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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 632   **5 June 2009**

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

Primary Agriculture

registered by Organising Field 01 – Plant Inspection, publishes the following Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Unit Standards. The full 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 Unit Standards should reach SAQA at the address below and **no later than 06 July 2009.** All correspondence should be marked **Standards Setting – SGB for Primary Agriculture** and addressed to

> The Director: Standards Setting and Development
> SAQA
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> Private Bag X06
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D. MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Validate and certify the authenticity of a variety for certification purposes

SAQA US ID	UNIT STANDARD TITLE		
263334	Validate and certify the authenticity of a variety for certification purposes		
ORIGINATOR		PROVIDER	
SGB Primary Agriculture			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Primary Agriculture	
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
Identify and validate the authenticity of a variety based on the morphology of the leaf, buds, shoots and fruit.

SPECIFIC OUTCOME 2
Identify and validate the authenticity of a variety based on the growth habit of the tree or the vine.

SPECIFIC OUTCOME 3
Identify and validate the authenticity of a variety based on the bearing habit of the tree or the vine.

SPECIFIC OUTCOME 4
Implement techniques to distinguish scion and root stock varieties.

SPECIFIC OUTCOME 5
Implement techniques to discern scion and root stock varieties.

SPECIFIC OUTCOME 6
Make discretionary decisions on mixings of plant material which cannot be corrected and report to the Authority and nursery.

SPECIFIC OUTCOME 7
Perform certification of plant material that complies to true-to-type.

QUALIFICATIONS UTILISING THIS UNIT STANDARD
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of the composition and structures of the plant improvement industry

SAQA US ID	UNIT STANDARD TITLE		
263435	Demonstrate an understanding of the composition and structures of the plant improvement industry		
ORIGINATOR		PROVIDER	
SGB Primary Agriculture			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Primary Agriculture	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	1

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 the definitions and applications of the terminology used in the Scheme.

SPECIFIC OUTCOME 2
Outline the background and structure of the plant improvement industry.

SPECIFIC OUTCOME 3
Describe the legislative and Plant Improvement Scheme requirements for the certification of plant material and the plant improvement processes to ensure compliance.

QUALIFICATIONS UTILISING THIS UNIT STANDARD
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Appraise the quality of Plant Material for Certification Purposes

SAQA US ID	UNIT STANDARD TITLE			
263457	Appraise the quality of Plant Material for Certification Purposes			
ORIGINATOR		PROVIDER		
SGB Primary Agriculture				
FIELD		SUBFIELD		
1 - Agriculture and Nature Conservation		Primary Agriculture		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		18

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

SPECIFIC OUTCOME 1
Select a representative sample of plant material and/or soil for inspection and/or testing.

SPECIFIC OUTCOME 2
Verify the physical requirements of plant material for compliance to certification standards.

SPECIFIC OUTCOME 3
Verify the unique morphological characteristics of plant material.

SPECIFIC OUTCOME 4
Verify the phytosanitary requirements of plant material.

SPECIFIC OUTCOME 5
Scrutinize the plant propagation processes to ensure compliance to the certification requirements.

SPECIFIC OUTCOME 6
Formulate recommendations that contribute to the improvement of the quality of the end product and the importance of the prescriptions.

SPECIFIC OUTCOME 7
Audit administrative and process systems in order to assess compliance to the Scheme.

SPECIFIC OUTCOME 8
Keep current records and maintain a database.

QUALIFICATIONS UTILISING THIS UNIT STANDARD
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Appraise the compliance of a site for the propagation of plant material for certification purposes for the Plant Improvement Industry

SAQA US ID	UNIT STANDARD TITLE		
263494	Appraise the compliance of a site for the propagation of plant material for certification purposes for the Plant Improvement Industry		
ORIGINATOR		PROVIDER	
SGB Primary Agriculture			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Primary Agriculture	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	11

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

SPECIFIC OUTCOME 1
Process the application for registration of a site for the propagation of plant material.

SPECIFIC OUTCOME 2
Perform an on-site evaluation.

SPECIFIC OUTCOME 3
Assess the site in terms of the soil requirements.

SPECIFIC OUTCOME 4
Formulate a recommendation to the Plant Improvement Authority on the suitability of the site.

QUALIFICATIONS UTILISING THIS UNIT STANDARD
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply the legislative requirements for plant improvement processes

SAQA US ID	UNIT STANDARD TITLE		
263496	Apply the legislative requirements for plant improvement processes		
ORIGINATOR		PROVIDER	
SGB Primary Agriculture			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Primary Agriculture	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	18

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

SPECIFIC OUTCOME 1
Indicate the relevant legislated bodies that preside over the plant improvement industry, their specific regulatory functions and registration requirements.

SPECIFIC OUTCOME 2
Identify the objectives and applicable regulations of the Plant Improvement Act and the requirements that must be complied with.

SPECIFIC OUTCOME 3
Indicate the regulatory requirements that emanate from the Plant Improvement Act.

SPECIFIC OUTCOME 4
Describe the Plant Improvement Authority's role in regulating the operational procedures for plant improvement and the ensuing consequences for industry stakeholders.

SPECIFIC OUTCOME 5
Describe the phytosanitary regulations on plant material.

QUALIFICATIONS UTILISING THIS UNIT STANDARD
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Implement improvement interventions to ensure the progressive conformance to specifications required by the Plant Improvement Industry

SAQA US ID	UNIT STANDARD TITLE			
263554	Implement improvement interventions to ensure the progressive conformance to specifications required by the Plant Improvement Industry			
ORIGINATOR		PROVIDER		
SGB Primary Agriculture				
FIELD		SUBFIELD		
1 - Agriculture and Nature Conservation		Primary Agriculture		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		7

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

SPECIFIC OUTCOME 1
Evaluate requirements for conformance and identify areas for improvement in terms of requirements of the Plant Improvement Scheme and standard operating procedures.

SPECIFIC OUTCOME 2
Identify steps in the process of achieving conformance and identify conformance criteria for each category of unit and category of plant material.

SPECIFIC OUTCOME 3
Analyse and assess the remedial action taken for each non-compliance in the process.

SPECIFIC OUTCOME 4
Implement certification requirements and collect, analyse and assess data.

SPECIFIC OUTCOME 5
Compile reports, present recommendations for changes to plant improvement procedures, propagation processes and requirements of the Plant Improvement Scheme.

SPECIFIC OUTCOME 6
Incorporate changes into requirements of the Plant Improvement Scheme and standard operating procedures for handing to the Plant Improvement Authority.

QUALIFICATIONS UTILISING THIS UNIT STANDARD
None

G09-119694—B

No. 633 **5 June 2009**

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

Equine Management and Equestrian Instruction

registered by Organising Field 02 – Culture and Arts, 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 than 06 July 2009.* All correspondence should be marked **Standards Setting – SGB for Equine Management and Equestrian Instruction** and addressed to

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ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

QUALIFICATION:
Further Education and Training Certificate: Equine Practices

SAQA QUAL ID	QUALIFICATION TITLE		
71469	Further Education and Training Certificate: Equine Practices		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	2 - Culture and Arts	Sport	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	160	Level 4	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:

This qualification is designed to equip students with the knowledge, understanding and skills required for employment in the Equine industry. The aim of the qualification will be to develop the competences of candidates who will become supervisors of equine establishments. It is designed for learners who are able to work unsupervised in an equine establishment and for those who aspire to work at supervisory level. Candidates may aspire to or already work in a range of equine environments including studs, stables, leisure organizations, competition centres, racing stables, driving yards, eventing yards and riding for the disabled.

Potential occupations:

• Mounted policing assistant instructor.
• Assistant riding instructor.
• Branch instructor: Disabled riding.
• Assistant manager: Welfare.
• Assistant tourism trail leader.
• Certified farrier.
• Assistant stud manager.
• Candidate Equine therapist.

The learner assessed as competent against this qualification will be capable of supervising the following:

• Health and welfare of horses.
• Schooling a horse.
• A work team in an equine facility.

Rationale:

The learning pathway to cater for the Equine Industry in South Africa currently spans Levels 1 to 8 namely; General Education and Training Certificate: Equine and Equestrian Practices (58493) and Master of Veterinary Medicine: Equine Medicine (15549). This qualification will build on the

knowledge and skills of the first three levels leading to this Further Education and Training Certificate in Equine Supervision as identified by the Equine Industry. This qualification will be accessed by learners that wish to embark on a career within the Equine Industry, continue their learning within the industry for further job opportunities and to have past learning and industry experience recognized formally.

The Equine Industry comprises a number of sub-disciplines and this qualification is designed to cater for some of the following areas of activity:

- Mounted policing.
- Riding instruction.
- Health and welfare services.
- Feeds and nutrition.
- Stud farm operations.
- Farrier services.
- Equine therapy.
- Tourism.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
It would be desirable for learners wishing to access this qualification to be competent at:

- Language and Communication, NQF Level 3.
- Mathematical Literacy, NQF Level 3.
- Dentition, NQF Level 3.
- Equine Physiology, NQF Level 3.
- Hoof care, NQF Level 3.
- Manage an equestrian facility, NQF Level 3.
- Equine welfare, NQF Level 3.

Recognition of Prior Learning:

This qualification and all the fundamental, core and elective Unit Standards associated with it, as described in the rules of combination, can be achieved by any learner through the recognition of prior learning, which includes learning outcomes achieved through formal, informal and non-formal learning and work experience. The exit-level outcomes and the related Unit Standards may also be achieved through the recognition of prior learning.

Access to the Qualification:

There are no access limitations on any learners or classes of learners for this qualification, besides the recommendations in the learning assumptions outlined above.

QUALIFICATION RULES
The qualification consists of Fundamental, Core and Elective unit standards. A minimum of 160 credits is required to achieve the qualification. The credits are allocated as follows:

Fundamental Component (56 credits) Compulsory for all learners:

The Fundamental Component consists of the following learning, which is compulsory for all learners:

- Unit standards at Level 4, totalling 16 credits in Mathematical Literacy.

• Unit standards at Level 4, totalling 20 credits in Communication in a First South African Language.
• Unit standards at Level 3, totalling 20 credits in Communication in a Second South African Language.

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

Core Component (84 credits) Compulsory for all learners.

Elective Component:

Learners are to choose unit standards totalling a minimum of 20 credits from those listed as Electives.

Elective Component:

Learners are to choose unit standards totalling a minimum of 20 credits from those listed as Electives. Learners are required to choose all unit standards listed under a specialisation of their choice.

Mounted Policing:

• ID 335756: Move tactically with a horse in law enforcement, NQF Level 4, 9 credits.
• ID 335715: Use a horse in a ceremonial proceeding, NQF Level 4, 8 credits.
• ID 335724: Use a horse for urban patrols, NQF Level 4, 8 credits.
• ID 335732: Use a horse in crowd management, NQF Level 4, 8 credits.
• ID 335736: Use a horse for rural operational duties, NQF Level 4, 6 credits.
Minimum Total for Mounted Policing: 45 Credits.

Stud Farm Supervision:

• ID 335760: Prepare and hold a mare for service, NQF Level 4, 3 credits.
• ID 335721: Tease a mare, NQF Level 4, 4 credits.
• ID 335741: Care for sick and orphan foals, NQF Level 4, 5 credits.
• ID 335725: Assist a mare to foal, NQF Level 4, 8 credits.
• ID 335728: Assess stud farm layout and facilities, NQF Level 4, 4 credits.
• ID 335755: Receive and despatch stud horses, NQF Level 4, 2 credits.
• ID 262403: Describe equine reproduction and gestation, NQF Level 4, 10 credits.
• ID 335742: Develop a foal from weanling to yearling, NQF Level 4, 6 credits.
• ID 335758: Assess equine breeding methods, NQF Level 4, 3 credits.
• ID 335744: Care for a foal from birth to weaning, NQF Level 4, 4 credits.
• ID 335757: Supervise stud farm horse care, NQF Level 4, 6 credits.
Minimum Total for Stud Supervision: 55 Credits.

Riding Instructions:

• ID 335719: Develop riding proficiency, NQF Level 4, 6 credits.
• ID 335760: Practice as a horse riding instructor, NQF Level 4, 10 credits.
• ID 13674: Identify and support learners with special needs (only for disabled instructors), NQF Level 4, 4 credits.
Minimum Total for Riding Instruction: 29 Credits.

Horse Trail Guiding:

- ID 335722: Prepare horses and clients for a trail ride of up to one day, NQF Level 4, 4 credits.
- ID 335726: Guide a horse trail of up to one day, NQF Level 4, 4 credits.
- ID 335763: Guide a multi-day horse trail, NQF Level 5, 10 credits.
Minimum Total for Horse Trail Guiding: 24 Credits

Farriery:

- ID 335729: Determine the farriery requirements of an equine, NQF Level 4, 4 credits.
- ID 335737: Trim and shoe equine feet, NQF Level 4, 4 credits.
Minimum Total for Farriery: 25 Credits.

General Equine Applicability:

- ID 335759: Understand the suitability of horse breeds for designated purposes, NQF Level 5, 3 credits.
- ID 335761: Apply knowledge of unsoundness conditions, NQF Level 5, 8 credits.
- ID 335764: Analyse equine biomechanics, NQF Level 5, 6 credits.
- ID 335774: Manage equine ration formulation and feeding, NQF Level 5, 8 credits.
Minimum Total for General Equine Applicability: 25 Credits.

EXIT LEVEL OUTCOMES
1. Supervise equine health and welfare.

2. Supervise equine schooling.

3. Supervise a work team in an equine facility

ASSOCIATED ASSESSMENT CRITERIA
Associated Assessment Criteria for Exit Level Outcome 1:

1.1 The wellbeing of the horse is evaluated in relation to the "5 Freedoms" and communicated to the relevant roleplayer/s according to organisational procedures.
1.2 The primary function of each body system is described in terms of their interrelationships.
- Range of primary functions include, but is not limited to: Oxygenation of tissue, supply of nutrients, removal of waste products, reproduction, digestion of food, locomotion and response to stimuli.
1.3 The nature and treatment of common ailments, infectious diseases and common diseases in horses are explained according to standard equine treatment programmes.
1.4 A treatment programme is implemented under the direction of a Vetenerian.
1.5 Grazing/pasture is established and maintained to meet production requirements.

Associated Assessment Criteria for Exit Level Outcome 2:

2.1 Negative behavioural traits are identified and remedial techniques are implemented according to internationally accepted procedures.
2.2 Quality of a horse's movement and attitude is evaluated in relation to the purpose of the horse.
2.3 The use of the appropriate auxiliary tack is supervised according to the training technique.

Associated Assessment Criteria for Exit Level Outcome 3:

3.1 Equine facility work is planned, organised, monitored and evaluated according to work plan and organisational procedures.
3.2 Schedules are developed for self and team to achieve objectives in terms of required quality and within set time frame.

3.4 Actual expenses and income are monitored and controlled according to projected budget.

Integrated Assessment:

Integrated assessment at the level of the qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across Unit Standards to achieve competence that is grounded and coherent in relation to the purpose of the qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome as described in the exit level outcomes.

Integrated assessment will judge the quality of the observable performance, and also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will demand practical evidence while others may be more theoretical, depending on the type of outcomes to be assessed. The ratio between action and interpretation is not fixed, but varies according to the demands of the particular exit level outcome of the qualification.

The assessments will comprise both continuous formative and summative modes of assessment. Formative assessment will employ a range of appropriate assessment tools, which will include self and peer assessments or tests. These formative assessments will lead to the summative assessment intervention, again using a range of suitable assessment tools.

The primary aim of this qualification is to ensure that learners have a sound base of Equine Handling and Equestrian Practice to prepare them for further learning, whatever career path they may choose. Learners must be able to transfer generic skills across a number of different contexts, and apply them within a number of learning areas.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

INTERNATIONAL COMPARABILITY
International best practice is found in the International Group for Equestrian qualifications (IGEQ) which consists of 33 member countries and regulates equestrian qualifications on an international scale for its member countries. This body ensures a high standard of equestrian training in member countries and issues international equestrian trainer's passports for use by people seeking employment in other countries.

As a member country, South Africa offers training that is compliant with the IGEQ and therefore compares with the standard offered by the following member countries:

Austria, Belgium, Bermuda, Canada, China, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Israel, Italy, Latvia, Lithuania, Malawi, Malaysia, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Romania, Slovenia, Spain, Sweden, Switzerland and United Kingdom. This Further Education and Training Certificate was designed to comply with the IGEQ requirements and is therefore, in a general sense, similar to training offerings in the 32 member countries.

For a more detailed comparison the following countries were considered in comparing the Further Education and Training Certificate in Equine Supervision with international equivalents:

• New Zealand.
• United Kingdom.
• United States of America.

- Australia.
- Canada.

New Zealand:

The learning pathway catering for vocational training to meet the needs of the Equine Industry in New Zealand comprises qualifications from Level 2 to 5. The National Certificate in Equine, Level 4 with electives for Farriery (NQF Ref: 0217), Coaching (NQF Ref: 0656), Racehorse management (NQF Ref: 0653) and stable management (NQF Ref: 0794) equates with the Further Education and Training Certificate in Equine Supervision that offers similar electives, excluding racehorse management, as this is a dedicated qualification in the South African context.

