderation of assessment will be overseen by 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.
- Assessors are assumed to have competence in transport operations equivalent to this qualification, or above.

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	117763	Prepare, verify and distribute reports	Level 5	16
Core	255801	Demonstrate an understanding of risk in a transport function	Level 5	5
Core	255794	Demonstrate an understanding of the economics of transport	Level 5	10
Core	255797	Determine, monitor and control transport operating costs	Level 5	10
Core	255805	Establish and maintain service level agreements in a transport function	Level 5	8
Core	255804	Establish tariffs in a transport function	Level 5	10
Core	255800	Implement risk mitigation and contingency plans in response to transport related incidents	Level 5	8
Core	255798	Maintain compliance with transport legislation	Level 5	6
Core	255802	Plan transport to meet contractual obligations and service level agreements	Level 5	12
Core	255795	Provide a supply chain visibility service to customers	Level 5	6
Core	255799	Provide design input to transport infrastructure	Level 5	8
Core	255796	Tender for business in the transport sector	Level 5	4
Core	255803	Integrate transport operations into total supply chain solutions	Level 6	8
Elective	14927	Apply problem solving strategies	Level 4	4
Elective	119676	Apply the skills of customer care in a specific work environment	Level 4	4
Elective	120127	Demonstrate knowledge and understanding of issues of compliance or non-activity that could result in civil or criminal liability in terms of business law	Level 4	2
Elective	242685	Demonstrate knowledge of environmental legislation as it impacts on management of risk	Level 4	6
Elective	110000	Generate information and reports for internal and external use	Level 4	10
Elective	242819	Motivate and Build a Team	Level 4	10
Elective	114272	Analyse complaints and reports relating to referred disputes and select appropriate resolution process	Level 5	10
Elective	15234	Apply efficient time management to the work of a department/division/section	Level 5	4
Elective	252037	Build teams to achieve goals and objectives	Level 5	6
Elective	15219	Develop and implement a strategy and action plans for a team, department or division	Level 5	4
Elective	15224	Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	Level 5	4
Elective	252024	Evaluate current practices against best practice	Level 5	4
Elective	15225	Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	4

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	15229	Implement codes of conduct in the team, department or division	Level 5	3
Elective	252034	Monitor and evaluate team members against performance standards	Level 5	8

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**None**



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of the economics of transport

SAQA US ID	UNIT STANDARD TITLE		
255794	Demonstrate an understanding of the economics of transport		
ORIGINATOR	PROVIDER		
SGB Transport and Logistics Operations			
FIELD	SUBFIELD		
11 - Services	Transport, Operations and Logistics		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Demonstrate an understanding of transport in the national economy.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the economics of multi-modal transport.

SPECIFIC OUTCOME 3

Demonstrate an understanding of demand and supply elasticity.

SPECIFIC OUTCOME 4

Demonstrate an understanding of fleet utilisation as it relates to transport economics.

SPECIFIC OUTCOME 5

Demonstrate an understanding of maintenance in transport economics.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61489	National Certificate: Transport Operations	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Provide a supply chain visibility service to customers

SAQA US ID	UNIT STANDARD TITLE		
255795	Provide a supply chain visibility service to customers		
ORIGINATOR	PROVIDER		
SGB Transport and Logistics Operations			
FIELD	SUBFIELD		
11 - Services	Transport, Operations and Logistics		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	6

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Analyse data networks and determine information and information system requirements.

SPECIFIC OUTCOME 2

Establish systems to support supply chain visibility.

SPECIFIC OUTCOME 3

Provide a supply chain visibility service.

SPECIFIC OUTCOME 4

Review the effectiveness of communications and information sharing processes.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61489	National Certificate: Transport Operations	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Tender for business in the transport sector***

SAQA US ID		UNIT STANDARD TITLE	
255796		Tender for business in the transport sector	
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	4

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Investigate a business opportunity in the transport sector.

SPECIFIC OUTCOME 2

Compile the tender document.

SPECIFIC OUTCOME 3

Complete and submit tender documentation.

SPECIFIC OUTCOME 4

Review and update the tender process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61489	National Certificate: Transport Operations	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Determine, monitor and control transport operating costs***

SAQA US ID		UNIT STANDARD TITLE	
255797		Determine, monitor and control transport operating costs	
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Gather information on transport operating costs.

SPECIFIC OUTCOME 2

Analyse transport operating costs.

SPECIFIC OUTCOME 3

Implement preventative measures to control operating costs.