The following core unit standards from the New Zealand qualification indicate a close comparison with the core unit standards of the Further Education and Training Certificate:

- ID 1652: Assess horses' conformation and action, Level 4, 6 credits.
- ID 1653: Recognise lameness in horses, consult, and take action, Level 5, 8 credits.
- ID 6580: Recognise and describe how to deal with an emergency situation involving horses, Level 3, 2 credits.
- ID 14594: Describe anatomy, and identify signs of good health and ill health in horses, Level 2, 3 credits.
- ID 1655: Identify the structure and function of horses' body systems and associated problems, Level 4, 10 credits.
- ID 6578: Care for stabled horses, Level 4, 8 credits.
- ID 1988: Manage and/or supervise workplace operations, Level 5, 5 credits.
- ID 17497: Lead a team or group to complete routine tasks within set timeframes, Level 3, 4 credits.

United Kingdom:

Qualifications from Level 2 to 5 represent the learning pathway for equine studies in the United Kingdom. The approach here is to offer dedicated qualifications for the specialization areas of transport (500/1570/9), coaching/instruction (100/3390/7) and management (500/1222/8). The Level 4 NVQ in Equine management compares closely with the Further Education and Training Certificate in Equine Supervision.

Qualifying learner must prove competence in the 5 mandatory learning units and at least 4 learning units from one of the following areas of specialization:

- Equine Business Management pathway.
- Business/Yard Manager pathway.
- Elite Groom pathway.
- Coach/Instructor pathway.
- Horse Racing pathway.
- Breeding pathway.

The South African Further Education and Training Certificate also caters for training and development in supervision, business, coaching/instruction and breeding (stud farm supervision). Horse racing is catered for in a dedicated qualification in the South African context and the competencies for elite grooms are catered for in the NQF Level 3 qualification. The Further Education and Training Certificate goes beyond these electives to include mounted policing, farriery and horse trail guiding.

The competencies of the following mandatory units are incorporated in the South African unit standards either as specific outcomes or assessment criteria:

- D/103/1587: Manage your own resources and professional development.
- Y/103/7775: Manage information, knowledge and communications within the Land-based Sector.
- R/103/7788: Plan and establish procedures for the management of horses.
- Y/103/7713: Develop procedures for health and safety in the land-based workplace.
- Y/103/7789: Use information to make decisions relevant to the Land-based Sector.

The following units compare with the core unit standards associated with the Further Education and Training Certificate in Equine Supervision:

- F/103/1596: Manage a budget.
- F/103/7799: Establish and manage suitable grazing for equines.
- M/103/7801: Help teams working in the Land-based Sector to achieve their objectives.
- Y/103/7792: Manage the rearing of horses.
- K/103/7800: Manage the availability of physical resources.
- L/103/7790: Co-ordinate the process for breaking a young horse.

United States of America:

State University of New York is a public college that offers several Equine Studies Programs and students can earn either an Associate's or Bachelor's degree at the Equestrian Center. The Associate's and Bachelor's degrees will prepare students for a number of different careers that include the following commonalities with the Further Education and Training Certificate:

- Horse Farm Management.
- Breeding Farm Manager.
- Riding Instructor.
- Trainer.
- Therapeutic Riding Instructor.
- Stable Manager.
- Farrier.
- Feed Company Representative.

The associate degree programs will prepare the student for immediate success in any equine related field. The Associate in Applied Science in Equine Studies will provide the students with the opportunity to learn about:

- Equine health.
- Equine behaviour.
- Training, breeding.
- Nutrition.
- Forage management.

There are additional courses that the students may choose from that include dressage and jumping, tackless training, reining, driving, eventing, and conventional and therapeutic riding instructor courses. Student who are pursuing an associate's degree are highly encouraged to select a specific field of study from one of the four fields that the college offers. The students can choose to specialize in Horse Farm Management, Performance Horse Training, Therapeutic Riding, and Thoroughbred Management. The depth and range of equine studies in USA, as illustrated by this example, exceeds the Further Education and Training Certificate level and is not comparable. However, there are common areas of study including, equine behaviour, equine health, nutrition and management.

Australia:

The Associate Diploma In Equine Studies (Course Code VAG009), Duration (approx)1500 hours is made up of 15 modules. The depth of study involved at this level exceeds that of the Further Education and Training Certificate, however, there are common elements in these qualifications that indicate equivalence. The modules that compare are listed below:

- Horse Care I, II and III.
- Equine Behaviour.
- Animal Breeding.
- Pasture Management.
- Animal Anatomy and Physiology I.
- Animal Health.
- Animal Feed and Nutrition.
- Farm Management.

Canada:

The Associate Diploma in Equine Studies as offered by the University of Guelph provides students with an opportunity to specialize in the management of horse enterprises. The program provides an excellent foundation for students who eventually wish to seek certification as qualified instructors in the Canadian Equestrian Federation. The program combines theory and hands-on practical courses that prepare graduates for the diversity of positions that exist in the horse industry.

The following modules of the Associate Diploma in Equine Studies over 4 semesters compares with unit standards of the Further Education and Training Certificate comprise:

- Horse Feeds and Feeding.
- Communication Skills.
- An Introduction to the Horse Industry.
- Horse Care and Stable Duty.
- Equine Stable Management.
- Business Management.
- Food Systems.
- Horse Conformation and Lameness.
- Human Resource Management.
- Equine Conditioning.
- Horse Health.
- Equine Reproduction and Selection.

The following learning programmes offered by international institutions and organisations were considered to inform the generation of the unit standards for the electives of the Further Education and Training Certificate: Equine Supervision:

- Stable Management and Riding Proficiency offered by The Pony Club:
- Mounted Policing offered by the Metro Police UK and the Royal Canadian Mounted Police.
- Stud Management/Breeding offered by Massey, Kellogg`s.
- Disabled Persons Riding offered by the Federation of Riding for the Disabled International.
- Farriers offered by Farriers USA.
- Welfare offered by the RSPCA.
- Tourism Trail Riding offered by the International Tourism Federation, Ireland.

Africa and SADC:

No comparisons were found in Africa or SADC countries other than South Africa.

Conclusion:

It is evident from the foregoing that the Further Education and Training Certificate in Equine Supervision has many similarities with equivalent qualifications offered internationally. These similarities are evidenced in the specific outcomes and assessment criteria of the core South African unit standards covering health, welfare, physiology, conditioning and nutrition. Further similarities can be identified in the common management competencies such as budget management, team management and resource management. Some of the common areas of specialization that is the focus of the electives such as stable management, farriery, horse trail guiding coaching/instruction and stud farm management or breeding.

The South African National Equestrian Federation (SANEF) is affiliated to the Fédération Equestre Internationale (FEI), the international governing body of equestrian sports and offers SANEF National Instructors' Examinations. Through its membership of the International Group for Equestrian qualifications, holders of the SANEF Instructor's Certificate (Levels 1, 2 or 3) qualify for International Equestrian Passports which are international best practice in the industry.

ARTICULATION OPTIONS
The possibility exists for vertical articulation with this qualification. Examples of vertical articulation:

• National Higher Certificate: Equine Studies, Level 5, 240 credits.
• National Certificate: Equine Studies, Level 5, 120 credits.

Examples of horizontal articulation with this qualification:

• ID 48979: National Certificate: Animal Production, Level 4, 140 credits.

MODERATION OPTIONS
• Any institution offering learning that will enable achievement of this qualification must be accredited by the relevant ETQA.

• External Moderation of assessment will be overseen by the relevant ETQA at its discretion.

• The accredited Training Provider will oversee internal Moderation of assessment.

• Moderation should encompass achievement of competence described in both individual Unit Standards as well as the integrated competence described in the qualification.

• Moderation must also encompass achievement of the competencies described in the exit level outcomes described above.

CRITERIA FOR THE REGISTRATION OF ASSESSORS
• Assessors must be registered as assessors with a relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
• Assessors must be in possession of a qualification in Equine Practice or a related qualification in the sub-field of Equine Management and Equestrian Instruction at a minimum of NQF level 5 or competent in this qualification with a minimum of 5 years experience.

NOTES
N/A

UNIT STANDARDS

ID	UNIT STANDARD TITLE	LEVEL	CREDITS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	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	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	119471	Use language and communication in occupational learning programmes	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	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	265076	Demonstrate an understanding of ancillary tack for the Equine	Level 3	5
Core	254220	Provide primary emergency care/first aid as an advanced first responder	Level 3	8
Core	335762	Understand equine conformation	Level 3	8
Core	262399	Apply health practices for horses	Level 4	8
Core	335720	Apply remedial behavioural techniques for a horse	Level 4	7
Core	335731	Assess conformation and movement of a horse	Level 4	10
Core	335735	Establish and maintain grazing for horses	Level 4	12
Core	335738	Evaluate the welfare of a horse	Level 4	4
Core	242810	Manage Expenditure against a budget	Level 4	6
Core	114589	Manage time productively	Level 4	4
Core	10981	Supervise work unit to achieve work unit objectives (individuals and teams)	Level 4	12
Elective	265080	Describe functional system and physiology of an equine	Level 3	10
Elective	335755	Receive and despatch stud horses	Level 3	2
Elective	335758	Assess equine breeding methods	Level 4	3
Elective	335728	Assess stud farm layout and facilities	Level 4	4
Elective	335725	Assist a mare to foal	Level 4	8
Elective	335744	Care for a foal from birth to weaning	Level 4	4
Elective	335741	Care for sick and orphan foals	Level 4	5
Elective	262403	Describe equine reproduction and gestation	Level 4	10
Elective	335729	Determine the farriery requirements of an equine	Level 4	4
Elective	335742	Develop a foal from weanling to yearling	Level 4	6
Elective	335719	Develop riding proficiency	Level 4	6
Elective	335726	Guide a horse trail of up to one day	Level 4	4
Elective	13674	Identify and support learners with special needs	Level 4	4
Elective	335756	Move tactically with a horse in law enforcement	Level 4	9
Elective	335760	Practice as a horse riding instructor	Level 4	10
Elective	335716	Prepare and hold a mare for service	Level 4	3
Elective	335722	Prepare horses and clients for a trail ride of up to one day	Level 4	4
Elective	335757	Supervise stud farm horse care	Level 4	6
Elective	335721	Tease a mare	Level 4	4
Elective	335737	Trim and shoe equine feet	Level 4	4
Elective	335736	Use a horse for rural operational duties	Level 4	6
Elective	335724	Use a horse for urban patrols	Level 4	8
Elective	335715	Use a horse in a ceremonial proceeding	Level 4	8
Elective	335732	Use a horse in crowd management	Level 4	8
Elective	335764	Analyse equine biomechanics	Level 5	6
Elective	335761	Apply knowledge of unsoundness conditions	Level 5	8
Elective	335763	Guide a multi-day horse trail	Level 5	10
Elective	335774	Manage equine ration formulation and feeding	Level 5	8
Elective	335759	Understand the suitability of horse breeds for designated purposes	Level 5	3

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Use a horse in a ceremonial proceeding

SAQA US ID	UNIT STANDARD TITLE			
335715	Use a horse in a ceremonial proceeding			
ORIGINATOR		PROVIDER		
SGB Equine Management and Equestrian Instruction				
FIELD		SUBFIELD		
2 - Culture and Arts		Sport		
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
Explain the use of horses for ceremonial proceedings.

SPECIFIC OUTCOME 2
Demonstrate the use of a horse in lance drills.

SPECIFIC OUTCOME 3
Demonstrate the use of a horse during ceremonial proceedings.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Prepare and hold a mare for service

SAQA US ID	*UNIT STANDARD TITLE*		
335716	Prepare and hold a mare for service		
ORIGINATOR		*PROVIDER*	
SGB Equine Management and Equestrian Instruction			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	3

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

SPECIFIC OUTCOME 1
Prevent the spread of disease on a stud farm.

SPECIFIC OUTCOME 2
Fit restraints to the mare and stallion to minimise injury.

SPECIFIC OUTCOME 3
Hold the mare for serving and restrain the foal.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop riding proficiency

SAQA US ID	UNIT STANDARD TITLE		
335719	Develop riding proficiency		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

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

SPECIFIC OUTCOME 1
Demonstrate an independent seat on the flat and over obstacles.

SPECIFIC OUTCOME 2
School a novice horse.

SPECIFIC OUTCOME 3
Recognise mounted vices.

SPECIFIC OUTCOME 4
Explain remedial techniques.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply remedial behavioural techniques for a horse

SAQA US ID	UNIT STANDARD TITLE		
335720	Apply remedial behavioural techniques for a horse		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	7

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

SPECIFIC OUTCOME 1
Understand the evolution of the equine.

SPECIFIC OUTCOME 2
Understand domestication of the horse.

SPECIFIC OUTCOME 3
Understand the evolutionary outcome of the modern horse.

SPECIFIC OUTCOME 4
Identify common behavioural traits in the horse.

SPECIFIC OUTCOME 5
Apply remedial techniques.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Tease a mare

SAQA US ID	UNIT STANDARD TITLE		
335721	Tease a mare		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

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

SPECIFIC OUTCOME 1
Restrain the mare in preparation for teasing.

SPECIFIC OUTCOME 2
Present the mare to the teaser.

SPECIFIC OUTCOME 3
Interpret and record the behaviour of the mare whilst being teased.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Prepare horses and clients for a trail ride of up to one day

SAQA US ID	UNIT STANDARD TITLE		
335722	Prepare horses and clients for a trail ride of up to one day		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

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

SPECIFIC OUTCOME 1
Supervise the completion of documentation for a horse trail of up to one day.

SPECIFIC OUTCOME 2
Select and prepare a horse for a horse trail.

SPECIFIC OUTCOME 3
Prepare clients for a horse trail of up to one day.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Use a horse for urban patrols

SAQA US ID	UNIT STANDARD TITLE		
335724	Use a horse for urban patrols		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
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
Plan an urban patrol using a horse.

SPECIFIC OUTCOME 2
Assess requirements for an urban patrol using a horse.

SPECIFIC OUTCOME 3
Execute an urban patrol using a horse.

SPECIFIC OUTCOME 4
Arrest suspects while on horseback.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Assist a mare to foal

SAQA US ID	UNIT STANDARD TITLE			
335725	Assist a mare to foal			
ORIGINATOR		PROVIDER		
SGB Equine Management and Equestrian Instruction				
FIELD		SUBFIELD		
2 - Culture and Arts		Sport		
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
Prepare the mare for foaling.

SPECIFIC OUTCOME 2
Provide assistance to a foaling mare.

SPECIFIC OUTCOME 3
Monitor the condition of the newborn foal.

SPECIFIC OUTCOME 4
Provide post-foaling care.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Guide a horse trail of up to one day

SAQA US ID	*UNIT STANDARD TITLE*		
335726	Guide a horse trail of up to one day		
ORIGINATOR		*PROVIDER*	
SGB Equine Management and Equestrian Instruction			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	4

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

SPECIFIC OUTCOME 1
Conduct a guided horse trail.

SPECIFIC OUTCOME 2
Manage rest stops during the trail.

SPECIFIC OUTCOME 3
Conclude the horse trail.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Assess stud farm layout and facilities

SAQA US ID	UNIT STANDARD TITLE		
335728	Assess stud farm layout and facilities		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

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

SPECIFIC OUTCOME 1
Assess the suitability of a stable complex for stud purposes.

SPECIFIC OUTCOME 2
Assess the suitability of a stable yard.

SPECIFIC OUTCOME 3
Assess breeding requirements and facilities.

SPECIFIC OUTCOME 4
Assess the suitability of paddocks and fencing.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Determine the farriery requirements of an equine

SAQA US ID	UNIT STANDARD TITLE		
335729	Determine the farriery requirements of an equine		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

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

SPECIFIC OUTCOME 1
Assess the condition and farriery requirements of the equine.

SPECIFIC OUTCOME 2
Determine footcare and shoeing plan for the equine.

SPECIFIC OUTCOME 3
Provide therapeutic footcare and shoeing needs.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Assess conformation and movement of a horse

SAQA US ID	UNIT STANDARD TITLE		
335731	Assess conformation and movement of a horse		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

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

SPECIFIC OUTCOME 1
Assess overall form, shape and type of a horse.

SPECIFIC OUTCOME 2
Assess conformation of a horse.

SPECIFIC OUTCOME 3
Assess a horse's movement.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Use a horse in crowd management

SAQA US ID	*UNIT STANDARD TITLE*		
335732	Use a horse in crowd management		
ORIGINATOR		*PROVIDER*	
SGB Equine Management and Equestrian Instruction			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Sport	
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
Explain the use of horses in crowd management.

SPECIFIC OUTCOME 2
Control a horse during crowd management activities.

SPECIFIC OUTCOME 3
Use safety equipment in crowd management.

SPECIFIC OUTCOME 4
Apply crowd management techniques using a horse.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Establish and maintain grazing for horses

SAQA US ID	UNIT STANDARD TITLE		
335735	Establish and maintain grazing for horses		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

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

SPECIFIC OUTCOME 1
Assess pasture for suitability.

SPECIFIC OUTCOME 2
Establish suitable grazing.

SPECIFIC OUTCOME 3
Maintain established pasture for horses.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Use a horse for rural operational duties

SAQA US ID	UNIT STANDARD TITLE			
335736	Use a horse for rural operational duties			
ORIGINATOR		PROVIDER		
SGB Equine Management and Equestrian Instruction				
FIELD		SUBFIELD		
2 - Culture and Arts		Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		6

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 command and control.

SPECIFIC OUTCOME 2
Assess accommodation for horses while conducting rural operational duties.

SPECIFIC OUTCOME 3
Evaluate equipment for rural operational duties.

SPECIFIC OUTCOME 4
Identify aspects to be taken into account during rural operational duties.

SPECIFIC OUTCOME 5
Evaluate logistical and other means of support.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Trim and shoe equine feet

SAQA US ID	UNIT STANDARD TITLE		
335737	Trim and shoe equine feet		
ORIGINATOR		**PROVIDER**	
SGB Equine Management and Equestrian Instruction			
FIELD		**SUBFIELD**	
2 - Culture and Arts		Sport	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 4	4

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

SPECIFIC OUTCOME 1
Remove shoes and assess wear.

SPECIFIC OUTCOME 2
Trim feet.

SPECIFIC OUTCOME 3
Fit shoes.

SPECIFIC OUTCOME 4
Clench and finish the shoeing process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Evaluate the welfare of a horse

SAQA US ID	UNIT STANDARD TITLE		
335738	Evaluate the welfare of a horse		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

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

SPECIFIC OUTCOME 1
Evaluate the wellbeing of a horse.

SPECIFIC OUTCOME 2
Determine when horses may be in need of assistance.

SPECIFIC OUTCOME 3
Report neglect and abuse.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Care for sick and orphan foals

SAQA US ID	UNIT STANDARD TITLE		
335741	Care for sick and orphan foals		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

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

SPECIFIC OUTCOME 1
Care for a sick foal and monitor the mare's well-being.

SPECIFIC OUTCOME 2
Investigate options for fostering an orphan foal.

SPECIFIC OUTCOME 3
Hand feed and wean an orphan foal.

SPECIFIC OUTCOME 4
Maintain the health status of an orphan foal.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop a foal from weanling to yearling

SAQA US ID	UNIT STANDARD TITLE		
335742	Develop a foal from weanling to yearling		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

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

SPECIFIC OUTCOME 1
Wean a foal from the mare.

SPECIFIC OUTCOME 2
Condition a weanling.

SPECIFIC OUTCOME 3
Manage the health and development of a foal.

SPECIFIC OUTCOME 4
Implement a feeding programme.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Care for a foal from birth to weaning

SAQA US ID	UNIT STANDARD TITLE		
335744	Care for a foal from birth to weaning		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

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

SPECIFIC OUTCOME 1
Teach a foal to accept a halter and lead.

SPECIFIC OUTCOME 2
Implement a health care programme for a foal.

SPECIFIC OUTCOME 3
Feed a foal to obtain maximum growth potential.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Receive and despatch stud horses

SAQA US ID	UNIT STANDARD TITLE			
335755	Receive and despatch stud horses			
ORIGINATOR		PROVIDER		
SGB Equine Management and Equestrian Instruction				
FIELD		SUBFIELD		
2 - Culture and Arts		Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 3		2

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

SPECIFIC OUTCOME 1
Receive stud horses on arrival.

SPECIFIC OUTCOME 2
Treat the newly arrived horse.

SPECIFIC OUTCOME 3
Despatch stud horses.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Move tactically with a horse in law enforcement

SAQA US ID	UNIT STANDARD TITLE			
335756	Move tactically with a horse in law enforcement			
ORIGINATOR		PROVIDER		
SGB Equine Management and Equestrian Instruction				
FIELD		SUBFIELD		
2 - Culture and Arts		Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		9

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

SPECIFIC OUTCOME 1
Assess safety and the situation.

SPECIFIC OUTCOME 2
Move and cross tactically in an urban environment.

SPECIFIC OUTCOME 3
Handle incidents related to the tactical use of a horse.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Supervise stud farm horse care

SAQA US ID	UNIT STANDARD TITLE			
335757	Supervise stud farm horse care			
ORIGINATOR		PROVIDER		
SGB Equine Management and Equestrian Instruction				
FIELD		SUBFIELD		
2 - Culture and Arts		Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		6

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

SPECIFIC OUTCOME 1
Organise daily stud farm routine.

SPECIFIC OUTCOME 2
Monitor availability of stud consumables.

SPECIFIC OUTCOME 3
Supervise stud farm feeding programme.

SPECIFIC OUTCOME 4
Maintain stud farm inventory.

SPECIFIC OUTCOME 5
Maintain stud farm records.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Assess equine breeding methods

SAQA US ID	UNIT STANDARD TITLE		
335758	Assess equine breeding methods		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	3

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

SPECIFIC OUTCOME 1
Assess the method of paddock or free breeding in horses.

SPECIFIC OUTCOME 2
Assess the method of in-hand breeding in horses.

SPECIFIC OUTCOME 3
Assess the method of artificial insemination in horses.

SPECIFIC OUTCOME 4
Assess the method to be used for embryo transfers in horses.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Understand the suitability of horse breeds for designated purposes

SAQA US ID	UNIT STANDARD TITLE		
335759	Understand the suitability of horse breeds for designated purposes		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	3

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

SPECIFIC OUTCOME 1
Trace the historic development of horse breeds (at least one breed per category).

SPECIFIC OUTCOME 2
Identify horse breed characteristics (at least one of the 28 breeds).

SPECIFIC OUTCOME 3
Assess the suitability of the breed for the selected purpose.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Practice as a horse riding instructor

SAQA US ID	UNIT STANDARD TITLE		
335760	Practice as a horse riding instructor		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

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

SPECIFIC OUTCOME 1
Apply safety principles.

SPECIFIC OUTCOME 2
Teach a rider on the lunge.

SPECIFIC OUTCOME 3
Conduct a horse riding lesson.

SPECIFIC OUTCOME 4
Conduct an outride.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply knowledge of unsoundnesss

SAQA US ID	UNIT STANDARD TITLE		
335761	Apply knowledge of unsoundnesss		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
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
Define unsoundnesses.

SPECIFIC OUTCOME 2
Recognise unsoundnesses related to conformation.

SPECIFIC OUTCOME 3
Categorise the nature of unsoundnesses.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Understand equine conformation

SAQA US ID	UNIT STANDARD TITLE		
335762	Understand equine conformation		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8

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

SPECIFIC OUTCOME 1
Demonstrate knowledge of anatomy of a horse.

SPECIFIC OUTCOME 2
Identify various conformation defects and their effects on performance.

SPECIFIC OUTCOME 3
Recognize correct and incorrect conformation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Guide a multi-day horse trail

SAQA US ID	UNIT STANDARD TITLE			
335763	Guide a multi-day horse trail			
ORIGINATOR		PROVIDER		
SGB Equine Management and Equestrian Instruction				
FIELD		SUBFIELD		
2 - Culture and Arts		Sport		
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
Select and prepare horses for a multi-day horse trail.

SPECIFIC OUTCOME 2
Prepare clients for a multi-day horse trail.

SPECIFIC OUTCOME 3
Guide a multi-day horse trail.

SPECIFIC OUTCOME 4
Manage rest stops during the multi-day horse trek.

SPECIFIC OUTCOME 5
Establish and manage an overnight camp for horses and clients.

SPECIFIC OUTCOME 6
Conclude a multi-day horse trail.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Analyse equine biomechanics

SAQA US ID	UNIT STANDARD TITLE			
335764	Analyse equine biomechanics			
ORIGINATOR		PROVIDER		
SGB Equine Management and Equestrian Instruction				
FIELD		SUBFIELD		
2 - Culture and Arts		Sport		
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
Define equine biomechanics.

SPECIFIC OUTCOME 2
Analyse and predict equine performance.

SPECIFIC OUTCOME 3
Explain the factors that impact on equine movement.

SPECIFIC OUTCOME 4
Apply preventative techniques to avoid injury and enhance performance.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage equine ration formulation and feeding

SAQA US ID	UNIT STANDARD TITLE		
335774	Manage equine ration formulation and feeding		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
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 knowledge of the features and functions of the components of a horse's digestive tract.

SPECIFIC OUTCOME 2
Demonstrate knowledge of basic equine ration formulation.

SPECIFIC OUTCOME 3
Manage the formulation of a balanced ration for individual horse requirements.

SPECIFIC OUTCOME 4
Manage the feeding of horses on an individual basis.

SPECIFIC OUTCOME 5
Manage nutritional disorders.

SPECIFIC OUTCOME 6
Manage the use of feed additives and supplements.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71469	Further Education and Training Certificate: Equine Supervision	Level 4

No. 634

5 June 2009

SAQA

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

Equine Management and Equestrian Practices

registered by Organising Field 02 – Culture and Arts, 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 than 06 July 2009.* All correspondence should be marked **Standards Setting – SGB for Equine Management and Equestrian Instruction** and addressed to

The Director: Standards Setting and Development
SAQA
Attention: Mr. E. Brown
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 431-5144
e-mail: ebrown@saqa.org.za

D MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
National Certificate: Equine Studies

SAQA QUAL ID	QUALIFICATION TITLE		
71491	National Certificate: Equine Studies		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	2 - Culture and Arts	Sport	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	120	Level 2	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:

This qualification is aimed at persons who work or intend to work in the Equine and Equestrian industry as a horse master or related occupational fields, and who seek recognition for essential skills in the equine and equestrian field.

This Qualification will contribute to increasing levels of efficiency and effectiveness and will develop a common integrated and co-ordinated approach to this industry. A person acquiring this Qualification will be able to obtain the necessary applied competence to work in the Equine Handling sector. Depending on the area of specialisation, a person acquiring this Qualification will have an understanding of the general and basic Equine and Equestrian skills and techniques.

Learners qualified with this qualification may progress to accessing various careers in the equine and equestrian field. These careers include but not limited to: Stable Groom, Jockey, Farrier, Stable Foreman, Trackwork Rider, Veterinarian, Stud Groom Harness Driver, Equine Feed Specialist, Stud Foreman, Trainer (Harness or Thoroughbred), Stud Manager, Racecourse Assistant, Bloodstock Agent, Sport Horse Groom, Racecourse Manager, and Sport Horse Coach.

The Qualification aims at developing a competent and professional work force to provide a service to clients in a safe, secure and confident manner. The skills, knowledge, values and understanding demonstrated in this Qualification are essential for the safe handling and safe keeping of a horse in a stable.

Rationale:

This qualification has been formulated such that it reflects the workplace-based needs of the Equine and Equestrian industry. The input has been used to ensure that the qualification provides the learner with accessibility to be employed within this Industry. The qualification may be acquired in the traditional way of formal study as well as in the workplace, through learnerships and by Recognition of Prior Learning (RPL).

This qualification is intended to build on from the General Education and Training Certificate: Equine and Equestrian Practices at NQF Level 1. It aims to enhance readiness for further study in Equine Studies and related fields at the Higher Education level, as well as providing for initial employment in the equine industry.

The qualification is the second within the learning pathway in this sector which progresses through to qualifications at NQF level 5 and beyond. The Qualification is involved in working with and around horses the opportunity to acquire recognizable qualifications.

The qualification aims to develop learners and promote professionalism and a strong, positive work ethic within the Equine and Equestrian industry, while at the same time bringing it into line with international best practice. It will therefore have economic and social benefits.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
It is assumed that learners accessing this qualification are competent in Communication and Mathematical Literacy at NQF Level 1 on the NQF or equivalent.

Recognition of Prior Learning:

This qualification may be achieved through the recognition of prior learning.

Any learner wishing to be assessed to achieve credits in respect of any or all of the unit standards specified in this qualification may arrange to do so without having to attend further education or training.

This recognition of prior learning may allow:

• Gaining of credits for unit standards in the qualification.
• Obtaining of this Qualification in part or in whole.

Access to the Qualification:

Access to this Qualification is open. It is advisable that candidates should already have addressed the areas reflected under "learning assumed to be in place" before embarking on learning towards this qualification.

QUALIFICATION RULES
The Qualification is made up of Unit Standards classified as Fundamental, Core and Elective, totalling 120 minimum credits.

Fundamental: 36 credits.
Core: 36 credits.
Elective: (Min) 48 credits.
Total: 120 credits.

Fundamental Component:

• All the Fundamental Unit Standards totalling 36 credits are compulsory.

Core Component:

• All the Core Unit Standards totalling 36 credits are compulsory.

Elective Component:

• The qualification consists of a number of elective learning areas covering a combination of equine related specializations and life skills.

Should learners wish to specialize in riding or grooming, they must select either "develop riding proficiency" or "clip a horse", respectively. Learners wishing to specialise as Jockeys must select the following unit standards:

• Exercise horses at various paces on a sand track.
• Explain and apply procedures pertaining to restricted areas.
• Ride a horse in a Jockey seat on a sand track.

Should the credits for a specialisation not total the minimum of 48 credits required to complete the qualification, learners must select unit standards from the rest of the electives to total the minimum required.

EXIT LEVEL OUTCOMES
1. Restrain equines in a humane manner when required.

2. Groom and prepare equines for a specific occasion.

3. Understand the anatomy and physiology of an Equine.

4. Organise and monitor equine nutrition.

ASSOCIATED ASSESSMENT CRITERIA
Associated Assessment Criteria for Exit Level Outcomes 1:

• The equine is restrained for a specific purpose in a safe and humane manner.
• Assistance is provided in the event of an injury in a stable yard in accordance with legislative regulations and guidelines.

Associated Assessment Criteria for Exit Level Outcomes 2:

• The hygiene of the equine is cared for to ensure its well being, health and appearance.
• Grooming and grooming aids are applied that are not harmful to the Equine.

Associated Assessment Criteria for Exit Level Outcomes 3:

• The skeletal structure of an equine is described in terms of how the bones and joints work together to provide the equine with its movement.
• Bone conditions of an equine are analysed and explained in accordance with generally accepted practices.
• The hoof of an equine is described in terms of how it provides efficiency of movement to the equine, and possible problems.

Associated Assessment Criteria for Exit Level Outcomes 4:

• Feeding instructions are allocated according to workplace procedures.
• Signs of good or bad health due to dietary allowance and diet are identified and rectified in accordance with acceptable practices.
• The equine feeding plan is monitored in terms of applicability to the specific animals being fed.

Integrated Assessment:

Assessment should be carried out at regular intervals as well as at the end of the periods of study and should be offered in an integrated way. It is envisaged that learners will work at more than one unit standard at a time.

Evidence is required that the candidate is able to achieve the purpose of the Qualification as a whole at the time of the award of the Qualification. Integration of skills will be demonstrated through the achievement of the core operational standards.

Assessors should note that evidence of integration could well be presented by candidates when being assessed against the individual 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 gaining evidence of integration.

INTERNATIONAL COMPARABILITY

This Qualification and set of Unit Standards utilizes international and locally recognised best practice and standards. Best practice is found in The International Group for Equestrian Qualifications (IGEQ) consisting of 32 member countries that regulates equestrian qualifications on an international scale for its member countries through its qualifications body called, The International Group for Equestrian Qualifications which aligns to best practice internationally.

IGEQ comprises the following countries: Austria, Belgium, Bermuda, Canada, China, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Israel, Italy, Latvia, Lithuania, Malawi, Malaysia, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Romania, Slovenia, Spain, Sweden, Switzerland and United Kingdom. Training within these countries comprises IGEQ recommendations of the following competencies:

- Introduction to OH&S procedures in the equine industry.
- Horse handling and behaviour.
- Horses care.
- Horse nutritional requirements for standardbreds and thoroughbreds.
- Principles of basic anatomy and physiology.
- Monitor horse health.
- Apply the various legislative requirements in Horse handling, care, breeding etc.

The following learning programmes offered by international institutions and organisations were looked at to inform the generation process:

- Stable Management and Riding Proficiency offered by The Pony Club.
- Mounted Policing offered by the Metro Police UK and the Royal Canadian Mounted Police.
- Stud Management/Breeding offered by Massey, Kellogg`s.
- Disabled Persons Riding offered by the Federation of Riding for the Disabled International.
- Farriers offered by Farriers USA.
- Complimentary Health Care offered by Equiworks USA.
- Tourism Trail Riding offered by the International Tourism Federation, Ireland.

The following qualifications from IGEQ member countries were also looked at:

New Zealand:

National Certificate in Equine (Introductory Skills) (Level 2), NQF Ref: 0216.

Australia:

The Certificate II in Equine Industry, offered by TAFE and in line with the Australian Qualifications Authority has the following competencies:

- Introduction to OH&S procedures in the equine industry.
- Handle horses safely in the equine industry.
- Care for horses in the equine industry.
- Determine nutritional requirements for standardbreds and thoroughbreds.
- Apply principles of basic anatomy and physiology to horses.
- Monitor horse health.

United Kingdom:

The British Equestrian Federation has the following Equine Ethnology Certificate qualification that has competencies that compare favourably to this qualification.
These competencies are: (a) Horse behaviour theory, (b) Horse behaviour intermediate riding skills freestyle, (c) Understanding house behaviour to develop engagement advanced riding skills A, B,C,D.

There are also a number of training institutions that offer vocational qualifications to prepare students for direct entry into employment or for progression to higher education. These programmes are within the qualification framework.

NVQs:

National Occupational Standards Title, NVQ/SVQ Qualification Structure Titles:

- Animal Care, Animal Care Levels 1, 2 and 3.
- Animal Care, Animal Care (Boarding) Levels 2 and 3.
- Animal Care, Animal Care (Animal Welfare) Levels 2 and 3.
- Equine, Horse Care Level 1 and 2.
- Equine, Horse Care and Management Level 2.