SPECIFIC OUTCOME 4

Contribute to vehicle procurement decisions.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61489	National Certificate: Transport Operations	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Maintain compliance with transport legislation

SAQA US ID	UNIT STANDARD TITLE		
255798	Maintain compliance with transport legislation		
ORIGINATOR	PROVIDER		
SGB Transport and Logistics Operations			
FIELD	SUBFIELD		
11 - Services	Transport, Operations and Logistics		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	6

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Demonstrate knowledge of transport related legislation.

SPECIFIC OUTCOME 2

Demonstrate an understanding of ethical considerations in the provision of transport services.

SPECIFIC OUTCOME 3

Ensure compliance with legislation in a transport operation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61489	National Certificate: Transport Operations	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Provide design input to transport infrastructure*

SAQA US ID	UNIT STANDARD TITLE		
255799	Provide design input to transport infrastructure		
ORIGINATOR	PROVIDER		
SGB Transport and Logistics Operations			
FIELD	SUBFIELD		
11 - Services	Transport, Operations and Logistics		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Demonstrate an understanding of legislation governing transport infrastructure for a particular mode of transport.

SPECIFIC OUTCOME 2

Determine needs from an operational perspective.

SPECIFIC OUTCOME 3

Provide input to infrastructure design.

SPECIFIC OUTCOME 4

Evaluate transport infrastructure from a design perspective.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61489	National Certificate: Transport Operations	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Implement risk mitigation and contingency plans in response to transport related incidents

SAQA US ID		UNIT STANDARD TITLE	
255800		Implement risk mitigation and contingency plans in response to transport related incidents	
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Implement general risk mitigation plans and procedures.

SPECIFIC OUTCOME 2

Manage risk for a specific incident in terms of current legislation.

SPECIFIC OUTCOME 3

Plan and implement third party service agreements.

SPECIFIC OUTCOME 4

Implement contingency plans in a transport operation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61489	National Certificate: Transport Operations	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of risk in a transport function

SAQA US ID	UNIT STANDARD TITLE		
255801	Demonstrate an understanding of risk in a transport function		
ORIGINATOR	PROVIDER		
SGB Transport and Logistics Operations			
FIELD	SUBFIELD		
11 - Services	Transport, Operations and Logistics		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	5

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Identify and classify risk in a transport function.

SPECIFIC OUTCOME 2

Demonstrate understanding of the management of risk for a specific incident.

SPECIFIC OUTCOME 3

Plan for contingencies in a transport operation.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the requirements for an environmentally friendly transport operation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

ID	QUALIFICATION TITLE	LEVEL
Core 61489	National Certificate: Transport Operations	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Plan transport to meet contractual obligations and service level agreements***

SAQA US ID		UNIT STANDARD TITLE	
255802		Plan transport to meet contractual obligations and service level agreements	
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	12

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Determine requirements from service level agreements.

SPECIFIC OUTCOME 2

Plan routes and schedule transport.

SPECIFIC OUTCOME 3

Plan loads to meet service obligations.

SPECIFIC OUTCOME 4

Review and report on service delivery.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61489	National Certificate: Transport Operations	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Integrate transport operations into total supply chain solutions***

SAQA US ID	UNIT STANDARD TITLE		
255803	Integrate transport operations into total supply chain solutions		
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	8

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Demonstrate understanding of key supply chain concepts.

SPECIFIC OUTCOME 2

Analyse consignments in preparation for transportation.

SPECIFIC OUTCOME 3

Determine carrier and route requirements.

SPECIFIC OUTCOME 4

Provide an integrated transport solution.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61489	National Certificate: Transport Operations	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Establish tariffs in a transport function***

SAQA US ID		UNIT STANDARD TITLE	
255804		Establish tariffs in a transport function	
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Access and analyse financial information as a basis for tariff setting.

SPECIFIC OUTCOME 2

Investigate the market and demand elasticity.

SPECIFIC OUTCOME 3

Determine costs and set tariffs.

SPECIFIC OUTCOME 4

Monitor and review the costing process and tariff structures.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61489	National Certificate: Transport Operations	Level 5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Establish and maintain service level agreements in a transport function***

SAQA US ID		UNIT STANDARD TITLE	
255805		Establish and maintain service level agreements in a transport function	
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Establish and maintain customer relationships.

SPECIFIC OUTCOME 2

Provide input into service level agreements.

SPECIFIC OUTCOME 3

Maintain agreed service levels.

SPECIFIC OUTCOME 4

Solve service related problems.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	61489	National Certificate: Transport Operations	Level 5