Norway:

Norway: Riding Instructor Level 2.

It contains the following components:

- Riding theory.
- Horse health/veterinary subject.
- Stable management.
- Horse psychology.
- Shoeing.
- First aid.

Conclusion:

This qualification aligns well to international best practice because the South African National Equestrian Federation (SANEF), the body that controls training and certification in South Africa, is affiliated to the Fédération Equestre Internationale (FEI), the international governing body of equestrian sports. It offers SANEF National Instructors' Examinations. Through its membership of the International Group for Equestrian Qualifications, holders of the SANEF Instructor's Certificate (Levels 1, 2 or 3) qualify for International Equestrian Passports.

This qualification aligns to FEI training requirements.

ARTICULATION OPTIONS

Horizontal articulation is possible with the following Qualifications:

- ID 48976: National Certificate: Animal Production, NQF Level 2.
- ID 20288: National Certificate: Farming, NQF Level 2.

Vertical articulation is possible with the following Qualifications:

- ID 49048: National Certificate: Animal Production, NQF Level 3.

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 ETQA.

- 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, exit level outcomes as well as the integrated competence described in the Qualification.

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Criteria for the registration of assessors:

- Relevant Qualification at NQF Level 5 or higher.
- Registration as an assessor with the relevant ETQA.
- Assessors must be registered as assessors with a relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119463	Access and use information from texts	Level 2	5
Fundamental	9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	3
Fundamental	7480	Demonstrate understanding of rational and irrational numbers and number systems	Level 2	3
Fundamental	9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	Level 2	3
Fundamental	119454	Maintain and adapt oral/signed communication	Level 2	5
Fundamental	8967	Use language and communication in occupational learning programmes	Level 2	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2
Fundamental	9007	Work with a range of patterns and functions and solve problems	Level 2	5
Fundamental	119456	Write/present for a defined context	Level 2	5
Core	335730	Demonstrate an understanding of Equine welfare	Level 2	4
Core	335717	Describe the anatomy and physiology of an Equine	Level 2	6
Core	335743	Organise and monitor the feeding and watering of Equines	Level 2	3
Core	335718	Prepare an Equine for show	Level 2	5
Core	120496	Provide risk-based primary emergency care/first aid in the workplace	Level 2	5
Core	335745	Restrain an Equine	Level 2	4
Core	335754	Tack up an Equine	Level 2	6
Core	335727	Recognise and manage stable and un-mounted vices in Equines	Level 3	3
Elective	335714	Clip an Equine	Level 2	4
Elective	8494	Demonstrate an understanding of HIV/AIDS and its implications	Level 2	4
Elective	14344	Demonstrate an understanding of a selected business environment	Level 2	10
Elective	335723	Develop riding proficiency	Level 2	8
Elective	335734	Exercise horses at various paces on a sand track	Level 2	6
Elective	335739	Explain and apply procedures pertaining to restricted areas at a race course on race day	Level 2	4
Elective	120313	Investigate work opportunities in order to make a personal employment or work decision	Level 2	2
Elective	9268	Manage basic personal finance	Level 2	6
Elective	8420	Operate in a team	Level 2	4
Elective	335740	Ride a horse in a jockey seat on a sand track	Level 2	10
Elective	259604	Verify compliance to safety, health and environmental requirements in the workplace	Level 2	4

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Clip an Equine

SAQA US ID	UNIT STANDARD TITLE			
335714	Clip an Equine			
ORIGINATOR		PROVIDER		
SGB Equine Management and Equestrian Instruction				
FIELD		SUBFIELD		
2 - Culture and Arts		Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 2		4

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

SPECIFIC OUTCOME 1
Prepare an Equine for clipping.

SPECIFIC OUTCOME 2
Prepare the clippers and equipment.

SPECIFIC OUTCOME 3
Describe and demonstrate clipping technique.

SPECIFIC OUTCOME 4
Care for clippers after clipping.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71491	National Certificate: Equine Studies	Level 2

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Describe the anatomy and physiology of an Equine

SAQA US ID	UNIT STANDARD TITLE		
335717	Describe the anatomy and physiology of an Equine		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	6

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 the skeletal structure of an Equine.

SPECIFIC OUTCOME 2
Explain the conditions of the bone.

SPECIFIC OUTCOME 3
Demonstrate an understanding of the hoof of an Equine.

SPECIFIC OUTCOME 4
Demonstrate an understanding of the gastro-intestinal tract.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71491	National Certificate: Equine Studies	Level 2

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Prepare an Equine for show

SAQA US ID	UNIT STANDARD TITLE		
335718	Prepare an Equine for show		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	5

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

SPECIFIC OUTCOME 1
Identify grooming requirements.

SPECIFIC OUTCOME 2
Prepare the mane and tail and perform necessary trimming.

SPECIFIC OUTCOME 3
Finish the equine to enhance the general appearance.

SPECIFIC OUTCOME 4
Perform after show duties.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71491	National Certificate: Equine Studies	Level 2

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop riding proficiency

SAQA US ID	UNIT STANDARD TITLE			
335723	Develop riding proficiency			
ORIGINATOR		PROVIDER		
SGB Equine Management and Equestrian Instruction				
FIELD		SUBFIELD		
2 - Culture and Arts		Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 2		8

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

SPECIFIC OUTCOME 1
Maintain an independent seat at various paces on a trained Equine.

SPECIFIC OUTCOME 2
Explain and demonstrate a jumping seat over obstacles up to 60cm high and/or 60 cm wide.

SPECIFIC OUTCOME 3
Ride safely as an individual and in a group in an open area at various paces.

SPECIFIC OUTCOME 4
Apply road safety procedures while riding in rural and urban environments.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71491	National Certificate: Equine Studies	Level 2

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Recognise and manage stable and un-mounted vices in Equines

SAQA US ID	UNIT STANDARD TITLE		
335727	Recognise and manage stable and un-mounted vices in Equines		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3

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

SPECIFIC OUTCOME 1
Explain typical vices in equines.

SPECIFIC OUTCOME 2
Identify and prevent with stable and un-mounted vices.

SPECIFIC OUTCOME 3
Prevent stable and un-mounted vices from occurring.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71491	National Certificate: Equine Studies	Level 2

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of Equine welfare

SAQA US ID	*UNIT STANDARD TITLE*		
335730	Demonstrate an understanding of Equine welfare		
ORIGINATOR		*PROVIDER*	
SGB Equine Management and Equestrian Instruction			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 2	4

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

SPECIFIC OUTCOME 1
Explain the purpose of legislation governing equine welfare and exceptions under this act and definitions under this act.

SPECIFIC OUTCOME 2
Explain equine welfare objectives.

SPECIFIC OUTCOME 3
Explain the fundamental rights of all equines and the need to protect them.

SPECIFIC OUTCOME 4
Explain the standards of care for equines.

SPECIFIC OUTCOME 5
Explain the process and procedure of reporting an offence under The Animals Protection Act and The Performing Animals Protection Act.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71491	National Certificate: Equine Studies	Level 2

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Exercise horses at various paces on a sand track

SAQA US ID	UNIT STANDARD TITLE		
335734	Exercise horses at various paces on a sand track		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	6

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

SPECIFIC OUTCOME 1
Explain the effect of sand on pace.

SPECIFIC OUTCOME 2
Ride at various paces on sand.

SPECIFIC OUTCOME 3
Exercise horses in pairs.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71491	National Certificate: Equine Studies	Level 2

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain and apply procedures pertaining to restricted areas at a race course on race day

SAQA US ID	UNIT STANDARD TITLE		
335739	Explain and apply procedures pertaining to restricted areas at a race course on race day		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	4

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

SPECIFIC OUTCOME 1
Understand protocol and rules of the security area on race days.

SPECIFIC OUTCOME 2
Understand and apply rules of the parade ring on race days.

SPECIFIC OUTCOME 3
Understand the rules related to the weighing room.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71491	National Certificate: Equine Studies	Level 2

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Ride a horse in a jockey seat on a sand track

SAQA US ID	UNIT STANDARD TITLE		
335740	Ride a horse in a jockey seat on a sand track		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	10

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

SPECIFIC OUTCOME 1
Describe the jockey seat.

SPECIFIC OUTCOME 2
Demonstrate riding in a jockey seat.

SPECIFIC OUTCOME 3
Demonstrate balance when riding horses.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71491	National Certificate: Equine Studies	Level 2

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Organise and monitor the feeding and watering of Equines

SAQA US ID	UNIT STANDARD TITLE		
335743	Organise and monitor the feeding and watering of Equines		
ORIGINATOR		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	3

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

SPECIFIC OUTCOME 1
Allocate feeding instructions to team members.

SPECIFIC OUTCOME 2
Monitor and control feeding and watering plan.

SPECIFIC OUTCOME 3
Recognise and describe the conditions of malnutrition and overfeeding.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71491	National Certificate: Equine Studies	Level 2

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Restrain an Equine

SAQA US ID	UNIT STANDARD TITLE			
335745	Restrain an Equine			
ORIGINATOR		PROVIDER		
SGB Equine Management and Equestrian Instruction				
FIELD		SUBFIELD		
2 - Culture and Arts		Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 2		4

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

SPECIFIC OUTCOME 1
Understand the need for restraint and select the method of restraint.

SPECIFIC OUTCOME 2
Tether an Equine with a quick release knot.

SPECIFIC OUTCOME 3
Demonstrate restraining techniques for Equines.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71491	National Certificate: Equine Studies	Level 2

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Tack up an Equine

SAQA US ID	UNIT STANDARD TITLE			
335754	Tack up an Equine			
ORIGINATOR		PROVIDER		
SGB Equine Management and Equestrian Instruction				
FIELD		SUBFIELD		
2 - Culture and Arts		Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 2		6

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

SPECIFIC OUTCOME 1
Identify and fit the different types of bits in common use and explain their action and effect.

SPECIFIC OUTCOME 2
Identify types, cuts, sizes and condition of saddles and their fitting, as well as related fitting problems.

SPECIFIC OUTCOME 3
Assemble and fit a double bridle and curb chain.

SPECIFIC OUTCOME 4
Assemble and fit a bit less bridle.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71491	National Certificate: Equine Studies	Level 2

No. 635   **5 June 2009**

SAQA

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

Community Development

registered by Organising Field 05 – Education, Training and Development, 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 than 06 July 2009.* All correspondence should be marked **Standards Setting – Task Team for** Community Development and addressed to

> The Director: Standards Setting and Development
> SAQA
> *Attention: Mr. E. Brown*
> Postnet Suite 248
> Private Bag X06
> Waterkloof
> 0145
> or faxed to 012 – 431-5144
> e-mail: ebrown@saqa.org.za

D. MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

QUALIFICATION:
Further Education and Training Certificate: Community Development

SAQA QUAL ID	QUALIFICATION TITLE		
67509	Further Education and Training Certificate: Community Development		
ORIGINATOR		PROVIDER	
Task Team - Community Development			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	5 - Education, Training and Development	Adult Learning	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	125	Level 4	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:

This Further Education and Training Certificate Qualification has been designed for people who are interested or involved in planning and implementing a variety of community development initiatives and processes across a variety of social and economic contexts. This Qualification forms part of a learning and career pathway in community development and provides access to further learning within the current regulatory framework.

This Qualification will facilitate the development of people who may be fulfilling the role of community development workers towards empowering communities to manage their own integrated, sustainable development and the alleviation of poverty. The Qualification ultimately aims to provide community development workers with the necessary skills and competencies to create a better life for all.

The learners credited with this Qualification would include people interested or involved in community development practice and/or initiatives in one or more of the following sectors:

• Traditional, Local, Provincial and Central Government.
• Social Development.
• Youth Development.
• Early Childhood Development (ECD).
• Health.
• Education (Formal, informal and non-formal).
• Public Works.
• Agriculture.
• Water Affairs and Forestry.
• Gender Equality and Women's Empowerment.
• Victim Empowerment.
• Conflict Management.
• Civil Society Organisations (CBOs, NGOs and FBOs, Foundations and Trusts).
• Corporate Social Responsibility.
• Co-operatives.

This Qualification will help the learner improve their understanding of their roles and responsibilities in the field of community development and it will provide them with the knowledge, skills and attitudes to operate in an effective and efficient manner within the community arena.

The successful learner will be able to:

• Apply theories/approaches of community development in a specific context.
• Facilitate a community initiative/process.
• Build and maintain relationship in a specific community context.
• Plan and manage an integrated community development project in a specific context.
• Demonstrate understanding of the holistic and integrated regulatory framework impacting on community development in a specific context.

Rationale:

South Africa is a country where a large segment of its population is reliant on the services and support of the government, NGOs and other organisations. The community development sector potentially involves more than a million people working in it. It could be said that any project involving development practitioners would fall within this category.

This Qualification is an important step forward in South Africa's developmental agenda as it will provide some of the fundamental building blocks of the public service and attempts to create a better life for all South African citizens, especially the poor and marginalised communities.

The Qualification will begin to bridge the gap between the government and those in greatest need of the services provided by the state. As South Africa's developmental agenda evolves in line with the country's broader social and economic imperatives, so does the Qualification.

This Qualification will be a valuable tool in the community development work environment and in helping the South Africa people enjoy a better life. In short it will help to:

• Improve social equity and justice.
• Enhance service delivery by all organisations.
• Deepen the country's democracy.
• Contribute to citizen education and development.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
• Mathematical Literacy at NQF Level 3.
• Communication at NQF Level 3.
• National Certificate: Community Development at NQF Level 3.

The above can be achieved either through a previous Qualification, or through the process of Recognition of Prior Learning (RPL), which assesses workplace-based experiential learning.

Recognition of Prior Learning:

The Qualification can be achieved in whole or part through the Recognition of Prior Learning (RPL). Learners obtaining the whole Qualification through RPL and wishing to be declared competent are required to complete a practical assessment component for the purpose of such recognition. This implies that the Qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses, providing they can demonstrate

competence in the outcomes of the individual Unit Standards as required by the Fundamental, Core and Elective components stipulated in the Qualification and by the Exit Level Outcomes.

Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment, and may be required to submit a Portfolio of Evidence (POE) in the prescribed format and/or undergo a workplace assessment to be assessed for formal recognition. While this is primarily a workplace-based Qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the Exit Level Outcomes.

Access to the Qualification:

Access is open to all learners bearing in mind the learning assumed to be in place.

QUALIFICATION RULES
The Qualification is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totalling a minimum of 125 Credits.

Fundamental component:

Fundamental Component (56 Credits) Compulsory for all learners.

The Fundamental Component consists of the following learning, which is compulsory for all learners:

• Unit standards at Level 4, totalling 16 Credits in Mathematical Literacy.
• Unit standards at Level 4, totalling 20 Credits in Communication in a First South African Language.
• Unit standards at Level 3, totalling 20 Credits in Communication in a Second South African Language.

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

Core component:

All unit standards to the value of 54 Credits are compulsory.

Elective component:

Learners are to choose a specialisation area and complete a minimum of 15 Credits from the Unit standards listed under that specific specialisation area to attain a minimum of 125 Credits required for certification purposes. The specialisation areas are as follows:

Volunteerism:

• ID 120077: Implement volunteer projects, NQF Level 4, 5 Credits.
• ID 252179: Manage volunteers in sport, NQF Level 5, 5 Credits.
• ID 254068: Recruit, induct and manage volunteers, NQF Level 5, 6 Credits.
• ID 243615: Manage and support volunteers in a community recreation environment, NQF Level 4, 4 Credits.
(Total Credits 20).

Early Childhood Development:

• ID 244484: Demonstrate knowledge and understanding of the development of babies, toddlers and young children, NQF Level 4, 8 Credits.

- ID 244481: Evaluate an Early Childhood Development (ECD) service, NQF Level 5, 6 Credits.
- ID 244462: Work with families and communities to support Early Childhood Development, NQF Level 3, 5 Credits.
- ID 244472: Prepare early childhood development programmes with support, NQF Level 4, 6 Credits.
- ID 244259: Support children and adults living with HIV and AIDS, NQF Level 3, 8 Credits.
- ID 254176: Promote and uphold the rights of children and youth, NQF Level 3, 4 Credits.
(Total Credits 37).

Gender:

- ID 120036: Analyse the role of institutions in developing and perpetuating gender inequality, NQF Level 4, 5 Credits.
- ID 120033: Conduct gender audits to deal with, redress equity and diversity within organisations, NQF Level 4, 6 Credits.
- ID 120031: Promote and inform women's empowerment and gender practices, NQF Level 4, 5 Credits.
- ID 120030: Identify and apply principles of social justice to empower women at different levels of society, NQF Level 4, 5 Credits.
- ID 120029: Promote gender equality and women's empowerment through education, training and development, NQF Level 4, 6 Credits.
(Total Credits 27).

HIV/Aids:

- ID117507: Develop and implement a client ARV treatment plan, NQF Level 4, 6 Credits.
- ID252532: Provide ongoing counselling and support to individuals infected or affected by HIV/AIDS, NQF Level 4, 3 Credits.
- ID252533: Provide pre and post HIV test counselling, NQF Level 4, 5 Credits.
- ID244574: Apply knowledge of HIV/AIDS to a specific business sector and workplace, NQF Level 3, 4 Credits.
- ID252510: Demonstrate knowledge and understanding of HIV and AIDS, other Sexually Transmitted Infections (STIs) and Tuberculosis (TB) for counselling purposes, NQF Level 4, 3 Credits.
- ID114491: Educate and work closely with the community with regard to sexually transmitted infections (STIs) including Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS), NQF Level 4, 10 Credits.
- ID116759: Initiate a ministry in a church or community for people living with HIV/AIDS, NQF Level 4, 10 Credits.
(Total Credits 41).

Youth:

- ID 254185: Apply basic communication skills in interactions with children and youth at risk, NQF Level 4, 8 credits.
- ID 254184: Apply behaviour management and support techniques in routine child and youth care work contexts, NQF Level 4,10 credits.
- ID 254187: Demonstrate basic interpersonal skills with children and youth at risk, and their families, NQF Level 4, 12 credits.
- ID 254180: Demonstrate knowledge of lifespan development theories for application in child and youth care work, NQF Level 4, 5 Credits.
- ID 254174: Demonstrate knowledge of the developmental approach to therapeutic work with children and youth at risk, NQF Level 4, 5 Credits.
- ID 254175: Describe the use of relationships for developmental and therapeutic ends in child and youth work, NQF Level 4, 8 Credits.
(Total Credits 53).

Victim Empowerment:

• ID 120076: Demonstrate an understanding of prevention in victim empowerment, NQF Level 4, 4 Credits.
• ID 120084: Establish and maintain strategic partnerships and referral systems in the victim empowerment sector, NQF Level 4, 3 Credits.
• ID 120078: Explain victim empowerment programmes using the public health approach and principles of social justice, NQF Level 4, 3 Credits.
• ID 120082: Provide interventions in gender violence, NQF Level 4, 8 Credits.
• ID 120081: Provide support to child victims of abuse, neglect and exploitation, NQF Level 4, 4 Credits.
• ID 120079: Provide support to victims of serious violent crimes, NQF Level 4, 4 Credits.
• ID 119721: Support marginalised, "at risk" and vulnerable individuals and groups and identify appropriate referral services, NQF Level 4, 8 Credits.
(Total Credits 34).

Local Economic Development:

• ID 110472: Outline the environment of local government, NQF Level 4, 6 Credits.
• ID 110475: Demonstrate and apply a knowledge and understanding of the basic economic concepts central to local economic development, NQF Level 4, 6 Credits.
• ID 110484: Participate in local economic development related meetings and facilitate the necessary flow of local economic development information, NQF Level 4, 6 Credits.
• ID 110501: Identify and explain the application of a range of concepts and tools for local economic development, NQF Level 4, 8 Credits.
• ID 110502: Demonstrate and apply knowledge and understanding of the roles, functions and responsibilities of the main stakeholders and role players in local economic development, NQF Level 4, 4 Credits.
(Total Credits 30).

Generic Management:

• ID 242842: Plan and prepare for an effective presentation, NQF Level 4, 2 Credits.
• ID 242839: Research content for a presentation, NQF Level 4, 2 Credits.
• ID 242810: Manage expenditure against a budget, NQF Level 4, 6 Credits.
• ID 242817: Solve problems, make decisions and implement solutions, NQF Level 4, 8 Credits.
• ID 242819: Monitor and build a team, NQF Level 4, 10 Credits.
• ID 117499: Demonstrate entrepreneurial competence, NQF Level 4, 12 Credits.
(Total Credits 38).

Life Skills:

• ID 243949: Source information about self-employment opportunities, NQF Level 4, 3 Credits.
• ID 243947: Develop self within the job role, NQF Level 4, 4 Credits.
• ID 115391: Demonstrate an understanding of the principles of the internet and the world-wide-web, NQF Level 4, 3 Credits.
• ID 117928: Describe the application and effect of Information and Communication Technologies (ICT) on society, NQF Level 4, 5 Credits.
• ID 123459: Manage self-development in the workplace, NQF Level 4, 6 Credits.
(Total Credits 21).

Sports:

• ID 243299: Adapt available spaces in the community as a sports or fitness facility, NQF Level 4, 5 Credits.

- ID 243303: Create, improvise and organise sports activities, NQF Level 4, 6 Credits.
- ID 243300: Lead a community sport activity, NQF Level 4, 12 Credits.
- ID 243293: Promote sport activity in a community, NQF Level 4, 4 Credits.
(Total Credits 19).

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

1. Apply theories/approaches of community development in a specific context.

2. Facilitate a community initiative/process.

3. Build and maintain relationship in a specific community context.

4. Plan and manage an integrated community development project in a specific context.

5. Demonstrate understanding of the holistic and integrated regulatory framework impacting on community development in a specific context.

Critical Cross-field Outcomes:

This Qualification addresses the following Critical Cross-field Outcomes, in the indicated Exit Level Outcomes.

a) Identifying and solving problems pertaining to the facilitation and managing of an integrated community development project.
b) Working effectively with others to build and maintain relationships related to community needs and responses.
c) Organising and managing oneself and one's activities when supporting community development initiatives/processes.
d) Collecting, analysing, organising and critically evaluating information which has an impact on community development in specific context.
e) Communicating effectively when dealing with stakeholders and facilitating and responding to an integrated community development project.
f) Using science and technology effectively and critically when preparing and distributing reports based on the needs and requirements of a specific community development initiative.
g) Demonstrating an understanding of the world as a set of related systems where meeting the needs of a particular community has a positive impact on the creation of a better life for all South African citizens.

All of the above contribute to the full personal development of each learner and the social and economic development of society at large by ensuring they participate as responsible citizens in the life of local, national and global communities in terms of community development issues.

ASSOCIATED ASSESSMENT CRITERIA
Associated Assessment Criteria for Exit Level Outcomes 1:

- The concept of community development theories/approaches is explained indicating the advantages to all stakeholders.
- Theories of community development are explained with examples applicablein terms of their applicability to the South African context.
- Applicable theories for community development in a specific context are identified for a given context.
- The principles of community development processes are applied within a specific context in a real or simulated environment.

• The relationship between theory, history and policy are explained in terms of how they relate to each other.

Associated Assessment Criteria for Exit Level Outcomes 2:

• Access to resources and services is described in terms of community development in a specific context.
• Meetings and workshops are implemented, facilitated and evaluated by using systematic processes.
• Participatory approaches are applied within the community initiative/process.
• Stakeholder engagement is sought and encouraged in order to enhance sustainability of community development activities.
• Planning and management of the project is appropriate to meet the specific community develop objectives.
• Information sharing is described in terms of the advantages to all parties.

Associated Assessment Criteria for Exit Level Outcomes 3:

• Community dynamics are described for a specific community development context.
○ Range: Community dynamics may include but are not limited to conflict management, cultural sensitivity, social protocol, negotiations, gender equity and equality, diversity.
• The principles and practices of leadership and management are explained and applied within a specific context in community development.
• Communication with all stakeholders is practised in accordance with specific requirements.
• Networking practices are explained in terms of how the operate and their benefits for given situations.
• Conflict situations are dealt with in accordance with accepted international practices.
• Relationships with all stakeholders are built and maintained in a manner that enhances commitment and buy-in.
• Advocacy and lobbying concepts are explained in terms of where and how they can be applied to given situations.
• The impact and use of media/current affairs is explained in terms of supporting and advancing community development.
○ Range: The impact and use of media/current affairs refers to the impact of local, national and international issues on community development.

Associated Assessment Criteria for Exit Level Outcomes 4:

• Project management tools and techniques are used and applied in the context of community development requirements.
• Leadership and management provided is appropriate to the context.
• Finances are explained in relation to a specific community development context.
○ Range: Finances may include but are not limited to understanding budgets, fund raising and expenses.
• Resources are arranged and employed in accordance with the community development plan and objectives.
○ Range: Resources refers to financial and non-financial resources.
• Research and/or a SWOT analyses are conducted specific to community development requirements and modus operandi.

Associated Assessment Criteria for Exit Level Outcomes 5:

• Applicable legislation is identified for a specific target group.
• The impact of legislation and/or policies is explained for specific community development projects.

• Legislation is explored in order to enhance the positive impact on community development in South Africa.

Integrated assessment.

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

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

The assessment will require assessment methods that measure and evaluate evidence gathered from on-the-job activities. Since assessment practices must be open, transparent, fair, valid and reliable (ensuring that no learner is disadvantaged in any way whatsoever), an integrated assessment approach is incorporated into the qualification.

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

The term integrated assessment implies that theoretical and practical components should be assessed together. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated and, during integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, foundational and reflexive competencies should be assessed. Assessment should further ensure that all Specific Outcomes, Embedded Knowledge and Critical Cross-Field Outcomes are evaluated in an integrated way, utilising Assessment Criteria contained within each Unit Standard.

Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience, as RPL assessment can be applied subject to the rules and criteria of the relevant ETQA.

INTERNATIONAL COMPARABILITY
The purpose of this International Comparability study is to facilitate the development of a meaningful learning path and its associated curriculum incorporating both theoretical and practical vocational skills which will ensure compatibility, comparability and compliance with existing international Qualification specifications and regulations.

This Qualification was compared with equivalent qualifications and/or courses from a range of countries. The international comparability study showed that many countries do have education, training and development organisations that offer learning interventions in the field of community development. These countries were Scotland, Australia, United Kingdom, Canada, United States of America and New Zealand.

Training Qualifications and Courses referred to in this international comparability were:

Scotland:

Glasgow Council for the Voluntary Sector (GCVS).

Course Title: Community Work-Level 2.

Mandatory:

- Make relationships within communities.
- Contribute to the development of community groups/networks.
- Assisting community groups to prioritise needs, rights and objectives.
- Work with communities to select options and make plans for collective action.
- Contribute to collective action within a community.
- Identify and reflect on own practice, knowledge and values.

Optional-Choose 1:

- Contribute to the review of needs, opportunities, rights and responsibilities within a community.
- Help ensure the best use of resources.
- Identify and take action to meet own learning and development needs.

Course Title: Community Work-Level 3.

Mandatory:

- Build relationships within and with communities and organisations.
- Facilitate the development of community groups/networks.
- Promote and support learning from practice and experience.
- Support communities to plan and take collective action.
- Work with communities to identify needs, opportunities, rights and responsibilities.
- Support communities to monitor and review action for change.
- Review own practice, knowledge and values.

Optional-Choose 2:

- Review and develop funding and resources.
- Develop people's skills and roles within community groups/networks.
- Develop and review community-based organisational structures.
- Facilitate ways of working collaboratively.
- Support individuals, community groups and communities to deal with conflict.

The two courses offered by Glasgow Council for the Voluntary Sector (GCVS) on Community Work, are compatible with this Qualification and parts of the Level 3 Qualification. All subject matter is covered in ours but possibly to different level of complexity.

Course Title: Health and Social Care-Level 3.

Mandatory:

- Promote effective communication for and about individuals.
- Promote, monitor and maintain health, safety and security in the working environment.
- Reflect on and develop your practice.
- Promote choice, well-being and the protection of individuals.

Optional-Choose 4:

- Contribute to care planning and review.
- Contribute to planning, monitoring and reviewing the delivery of service for individuals.
- Support individuals to access and use services and facilities.
- Support individuals to develop and maintain social networks and relationships.

- Support the social, emotional and identity needs of individuals.
- Prepare your family and networks to support individuals requiring care.
- Contribute to the prevention and management of abusive and aggressive behaviour.
- Provide frameworks to help individuals to manage challenging behaviour.

The above course on Health and Social Care, offered by Glasgow Council for the Voluntary Sector (GCVS) is not very compatible with this Level 4 Qualification and its Exit Level Outcomes as it focuses more on the provision of health issues and not community development as a whole.

Reid Kerr College:

Course Title: National Certificate-Working with Communities (Levels4/5):

- Introduction to people and society.
- Information technology.
- Skills for effective learning.
- Communication.
- Introduction to setting up and working with groups.
- Work experience.
- Community work induction.
- Roles and behaviours.
- Committee skills.
- Numeracy.

Course Title: Higher National Certificate-Working with Communities (Level 7):

- Accountability for and management of resources.
- Social science approaches.
- Principles and practice.
- Preparing to work with community groups.
- Workplace practice.
- Adult learning.
- Working with young people.
- Capacity building.
- Promoting health.

The two courses offered by the Reid Kerr College-Working with Communities (Levels4/5) and Working with Communities (Level 7), have areas of compatibility and have areas that are different. Their Level 4/5 course has modules which are part of our Fundamental component and the Level 7 one has a module on health promotion.

Australia:

Chisholm Institute (TAFE Courses) 2 years full time.

Course Title: Diploma of Community Development.

Core Subjects:

- Undertake systems advocacy.
- Implement a community development strategy.
- Develop and implement a community development strategy.
- Develop and implement community programmes.
- Develop community resources.

- Support community action.
- Support community leadership.
- Develop, implement and promote effective communication techniques.
- Respond holistically to client issues.
- Meet statutory and organisational information requirements.
- Develop new networks.
- Work with other services.
- Implement and monitor OHS policies and procedures.
- Undertake research activities,
- Develop and implement policies,
- Manage research activities,

Elective Subjects:

- Provide advocacy and representation.
- Undertake administrative work.
- Facilitate the development of community capacity to manage place.
- Establish and maintain community, government and business partnerships.
- Provide community education projects.
- Identify and respond to children and young people at risk of harm.
- Work effectively with culturally diverse clients and co-workers.
- Assess and deliver services to clients with complex needs.
- Recruit and co-ordinate volunteers.
- Provide mentoring support to colleagues.
- Devise and conduct community consultation.
- Manage volunteers.
- Work autonomously.

The Diploma of Community Development offered by Chisholm Institute, is very compatible with the Level 4 Further Education and Training Certificate Qualification and the contents are included in either the Specific Outcomes or Assessment Criteria. It must be noted that they do offer additional modules, which are included in the level 3 Qualification and possible level 5 Qualification.

Age Concern (Pty) Ltd.

Course Title: Certificate II in Community Services Work (CHC20202).

Core Units:

- Prepare for work in the community services industry.
- Communicate with people accessing the services of the organisation.
- Follow the organisations policies, procedures and programs.
- Work with others.
- Follow OHS procedures.

Elective Units:

- Provide care support that is responsive to the specific nature of dementia.
- Comply with information requirements of aged care and community care sectors.
- Respond effectively to difficult or challenging behaviour.
- Orientation to aged care work.
- Provide personal care.
- Provide physical assistance with medication.

Course Title: Certificate II in Community Services Work (CHC20202):

- Comply with information requirements of aged care and community care sectors.
- Work effectively in a home and community care environment.
- Provide support to the older person.
- Provide personal care in a home and community care environment.
- Support the older person to meet their emotional and psychological needs.
- Provide care support that is responsive to the specific nature of dementia.
- Facilitate cooperative behaviour.
- Communicate appropriately with clients and colleagues.
- Participate in safety procedures for direct care work.
- Assist with self medication.
- Orientation to aged care work.
- Work effectively with culturally diverse clients and co-workers.
- Orientation to disability work.
- Provide care and support community.

The above courses do not compare favourably with this South African Qualification. They offer a more specific subject/method of dealing with health related work and caring for sick people, as opposed to more generic community development competencies.

United Kingdom:

University of Westminster-London.

Course Title: International Community Development (1 year full time):

- Promoting social and inclusion through issues such as poverty, economic development, housing, health education and urban regeneration.
- Promoting the perspective that local initiatives need to be placed in a global context.

This one year course is compatible with certain of the Unit Standards with the South African Level 4 Qualification. It is however pitched at a much higher level of learning (possibly post graduate).

Faith Based Regeneration Network (FBRN)-London.

Course Title: Faith Community Development Course:

- How to organise and manage projects.
- Tips on working with children and vulnerable adults.
- Understanding the importance of diversity, faiths and leadership.
- Visiting five different places of worship.

The course offered by FBRN is only slightly compatible with this Level 4 Qualification and that is the module on understanding how to manage a project. The rest of the course is very focused on a faith based approach.

Canada:

Course Title: Indigenous Leadership and Community Development:

First Semester:

- Leadership, self and identity.

- Media, literature and representation.
- Expression and voice.
- Introduction to economics.
- Introduction to social and political thought.
- Computer applications.

Second Semester:

- Leadership on contemporary communities.
- Introduction to development theory.
- Research methods.
- Political economies.
- Post-Colonial discourse.
- History of social change.

Third Semester:

- Community healing and self-reliance.
- Indigenous development.
- Re-thinking leadership.
- Common ground: Diversity and cultural discourse.
- Canadian law, policy and politics.

Fourth Semester:

- Writing power.
- Community relationships: Liaison and consultation.
- Transformational leadership.
- Interest-based mediation.
- Community dialogue and process.

Fifth Semester:

- Accountability frameworks.
- Community resource management.
- Social and strategic planning.
- Rural and remote development.
- Community consensus building.

Sixth Semester:

- Community advocacy and mobilisation.
- Financial accountability.
- Building community capacity.
- Rural and remote development: Case studies.
- Negotiation strategies.

Seventh Semester:

- Ethical administration.
- Directed research paper.
- Public interest education.
- Globalisation: International political economy.
- Policy analysis and development.

Eighth Semester:

• Reciprocity in practice.
• Case studies in indigenous leadership.
• Project management and evaluation.
• Case studies in international sustainable development.
• Bridging communities.

The Indigenous Leadership and Community Development course has some comparability to this Level 4 Qualification. It must be noted however, that the above programme is conducted over four years and spread over eight semesters and therefore contains considerably more subjects and data. Some is at the same level while most is at a higher level.

United States of America:

International Institute for Sustainable Development (IISD)-Colorado:

Courses in Community-Based Development:

Course Title: Micro-finance Projects: Sustainable Community Development and the Role of Women:

• What is a micro-enterprise.
• Role and impact of micro-enterprise.
• Types of micro-enterprises.

Course Title: Community-based mapping:

• Basic principles, theories and ethics of community-based mapping and its role in community-based development.
• Mapping methods and tolls to achieve objectives.
• Various political, cultural and social organisational factors in community-based mapping projects.
• Collect and map geographic information.
• Locate and utilise existing geographic information data sets.
• Features and operation of Geographic Position Systems (GPS) and Geographic Information Systems (GIS) and applications in community-based mapping.

Course Title: Community Capacity Building:

• Understand the basic assumptions of community capacity building.
• Link the theory of community capacity building to real world applications.
• Describe various examples of community building initiatives.
• Design a community capacity building initiative for their community or development project.

Course Title: Technology in Community-Based Development:

• Understand the history and basic principles of appropriate technology.
• Work with communities to analyse their situation, develop strategic directions and generate appropriate technology packages.
• Support community-based technology generation efforts by creating linkages to information and resources.

Course Title: Community Mobilisation and Organisation:

• Understand the role of community mobilisation in the context of human rights-based approaches to community development.
• Better understand the causes and psychological affects of poverty oppression.
• Better communicate with individuals and communities to enhance trust and solidarity.
• Assist communities in the analysis and transformation of their world.

Course Title: Grassroots Leadership Development:

• Promoting leadership qualities and competencies.
• Case studies of historical and contemporary leaders.
• Self image analysis.
• Developing a positive, proactive mental attitude.
• Understand the role of empathetic listening and effective communication as a key element toward improving interpersonal skills.
• Managing conflicts.
• Discerning organisational climate.
• Aligning an unaligned group toward cohesiveness.
• Creating a shared vision.
• Analysing core problems.
• Building action plans to overcome the problems.

Course Title: Participatory Monitoring and Evaluation:

• Plan a monitoring and evaluation project.
• Develop evaluation questions that address stakeholders needs.
• Select the most appropriate data collection method for a given situation.
• Effectively communicate monitoring and evaluation data.
• Use the monitoring information to achieve continuous improvement.

Course Title: Participatory Research and Development:

• Compare different participatory research and action approaches.
• Understand the basic principles that underlie ethical research.
• Incorporate participatory leaning methodologies into community development activities.
• Design a participatory research project for your community or project area.

Course Title: Gender Equity in Development:

• Compare women in development vs. gender equity approaches.
• Incorporate gender equitable methodologies into community development activities.
• Design a gender equitable project for your community or project area.

Course Title: Approaches to Community-Based Development:

• The historical development and underlying assumptions of different approaches to community development.
• The issues faced by the rapidly changing field of community development.
• The structural and practical issues that promote or detract from the goal of community empowerment.

Of the courses offered by International Institute for Sustainable Development (IISD) in Community-Based Development some are not very compatible to this Level 4 Qualification as they cover specific issues around the microenterprise and geographic information and other courses have many areas of compatibility to the South African Level 4 one and many of the modules can be found in the Unit Standards and Specific Outcomes.

Bahái Centers of Learning-Washington:

Course Title: Community Development Course:

- Spiritual parenting.
- Youth empowerment.
- Spiritual foundation for race unity.
- Spiritual foundations for marriage and family life.
- Fundamental verities.
- Spiritual foundations for the equality of women and men.

The above Bahá'i Centers of Learning course in Community Development is not very compatible to this Qualification as it is more faith (spiritual) and youth based
Covenant College-Georgia:

Course Title: Community Development Course:

- Theory of community development.
- Quantitative research for field settings.
- Living and working in a multicultural context.
- Community development principles and issues.
- Cross-cultural social science research methods.
- U.S. research internship in community development.
- International research internship in community development.
- Senior seminar in community development.

The Covenant College course on Community Development compares quite favourably with this Level 4 Qualification as most of the subjects are found in the Specific Outcomes and Assessment Criteria of the Unit Standards.

New Zealand:

New Zealand Qualifications Authority (NZQA):

Course Title: National Certificate in Community Support Services (57 Credits):

Unit Standards-Compulsory:

- ID 1836: Recognise indicators and describe responses to suspected abuse of people using health or disability services, Level 3, 4 Credits.
- ID 20824: Apply knowledge of a consumer's rights and responsibilities in a health or disability setting, Level 3, 2 Credits.
- ID 20829: Support a consumer's well-being and quality of life in a health or disability setting, Level 2, 6 Credits
- ID 20830: Maintain a safe and secure environment in a health or disability setting, Level 2, 5 Credits.
- ID 23380: Describe and apply culturally safe operating principles and M?ori values in a health, disability, or community setting, Level 3, 6 Credits.
- ID 23385: Describe self-advocacy and support a self-advocacy process in a health or disability setting, Level 3, 3 Credits.
- ID 23388: Provide support to a person whose behaviour presents challenges in a health or disability setting, Level 3, 4 Credits.
- ID 23389: Demonstrate knowledge of risk management planning in a health, disability, or community setting, Level 3, 2 Credits.

• ID 23392: Describe ethical behaviour in a health, disability, or community setting, Level 3, 3 Credits.
• ID 23451: Demonstrate knowledge of the role of a support worker in a health or disability setting, Level 3, 3 Credits.
• ID 9681: Contribute within a group/team which has an objective(s), Level 3, 3 Credits.

Unit Standards-Elective - A minimum of 13 credits at Level 3 or above:

• ID 5012: Demonstrate musculo-skeletal care and handle people safely in a health or disability setting, Level 3, 5 Credits.
• ID 20827: Support a consumer to take prescribed medication in a health or disability setting, Level 3, 2 Credits.
• ID 23381: Describe and apply culturally safe operating principles and Pacific values in a health, disability, or community setting, Level 3, 6 Credits.
• ID 23382: Support a person to participate as a member of the community in a health or disability setting, Level 3, 3 Credits.
• ID 23386: Support a person to meet their personal care needs in a health or disability setting, Level 3, 6 Credits.
• ID 23391: Respond to loss and grief in a health, disability, or community setting, Level 3, 2 Credits.
• ID 23393: Apply a risk management plan for a person in a health, disability, or community setting, Level 4, 4 Credits.
• ID 23925: Support, mentor and facilitate a consumer to maximise independence in a health or disability setting, Level 3, 6 Credits.
• ID 23926: Demonstrate knowledge of the impact of change in support services in a health or disability setting, Level 2, 4 Credits.
• ID 16870: Demonstrate knowledge of causes and associated conditions related to intellectual disability, Level 3, 3 Credits.
• ID 16871: Demonstrate knowledge of causes and common effects of physical disability, Level 3, 3 Credits.
• ID 11097: Listen to gain information in an interactive situation, Level 3, 3 Credits.

The NZQA has a 57 Credit Level 3 National Certificate in Community Support Services (core competencies). The core areas include: consumer rights, wellbeing; safety, cultural differences, specific indigenous groups, advocacy, risk and violence, ethics, project support, group work. Elective choices include: medication, promoting participation, specific indigenous groups, facilitation, grief and trauma counselling. This indicates a favourable comparability to the South African one.

Conclusion:

Very few countries offer a Qualification with these competencies at the relevant NQFLevel. However, many parallels can be drawn when looking at core/compulsory and elective learning areas. Obviously specific indigenous groups will be unique to some areas/countries. Many foreign qualifications were strongly inclined toward medical and/or care-giving, and some included learning on self-reflection or awareness of self. The proposed Qualification has a much broader range of elective options than offered elsewhere, a range which can be expanded over time.

The structure of the proposed Qualification is unique to South Africa and is appropriate for the unique needs of social services in this country as well as other neighbouring countries within the Southern Africa region. In short the qualification is at least on par with international comparatives, and may well be best practice as it brings together many of the key elements present in more than one of the foreign qualifications.

ARTICULATION OPTIONS

Horizontal articulation is possible with:

• ID 57428: Further Education and Training Certificate: Youth Development, NQF Level 4.
• ID 60209: Further Education and Training Certificate: Child and Youth Care Work, NQF Level 4.
• ID 58396: Further Education and Training Certificate: Community Development: HIV/AIDS Support, NQF Level 4.
• ID 49131: Further Education and Training Certificate: Community Health Work, NQF Level 4.

Vertical articulation is possible with:

• ID 49257: National Certificate: Conflict Management and Transformation, NQF Level 5
• ID 23095: Higher Education and Training Certificate: Development Practice, NQF Level 5.
• ID 49710: National Diploma: Development Practice, NQF Level 5.
• ID 57427: National Certificate: Youth Development, NQF Level 5.
• ID 64649: Higher Certificate: Early Childhood Development, NQF Level 5.
• ID 64650: National Diploma: Early Childhood Development, 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 ETQA.

• 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 moderation guideline detailed in "Qualification Assessor Criteria.

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS
For an applicant to register as an assessor, the applicant should:

• Be registered as an assessor with the relevant ETQA or an ETQA that has a memorandum of understanding with the relevant ETQA.
• Be in possession of a relevant Qualification at NQF Level 4 or higher.

NOTES
N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
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	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	119471	Use language and communication in occupational learning programmes	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	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	119661	Demonstrate knowledge of the foundations of human rights and democracy	Level 4	7
Core	264980	Demonstrate understanding of political and socio-economic factors that influence community development	Level 4	5
Core	264976	Demonstrate understanding of the legislation, policies and procedures that underpin community development in a specific context	Level 4	4
Core	264979	Demonstrate understanding of the process of community development	Level 4	10
Core	264974	Develop a community profile for a specific community	Level 4	6
Core	264981	Expain and implement a basic project in own work context	Level 4	6
Core	264978	Explain, discuss and evaluate the stages of human development and how these impact on the needs of a community	Level 4	3
Core	264977	Explore theories of community development used to engage communities	Level 4	5
Core	264975	Facilitate learning in a community context	Level 4	8
Elective	244574	Apply knowledge of HIV/AIDS to a specific business sector and a workplace	Level 3	4
Elective	254176	Promote and uphold the rights of children and youth	Level 3	4
Elective	244259	Support children and adults living with HIV and AIDS	Level 3	8
Elective	244462	Work with families and communities to support Early Childhood Development	Level 3	5
Elective	243299	Adapt available spaces in the community as a sports or fitness facility	Level 4	5
Elective	120036	Analyse the role of institutions in developing and perpetuating gender inequality	Level 4	5
Elective	254185	Apply basic communication skills in interactions with children and youth at risk	Level 4	8
Elective	254184	Apply behaviour management and support techniques in routine child and youth care work contexts	Level 4	10
Elective	120033	Conduct gender audits to deal with redress, equity and diversity within organisations	Level 4	6
Elective	243303	Create, improvise and organize sport activities	Level 4	6
Elective	120076	Demonstrate an understanding of prevention programmes in Victim Empowerment	Level 4	4
Elective	115391	Demonstrate an understanding of the principles of the internet and the world-wide-web	Level 4	3
Elective	110475	Demonstrate and apply a knowledge and understanding of the basic economic concepts central to local economic development	Level 4	6
Elective	110502	Demonstrate and apply knowledge and understanding of the roles, function and responsibilities of the main stakeholders and role players in local economic development	Level 4	4
Elective	254187	Demonstrate basic interpersonal skills with children and youth at risk, and their families	Level 4	12
Elective	117499	Demonstrate entrepreneurial competence	Level 4	12
Elective	252510	Demonstrate knowledge and understanding of HIV and AIDS, other Sexually Transmitted Infections (STIs) and Tuberculosis (TB) for counselling purposes	Level 4	3

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	244484	Demonstrate knowledge and understanding of the development of babies, toddlers and young children	Level 4	8
Elective	254180	Demonstrate knowledge of lifespan development theories for application in child and youth care work	Level 4	5
Elective	254174	Demonstrate knowledge of the developmental approach to therapeutic work with children and youth at risk	Level 4	5
Elective	117928	Describe the application and effect of Information and Communication Technologies (ICT) on society	Level 4	5
Elective	254175	Describe the use of relationships for developmental and therapeutic ends in child and youth care work	Level 4	8
Elective	117507	Develop and implement a client ARV treatment plan	Level 4	6
Elective	243947	Develop self within the job role	Level 4	4
Elective	114491	Educate and work closely with the community with regard to sexually transmitted infections (STIs) including Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS)	Level 4	10
Elective	120084	Establish and maintain strategic partnerships and referral systems in the Victim Empowerment sector	Level 4	3
Elective	120078	Explain Victim Empowerment programmes using the public health approach and principles of social justice	Level 4	3
Elective	120030	Identify and apply principles of social justice to empower women at different levels of society	Level 4	5
Elective	110501	Identify and explain the application of a range of concepts and tools for local economic development	Level 4	8
Elective	120077	Implement volunteer projects	Level 4	5
Elective	116759	Initiate a ministry in a church or community for people living with HIV/AIDS	Level 4	10
Elective	243300	Lead a community sport activity	Level 4	12
Elective	242810	Manage Expenditure against a budget	Level 4	6
Elective	243615	Manage and support volunteers in a community recreation environment	Level 4	4
Elective	123459	Manage self-development in the workplace	Level 4	6
Elective	242819	Motivate and Build a Team	Level 4	10
Elective	110472	Outline the environment of local government	Level 4	6
Elective	110484	Participate in local economic development related meetings and facilitate the necessary flow of local economic development information	Level 4	6
Elective	242842	Plan and prepare for an effective presentation	Level 4	2
Elective	244472	Prepare Early Childhood Development programmes with support	Level 4	6
Elective	120029	Promote Gender Equality and Women's Empowerment through education, training and development	Level 4	6
Elective	120031	Promote and inform women's empowerment and gender practices	Level 4	5
Elective	243293	Promote sport activity in a community	Level 4	4
Elective	120082	Provide interventions in gender violence	Level 4	8
Elective	252532	Provide on-going counselling and support to individuals infected or affected by HIV and AIDS	Level 4	3
Elective	252533	Provide pre and post HIV test counselling	Level 4	5
Elective	120081	Provide support to child victims of abuse, neglect and exploitation	Level 4	4
Elective	120079	Provide support to victims of serious violent crime	Level 4	4
Elective	242839	Research content for a presentation	Level 4	2
Elective	242817	Solve problems, make decisions and implement solutions	Level 4	8
Elective	243949	Source information about self-employment opportunities	Level 4	3
Elective	119721	Support marginalised, "at risk" and vulnerable individuals and groups and identify appropriate referral services	Level 4	8
Elective	244481	Evaluate an Early Childhood Development (ECD) service	Level 5	6
Elective	252179	Manage Volunteers in sport	Level 5	5
Elective	254068	Recruit, induct and manage volunteers	Level 5	6

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Demonstrate understanding of political and socio-economic factors that influence community development

SAQA US ID	UNIT STANDARD TITLE		
264980	Demonstrate understanding of political and socio-economic factors that influence community development		
ORIGINATOR		*PROVIDER*	
Task Team - Community Development			
FIELD		*SUBFIELD*	
5 - Education, Training and Development		Adult Learning	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	5

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

SPECIFIC OUTCOME 1
Describe the integrated and holistic approach to current political and socio-economic conditions that impact on various communities.

SPECIFIC OUTCOME 2
Describe the value of community participation in policy formulation within the context of the integrated and holistic approach.

SPECIFIC OUTCOME 3
Demonstrate an understanding of socio-economic factors that impact on community development.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	67509	Further Education and Training Certificate: Community Development	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate understanding of the legislation, policies and procedures that underpin community development in a specific context

SAQA US ID	UNIT STANDARD TITLE		
264976	Demonstrate understanding of the legislation, policies and procedures that underpin community development in a specific context		
ORIGINATOR		PROVIDER	
Task Team - Community Development			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

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

SPECIFIC OUTCOME 1
Describe the key legislation that impacts on the community development worker in the South African context.

SPECIFIC OUTCOME 2
Identify and describe key policies that underpin the legislation within a community development context.

SPECIFIC OUTCOME 3
Analyse and interpret different legislation and policies to determine appropriate choices to various community development initiatives.

SPECIFIC OUTCOME 4
Interpret various procedures underpinning Community Development policies for the benefit of a given community.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	67509	Further Education and Training Certificate: Community Development	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Demonstrate understanding of the process of community development

SAQA US ID	UNIT STANDARD TITLE		
264979	Demonstrate understanding of the process of community development		
ORIGINATOR		PROVIDER	
Task Team - Community Development			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

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

SPECIFIC OUTCOME 1
Explain philosophy, principles and values guiding community development.

SPECIFIC OUTCOME 2
Explain the phases of a community development initiative.

SPECIFIC OUTCOME 3
Explain the functions, roles and responsibilities within a specific community development initiative.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	67509	Further Education and Training Certificate: Community Development	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop a community profile for a specific community

SAQA US ID	UNIT STANDARD TITLE			
264974	Develop a community profile for a specific community			
ORIGINATOR		PROVIDER		
Task Team - Community Development				
FIELD		SUBFIELD		
5 - Education, Training and Development		Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		6

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

SPECIFIC OUTCOME 1
Demonstrate understanding of a community profile within a given community context.

SPECIFIC OUTCOME 2
Demonstrate understanding of protocols to be followed in conducting a community profile.

SPECIFIC OUTCOME 3
Conduct a community profile.

SPECIFIC OUTCOME 4
Analyse the community profile using a logical and systematic framework.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	67509	Further Education and Training Certificate: Community Development	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Expain and implement a basic project in own work context

SAQA US ID	UNIT STANDARD TITLE		
264981	Expain and implement a basic project in own work context		
ORIGINATOR		PROVIDER	
Task Team - Community Development			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

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

SPECIFIC OUTCOME 1
Illustrate the components of project cycle based on an existing community development project.

SPECIFIC OUTCOME
Explain the role of different stakeholders in a project cycle.

SPECIFIC OUTCOME 3
Examine the typical processes involved in planning for a community development project in own work context.

SPECIFIC OUTCOME 4
Explain how to implement a community development project in own work context.

SPECIFIC OUTCOME 5
Distinguish between a range of mechanisms to monitor and review the progress.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	67509	Further Education and Training Certificate: Community Development	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Explain, discuss and evaluate the stages of human development and how these impact on the needs of a community

SAQA US ID	UNIT STANDARD TITLE		
264978	Explain, discuss and evaluate the stages of human development and how these impact on the needs of a community		
ORIGINATOR		PROVIDER	
Task Team - Community Development			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	3

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

SPECIFIC OUTCOME 1
Understand the stages of human development in terms of the changes which individuals, groups and communities experience.

SPECIFIC OUTCOME 2
Identify explain and discuss the needs of each developmental stage.

SPECIFIC OUTCOME 3
Assess and discuss the impact of the stages of human development on community needs.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	67509	Further Education and Training Certificate: Community Development	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explore theories of community development used to engage communities

SAQA US ID	UNIT STANDARD TITLE		
264977	Explore theories of community development used to engage communities		
ORIGINATOR		PROVIDER	
Task Team - Community Development			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

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

SPECIFIC OUTCOME 1
Explain the history of community development in the South African context.

SPECIFIC OUTCOME 2
Explain the importance of community development theories.

SPECIFIC OUTCOME 3
Analyse approaches to local or South African community development practice.

SPECIFIC OUTCOME 4
Explain the effect of global trends on community development practised in South Africa.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	67509	Further Education and Training Certificate: Community Development	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Facilitate learning in a community context

SAQA US ID	UNIT STANDARD TITLE			
264975	Facilitate learning in a community context			
ORIGINATOR		PROVIDER		
Task Team - Community Development				
FIELD		SUBFIELD		
5 - Education, Training and Development		Adult Learning		
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
Describe the role of the facilitator in a specific context.

SPECIFIC OUTCOME 2
Promote and encourage a participatory learning environment.

SPECIFIC OUTCOME 3
Use a variety of facilitation styles and approaches.

SPECIFIC OUTCOME 4
Evaluate group learning processes within the organisation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	67509	Further Education and Training Certificate: Community Development	Level 4

No. 636   **5 June 2009**

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

Business Systems

registered by Organising Field 10 – Physical, Mathematical, Computer and Life Sciences, publishes the following Qualification for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification.   The full Qualification 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 should reach SAQA at the address below and *no later than 06 July 2009.*   All correspondence should be marked **Standards Setting – Task Team for Business Systems** and addressed to

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ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

QUALIFICATION:
Master: Business Systems

SAQA QUAL ID	QUALIFICATION TITLE		
71529	Master: Business Systems		
ORIGINATOR		PROVIDER	
Task Team - Business Systems			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Masters Degree	10 - Physical, Mathematical, Computer and Life Sciences	Information Technology and Computer Sciences	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	240	Level 8 and above	Regular-ELOAC

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

PURPOSE AND RATIONALE OF THE QUALIFICATION
Purpose:

Business analysis is an internal consultancy function that is responsible for investigating business systems, identifying options for improving business systems and bridging the needs of the business with the use of Information Technology. A business analyst works as a liaison among stakeholders in order to elicit, analyse, communicate and validate requirements for changes to business processes, policies and information systems. The business analyst understands business problems and opportunities in the context of the requirements and recommends solutions that enable the organisation to achieve its goals.

This qualification will contribute to the development of learners in that they will gain knowledge and a deep understanding of research and will become specialists in the design, development and applications of computer systems for business operations. Business operations learning will include learning in strategic management, planning, scheduling, forecasting, manufacturing, production management, project management, financial management, marketing, business modelling, multimedia communications, electronic data interchange and other functional areas of business, industry and government.

Recipients of this qualification will be able to:

• Analyse the strategic business dealings of an organisation.
• Analyse strategic information technology for application in the business dealings of an organisation.
• Analyse the quality management system of a business system.
• Conduct independent research in a selected area of business analysis.

Rationale:

This Qualification meets the needs of the sector by providing a standard against which business systems learners can be educated. This Qualification meets the needs of society by providing competent learners who are able to conduct strategical business analyses and therefore contribute to the overall improvement of the business strategy and economic viability and sustainability of an organisation.

This Qualification will enable the qualifying learner to contribute to the success of an organisation by implementing effective Information Technology based solutions. The learner completing this Qualification will have successfully completed a Professional Qualification or Honours Degree in Business Administration, Information Technology or equivalent prior to attempting this Qualification. The typical learner will occupy a management position in an organisation or act as a consultant where the gained knowledge and researched practices from this Qualification will enable the implementation of new or improved business systems.

This Qualification will allow the learner access to a Doctoral Degree in Business Analysis or an equivalent Doctoral Degree.

RECOGNIZE PREVIOUS LEARNING?
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LEARNING ASSUMED IN PLACE
Learners registering for this qualification should be able to:

• Engage in contextualised sustained oral communication.
• Evaluate written and spoken texts.
• Read, analyse and respond to a variety of texts in a wide range of contexts.
• Communicate what they have learned coherently, accurately and comprehensively in the required medium of instruction.
• Take responsibility for their own learning progress.
• Evaluate their own performance against given criteria.
• Search for, access, organise and interpret available information.
• Plan, design and execute a research project independently.

Recognition of Prior Learning:

This 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 Business Analysis Qualification. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned in the previous paragraph.

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 recognizes as appropriate.

Recognition of Prior Learning can be allocated against course work components but a research project must still be completed.

Access to the Qualification:

Learners wishing access to this qualification must have successfully completed an Honours Degree in Business Administration, Business Analysis or Information Technology, or equivalent.

QUALIFICATION RULES
All Exit Level Outcome are compulsory. Research forms a compulsory part of this qualification either by completing:

• A single advanced research project, culminating in the production and acceptance of a dissertation.
• A coursework programme requiring a high level of theoretical engagement and intellectual independence and a research project comprising of a minimum of 50% of the programme.

EXIT LEVEL OUTCOMES
1. Analyse the strategic business dealings of an organisation.

2. Analyse strategic information technology for application in the business dealings of an organisation.

3. Analyse the quality management system of a business system.

4. Conduct independent research in a selected area of business analysis.

Critical Cross-Field Outcomes:

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

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

• Analysing the strategic business dealings of an organisation.
• Analysing strategic information technology for application in the business dealings of an organisation.
• Analysing the quality management system of a business system.
• Conducting independent research in a selected area of business analysis.

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

• The analysis of the strategic business dealings of an organisation.
• The analysis of strategic information technology for application in the business dealings of an organisation.
• The analysis of the quality management system of a business system.
• The conducting of independent research in a selected area of business analysis.

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

• Analysing the strategic business dealings of an organisation.
• Analysing strategic information technology for application in the business dealings of an organisation.
• Analysing the quality management system of a business system.
• Conducting independent research in a selected area of business analysis.

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

• Analysing the strategic business dealings of an organisation.
• Analysing strategic information technology for application in the business dealings of an organisation.
• Analysing the quality management system of a business system.
• Conducting independent research in a selected area of business analysis.

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

• The strategic business dealings of an organisation.
• The application of strategic information technology in the business dealings of an organisation.

• The quality management system of a business system.

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

• Analysing the strategic business dealings of an organisation.
• Analysing strategic information technology for application in the business dealings of an organisation.
. Analysing the quality management system of a business system.
• Conducting independent research in a selected area of business analysis.

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

• Analysing the strategic business dealings of an organisation.
• Analysing strategic information technology for application in the business dealings of an organisation.
• Analysing the quality management system of a business system.
• Conducting independent research in a selected area of business analysis.

ASSOCIATED ASSESSMENT CRITERIA
Associated Assessment Criteria for Exit Level Outcome 1:

1.1 Strategic business operation and design are analysed for consideration in the business strategy.
• Range: Operation includes but is not limited to strategic and operational business processes and procedures.
1.2 The application of strategic business management is analysed in the organisation.
• Range: Strategic business management includes but is not limited to the integrated planning, organising, leading and controlling of resources.
1.3 A business strategy is developed which is based on project management practices.
• Range: The business strategy includes but is not limited to the vision, mission, strategic objectives and operational plans.

Associated Assessment Criteria for Exit Level Outcome 2:

2.1 The role of information technology is analysed in order to understand how information technology can be integrated with the business strategy.
2.2 Past, contemporary and future information technology trends and directions are analysed for application within the business strategy.
2.3 Information technology applications and solutions are evaluated for application within the business.
2.4 Issues are analysed which affect the implementation of an information technology strategy.
• Range: Issues includes but is not limited to legal, economic, social and ethical issues.
2.5 An information and knowledge management strategy is developed for the business.

Associated Assessment Criteria for Exit Level Outcome 3:

3.1 The security of a business system is evaluated in order to determine shortcomings.
3.2 A reliability study of a business system is conducted so as to ensure the integrity of the system.
3.3 A quality management system is developed for the business system.

Associated Assessment Criteria for Exit Level Outcome 4:

4.1 A research problem is identified in the selected area.
4.2 The research design is described for the selected type of research in the selected area.
4.3 Suitable research methods, procedures and techniques are selected to collect data.
4.4 The data is analysed and interpreted for discussion.
4.5 A report is compiled reflecting the research process, findings and recommendations.

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 Associated Assessment Criteria should be integrated.

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, Essential 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 Essential Embedded Knowledge.

INTERNATIONAL COMPARABILITY
Best Practice:

The International Institute of Business Analysis is a world-wide association which has a Business Analysis Body of Knowledge (BABOK®) against which it recommends Business Analysis is practised and practitioners are trained.

Further the following countries were identified as having institutions which offer programmes of best practice in the field of Business Analysis:

• Singapore.
• United States of America.
• Australia.
• United Kingdom.

International Institute of Business Analysis:

The International Institute of Business Analysis has the Business Analysis Body of Knowledge (BABOK®) against which its members are trained. It defines seven knowledge areas that, combined, cover the areas for those performing business analyses:

• Enterprise analysis.

- Requirements planning and management.
- Requirements elicitation.
- Requirements communication.
- Requirements analysis and documentation.
- Solution assessment and validation.
- Business administration fundamentals.

Findings:

All of the above mentioned knowledge areas of the Business Analysis Body of Knowledge are inherent in the Master: Business Analysis, Level 8.

The following component is included in the Master: Business Analysis, Level 8 which is not captured in the Business Analysis Body of Knowledge:

- Conduct independent research in a selected area of business analysis.

Singapore:

The National University of Singapore offers an MSc Management of Technology. The programme consists of course work with a research project. The course work consists of the following modules:

- Internet protocol management.
- Management of Industrial research and development.
- Management of Technological Innovation.
- Finance for Engineering and Technology Management or cost Analysis and Engineering Economy.
- Systems Approach to Project Management.
- Creativity and Innovation.
- User-centred Product Development.
- Internet protocol Law for Scientists and Engineers.
- Strategic and New Product Development OR new Product Management.
- Corporate Entrepreneurship.
- Analysing Hi-Technology Opportunities.
- Technology Intelligence & Internet protocol Strategy.
- Quality Planning and Management.
- Decision Analysis.
- Industrial Logistics.
- Management and Organization.
- Managing Operations.
- Technopreneurship.
- Systems Architecture.
- Systems Engineering.
- Knowledge Management.

Findings:

All of the above mentioned courses of the MSc Management of Technology at the National University of Singapore are inherent in the Master: Business Analysis, Level 8.

The following outcome is included in the Master: Business Analysis, Level 8 which does not occur in the MSc Management of Technology:

- Conduct independent research in a selected area of business analysis.

United States of America:

The Tepper School of Business at Carnegie Mellon University in Pittsburgh offers an MBA with a specialisation in Technology Leadership. The pre-requisites for the specialisation is an undergraduate degree or major in information technology, management information systems, computer science, computer engineering or a related fields.

Course work consists of the following courses:

• Managing Software Development.
• Information Security and Privacy.
• Human-Computer Interaction for Technology Executives.
• Mobile and Pervasive Computing Services.
• Inventing the Future of Services.
• Data Mining for Decision Making.
• Marketing Applications of Data Mining.
• Business Intelligence Tools and Techniques.
• Strategic Uses of Information Technology.
• Emerging Information Technologies.
• High-Tech Product Innovation.
• Information Technology Management.
• Information Resource Management.
• Managing Intellectual Capital and Knowledge Intensive Businesses.
• Web Commerce.
• Technology Commercialization and Business Development.

Capstone Project:

At the end of their second year learners work in teams on Capstone Projects. These projects involve the development of commercialisation strategies for new technology-based products or services. They can take the form of a business plan or a project conducted under the supervision of an external sponsor.

Findings:

All of the above mentioned courses of the MBA at the Tepper School of Business are inherent in the Master: Business Analysis, Level 8.

Australia:

Monash University is a world-wide correspondence university based in Australia which offers a Masters in Business Analysis at all their international campuses. The following competencies are achieved by learners on this Qualification:

• Explain how a business operates.
• Explain the role of information technology in the successful operation of a business.
• Understand, identify and analyse a business undertaking, and manage the resources of the business to design a suitable solution.
• Adapt information technology applications and solutions to the needs of the organisation.
• Manage projects.
• Store and retrieve data.
• Perform advanced research and investigation in order to locate and retrieve information pertinent to the problems being investigated.
• Manage knowledge and information in an organisation.

- Work independently and as a team to develop solutions.
- Understand trends and directions in the field of information technology, and how these might impact of the success of the organisation.
- Apply decision support and modelling systems.
- Manage people, assets and other resources in an organisation.
- Implement new technologies.
- Improve quality and reliability.

Findings:

All of the above mentioned outcomes of the Masters in Business Analysis at Monash University are inherent in the Master: Business Analysis, Level 8.

The following outcome is included in the Master: Business Analysis, Level 8 which does not occur in the Masters in Business Analysis:

- Conduct independent research in a selected area of business analysis.

United Kingdom:

The Open University is a world-wide correspondence university based in the United Kingdom which offers a MBA with a specialisation in Technology Management. The programme consists of the following subjects.

Compulsory subjects:

- Fundamentals of senior management.
- Managing performance and change.
- Technology management: an integrative approach.
- Technology strategy.
- The technology management project.

Electives subjects:

- Strategy.
- Financial strategy.
- Creativity, innovation and change.
- Managing knowledge.
- Marketing in a complex world.
- Project management.
- User interface design and evaluation.
- Relational database systems.   .
- Managing the software enterprise.
- Software requirements for business systems.
- Analysis and design of enterprise systems.
- Information security management.
- Multi-service networks: structures.
- Multi-service networks: controls.
- Integrated safety, health and environmental management.
- Systems engineering.
- Enterprise and the environment.
- Environmental decision making: a systems approach.
- Manufacture materials design.
- Supply chain innovation, strategy and management.
- Business operations: delivering value.

• Problem solving and improvement.

Findings:

All of the above mentioned compulsory subjects of the MBA at the Open University are inherent in the Master: Business Analysis, Level 8.

The Henley Business School at the University of Reading offer a BSc Business Analysis. The programme consists of course work with a dissertation project.

The following modules are core modules:

• Business analysis.
• International business strategy and environment.
• Regulation.
• Research methods.
• Business strategy in the new economy.
• Contemporary issues in international business.
• International management and business culture.
• Introductory econometrics.
• Managing innovation.
• New issues in globalisation.
• Regional integration and development.
• Small business economics.
• Technological innovation and industrial competitiveness.

Findings:

All of the above mentioned modules of the BSc Business Analysis at Henley Business School are inherent in the Master: Business Analysis, Level 8.

The City University in London offers a BSc Business Analysis. The programme consists of the following course work:

• Business engineering with enterprise resource planning Solutions.
• Databases.
• Human-Computer Interaction Design.
• Information Systems Planning and Strategy.
• Practical Business Systems Consultancy.
• Project Management.
• Research methods and professional issues.

Findings:

All of the above mentioned course work of the BSc Business Analysis at City University is inherent in the Master: Business Analysis, Level 8.

Conclusion:

It was found during the International Comparability that the Master: Business Analysis, Level 8 compares favourably to the above mentioned qualifications and programmes because a majority of the content and learning outcomes are very similar. Best practice is therefore being applied in the Master: Business Analysis, Level 8.

ARTICULATION OPTIONS

Articulation possibilities within the tertiary institution offering the Business Analysis programme and across tertiary institutions will be subject to institutional discretionary requirements having been met. Vertically the qualification will allow access to the Doctor: Business Analysis, NQF Level 10.

MODERATION OPTIONS
Internal moderation must be available according to the policy of the provider while external moderation must be based on accredited/registered external examiners (external to the provider) who should be recognised experts in their field. Both internal and external moderators should have at least a doctoral degree from a recognised tertiary institution. All moderators must be registered with the applicable ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS
For an applicant to register as an assessor (internal and external), the applicant needs:

- A relevant Qualification at NQF Level 10.
- To be registered as an assessor with the relevant ETQA.

NOTES
N/A

UNIT STANDARDS
This qualification is not based on Unit Standards.

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION
None

No. 637　　　　　　　　　　　　　　　　　　　　　　**5 June 2009**

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

Guiding

registered by Organising Field 11 – Services, publishes the following Qualification Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification Unit Standards. The full Qualification 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 Unit Standards should reach SAQA at the address below and *no later than 06 July 2009.* All correspondence should be marked **Standards Setting** – Task Team **for** Guiding and addressed to

> The Director: Standards Setting and Development
> SAQA
> *Attention: Mr. E. Brown*
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D. MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Further Education and Training Certificate: Guiding

SAQA QUAL ID	QUALIFICATION TITLE		
71549	Further Education and Training Certificate: Guiding		
ORIGINATOR		PROVIDER	
Task Team - Guiding			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	134	Level 4	Regular-Unit Stds Based

This qualification replaces:

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
20155	National Certificate: Tourism: Guiding	Level 4	144	Will occur as soon as 71549 is registered

PURPOSE AND RATIONALE OF THE QUALIFICATION
Purpose:

In the context of the guiding industry, this qualification will enable a learner to acquire the knowledge skills and values that will enable them to organise and facilitate creative and innovative guiding experiences in their area of specialisation. A qualifying learner will be able to plan and implement safe guiding experiences, and as such, contribute to tourism and the guiding industry itself.

This qualification is a step in a planned learning pathway that underpins a career in Guiding and will enhance career path progression within the Guiding industry as it addresses the skills and competencies enabling the qualifying and registration as a Guide to access employment opportunities in the Tourism industry and guiding sector in South Africa.

The registered guide is both an ambassador for the country and the provider of a business service, and the purpose of the qualification is to equip learners with the knowledge, skills, values and qualities to successfully fulfil these roles.

After successful completion of this qualification learners will be able to:

• Organise a guiding activity and programme for an identified target group.
• Interact with clients in the provision of a guided experience.
• Execute a guiding experience with clients according to operational requirements.

The meeting of the above competencies will position the learner for registration as:

• Senior site and/or specialist guide: requiring above average knowledge of a site and/or speciality.

• Regional, provincial or national guide: requiring above average knowledge of the region, province/s.

A professional Nature, Culture or Adventure tourist guide is qualified to prepare for and conduct informative, innovative, entertaining and satisfying guided experiences in their area of specialisation.

The target population includes:

• Persons capable of entering the guiding industry at this level.
• Current site and specialist guides.
• Current regional, provincial or national guides.
• Persons in related positions, which articulate with senior site, regional, provincial or national guides.

Rationale:

The Travel and Tourism industry in South Africa is a growing industry that needs to provide the relevant skills and competencies to address the continuous growth in the tourism market. The growth in the industry is amongst others, resultant from South Africa's involvement in international business, conferencing, sports and other events as well as national and international accessing of South Africa as a tourism destination of choice, in particular for exposure to and experiencing of its rich and diverse natural and cultural resources.

Local and international tourists access and utilise products and services offered by registered Guides operating in the tourism industry. Guiding services enable a structured and informative personal experiences and exposure to the rich and diverse attractions making South Africa a popular tourism destination.

To meet service requirements and demands, Guiding includes a broad range of service providers specialising in services and products within their operational environment. These products and services are characterised by three major, but often overlapping, subdivisions of operation namely:

• Nature Guiding.
• Culture Guiding.
• Adventure Guiding.

Provision of services within any of these areas of specialisation involves a variety of organisations, contributing to and operating within the sector. These include:

• The Department of Environmental Affairs and Tourism (DEAT).
• Provincial and National Parks.
• Private and community game and nature reserves.
• Private tour operators.
• Lodges and hotels that capitalise on natural and cultural heritage.
• Guiding companies and tourist guides.
• Adventure centres.

Guiding and the provision of guiding services take place in a highly regulated environment. It is a legislative requirement that any individual operating as a Guide in South Africa needs to register with the Department of Environmental Affairs and Tourism (DEAT). Such registration is depending on:

• The provision of evidence of the obtaining of nationally recognised training against qualifications registered on the NQF.

- Adequate specialisation in terms of operating as a site, local, provincial or national guide.
- Being in possession of a current first aid certificate.
- Being in possession of a current public drivers permit (PDP).

The specialisation area subdivisions (nature, culture and adventure) have a high degree of regional and subject matter specialisation. All three subdivisions require a qualification, or learning programme, at this level to meet the growing demand for this level of professional guide by local and international participants. This is especially important since no similar comparable qualification exists in South Africa, providing for all three subdivisions as specialisations. This qualification is required to enable guides to achieve and reflect acceptable operating standards of professional expertise. This provides a developmental goal for guides at lower levels or entering the guiding industry.

Due to a natural overlap in tourists' interests, the qualification requires that learners embrace relevant aspects of both natural and cultural heritage, towards providing a holistic guided experience for participants. The qualification allows learners the opportunity for specialised career development through specialisation, the opportunity to diversify regarding areas of interest and skill within the guiding industry as a whole, as well as a high degree of portability within the NQF.

Learners successfully completing this qualification would be well positioned for registration as tourist guides. Successful learners would be eminently employable, particularly in the formal sector. Additional qualified and registered personnel would also allow greater inflow of visitors and funds to the country.

The qualification facilitates the possibility for guides to operate in one or more site, region or province, as well as nationally. This reflects the needs of guides and industry in all three subdivisions of guiding and will thus support and contribute to transformation in the industry, the meeting of legislative requirements and the maintaining of growth and employment opportunities in the sector.

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RECOGNIZE PREVIOUS LEARNING?
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LEARNING ASSUMED IN PLACE
It is assumed that the Learner attempting this Qualification is competent in:

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

Recognition of Prior Learning:

This Qualification and the entire fundamental, core and elective Unit Standards associated with it can be achieved by any learner through the recognition of prior learning, which includes learning outcomes achieved through formal, informal and non-formal learning and work experience. Learner and assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards.

This Recognition of Prior Learning may allow for:

- Gaining of credits for unit standards in this qualification.
- Obtaining this qualification in whole.

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

Access to the Qualification:

There is open access to this Qualification.

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 134 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 NQF 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 47 Credits all of which are compulsory.

Elective Component:

The Elective Component consists of a number of specialisations each with its own set of Unit Standards. Learners are to choose a specialisation area. The specialisation areas are:

• Nature Guiding.
• Culture Guiding.
• Adventure Guiding.

The learner must choose a specialisation and complete the compulsory Unit Standard listed for the specialisation. Additional Unit Standards included in the specialisation must be selected for further contextualisation in terms of the chosen specialisation. A minimum of 31 Credits from the Unit Standards listed under the specialisation are required for the completion of the qualification.

Culture Guide:

Compulsory:

• ID 335802, Conduct a guided cultural experience, NQF Level 4, 12 credits.

Additional Unit Standards:

• ID 119869: Demonstrate knowledge of Iron Age archaeology, Level 4, 10 Credits.
• ID 119870: Research a Southern African archaeological site from published and unpublished material, Level 4, 6 Credits.

- ID 119877: Demonstrate knowledge of Stone Age archaeology, Level 4, 10 Credits.
- ID 262305: Plan and implement minimum environmental impact practices, Level 4, 5 Credits.
- ID 335800: Apply professional values and ethics in the operational environment, Level 5, 4 Credits.
- ID 335803: Research and plan a guided experience at a prominent tourism site, Level 4, 5 Credits.
- ID 262317: Lead participants through an outdoor recreation and adventure activity, Level 4, 10 Credits.
- ID 262320: Manage and organise groups, Level 4, 10 Credits.

Nature Guide:

Compulsory:

- ID 335799: Conduct a guided nature experience, NQF Level 3, 7 Credits.

Additional Unit Standards:

- ID 335815: Conduct a guided biome experience, Level 4, 10 Credits.
- ID 335814: Conduct a guided birding experience, Level 4, 10 Credits.
- ID 335797: Conduct a guided experience to view potentially dangerous animals, Level 4, 15 Credits.
- ID 262305: Plan and implement minimum environmental impact practices, Level 4, 5 Credits.
- ID 335800: Apply professional values and ethics in the operational environment, Level 5, 4 Credits.
- ID 335803: Research and plan a guided experience at a prominent tourism site, Level 4, 5 Credits.
- ID 262317: Lead participants through an outdoor recreation and adventure activity, Level 4, 10 Credits.
- ID 262320: Manage and organise groups, Level 4, 10 Credits.

Adventure Guide:

Compulsory:

- ID 335816: Conduct a guided adventure experience, NQF Level 4, 8 Credits.

Additional Unit Standards:

- ID 262305: Plan and implement minimum environmental impact practices, Level 4, 5 Credits.
- ID 335800: Apply professional values and ethics in the operational environment, Level 5, 4 Credits.
- ID 335803: Research and plan a guided experience at a prominent tourism site, Level 4, 5 Credits.
- ID 262317: Lead participants through an outdoor recreation and adventure activity, Level 4, 10 Credits.
- ID 262320: Manage and organise groups, Level 4, 10 Credits.
- ID 262246: Set up and operate a camping site, Level 4, 5 Credits.

EXIT LEVEL OUTCOMES
1. Organise a guiding activity and programme for an identified target group.

2. Interact with clients in the provision of a guided experience.

3. Execute a guiding experience with clients according to operational requirements.

Critical Cross-Field Outcomes:

The qualification addresses the following Critical Cross-Field Outcomes as embedded in the Core Unit Standards of the Qualification:

Communicate effectively:

• Effective communication is enabled through the maintaining of relevant communication as per organisational requirements applicable to the planning, implementation and support services associated with the guiding experience.

Identify and solve problems:

• Problems are identified and solved in the guiding experience as it relates to the maintaining of operational requirements.

Collect, analyse, organise, and critically evaluate information:

• Information is collected analysed, organized and evaluated in the guiding experience logistical arrangements and the administration thereof:

Understand the world as a set of related systems:

• The world is understood as a set of related systems as the guiding experience provides services within the larger services environment, In addition the national and international guiding structures enables the learners understanding of the world as a set of interrelated systems.

Organise and manage own activities:

• Own activities are managed and organised in the guiding services and in the maintaining of liaison, communication and the execution of support duties and functions within the operational environment.

Work in a team:

• Teamwork is supported in the operational environment and the execution of the guiding function regardless of the specific genre in which the learner is required to operate and apply obtained knowledge and skills.

Maintain effective working relationships:

• The maintaining of effective working relationships is supported through the requirements of the operational environment and the very nature of the guiding industry, which is very service, orientated.

Science and technology:

• The use of Science and Technology is supported by the use of computer literacy in the operational environment as well as the electronic applications used for the gathering and reporting of information in the performance of guiding support and administration.

ASSOCIATED ASSESSMENT CRITERIA
Associated Assessment Criteria for Exit Level Outcomes 1:

1.1 A guided experience is researched according to the requirements of the guided intervention.

1.2 A guided intervention is designed and adapted to suit the needs of the participants and target group.

1.3 A guided activity is facilitated to ensure meaningful participation.

1.4 The principles of responsible tourism are applied and maintained with regard to the guiding environment.

Associated Assessment Criteria for Exit Level Outcomes 2:

2.1 Factors impacting on clients are identified and explained as it applies to their participating in a guided experience.

2.2 A briefing is compiled and presented to the participants of a guided experience.

2.3 Client interaction is performed to maintain customer care and service levels for the guided experience.

Associated Assessment Criteria for Exit Level Outcomes 3:

3.1 Legislative requirements and boundaries are identified as they apply to the guiding environment.

3.2 Ethical principles and operational requirements are explained as it pertains to a guiding service provision.

3.3 Clients, participants and staff are briefed with regard to logistical concerns and contingencies that arise as applicable to a guided experience.

3.4 A guiding experience is executed with clients in accordance with logistical arrangements as well as legislative, environmental, safety, ethical principles and operational requirements.

3.5 A guiding intervention is interpreted to enhance the experience for clients and participants.

3.6 A guided experience is concluded according to operational requirements.

Integrated Assessment:

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

• Demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards required.

• Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken.

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

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

The term integrated assessment implies that theoretical and practical components should be assessed together. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated into assessment. During integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, foundational and reflective competencies should be assessed. Assessment should further ensure that all Specific Outcomes, Embedded Knowledge and Critical Cross-Field outcomes are evaluated in an integrated way.

Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience as the assessment process is capable of being applied to RPL, subject to the rules and criteria of the relevant ETQA.

INTERNATIONAL COMPARABILITY

In the selection of suitable areas of best practice to inform international comparison, the uniqueness of the envisaged qualification, in that it enables alternative specialisation in the areas of culture, nature and adventure guiding was considered. The fairly broad scope resultant from the inclusion of all three of the main focus areas of guiding enabled comparison with almost any major tourist destination worldwide.

For practical purposes and in considering of similarities in the operational guiding environment, guiding qualifications in Australia and the United States of America provided opportunities for international comparison. Some information pertaining to training of guides in Canada was also considered. Comparison with SADC qualifications indicated that relevant guiding qualifications based on unit standards are available on the Botswana Qualifications Framework. Regrettably qualifications such as S0032 (Mokoro guiding) can only be viewed and cannot be accessed for additional information on Botswana Training Authority (BOTA).

It should however be noted that the Unit Standards incorporated into the guiding domain on the Botswana Qualifications Framework offer good comparisons in terms of focus areas as incorporated in the envisaged qualification. Additional attempts to access guiding specific qualifications in Kenya and other African countries proved difficult on certificate level with most qualifications accessed being on undergraduate level and offered by either universities or polytechnic university colleges.

The following Qualifications were selected to inform international comparison:

• Australia-The Certificate on Level 4 in Tourism Guiding as offered and endorsed by Ecotourism Australia.
• United States of America-Travel Guides Qualification as per O-net online.

Technical and Further Education (TAFE) Certificate in Tourism Guiding Level 4:

The EcoGuide Australia Certification Program is a flagship program of Ecotourism Australia. It is an industry driven program for Nature and Ecotour Guides. The EcoGuide Australia program provides a credential, endorsing the recipient as a guide who will deliver an authentic, environmentally responsible, and professional Ecotourism experience.

The Qualification incorporates the following core units:

• Work with colleagues and customers.
• Work in a socially diverse environment.
• Health, safety and security procedures.
• Develop and update tourism industry knowledge.
• Work as a guide.
• Co-ordinate and operate a tour.
• Lead tour groups.
• Prepare and present tour commentaries or activities.
• Provide first aid.
• Develop and maintain the general knowledge required by guides.

The envisaged Qualification compares favourably in terms of the following areas of focus as found in the core component of the Qualification:

- Care for customers.
- Minimise and manage safety and emergency incidents.
- Apply knowledge of South Africa to support the design of tourism experiences.
- Contribute to sustainable tourism in South Africa.
- Conduct a guided experience with customers.
- Apply interpretation skills to a guided experience.

The Technical And Further Education (TAFE) qualification provides a very strong focus on health, safety and security and is very tour group specific. The envisaged qualification does not incorporate first aid as a separate standard, the holding of current first aid certificate being an annual renewal requirement in the South African regulatory framework. In addition, the provision of differentiation for contextualisation of nature, culture and adventure guiding activities, is ill-defined in the qualifications used for comparison.

Travel Guides-occupational information network:

The Qualification observed include the following core focus areas:

- Arrange for tour or expedition details such as accommodation, transportation, equipment, and the availability of medical personnel.
- Attend to special needs of tour participants.
- Give advice on sightseeing and shopping.
- Lead individuals or groups to tour site locations and describe points of interest.
- Plan tour itineraries, applying knowledge of travel routes and destination sites.
- Resolve any problems with itineraries, service, or accommodations.
- Verify amounts and quality of equipment prior to expeditions or tours.
- Administer first aid to injured group participants.
- Evaluate services received on the tour, and report findings to tour organizers.
- Explain hunting and fishing laws to groups in order to ensure compliance.

The envisaged qualification incorporates very similar core focus areas including:

- The role and function of role-players in the guiding sector (legislative compliance issues included).
- Care for customers.
- Contribute to sustainable tourism.
- Conduct a guided experience.
- Apply knowledge to support the design of a tourism experience (Planning of itineraries, application of knowledge of routes and sites).
- Management of safety and emergency incidents (Including equipment for interventions).
- Apply interpretation skills to a guided experience.

Provision is once again made for first aid interventions through the required acquisition of a current first aid certificate associated with guide registration. The envisaged qualification likewise focuses on the operational compliance in terms of legal frameworks and differentiates itself by including a strong communication contextualisation in terms of interpretation.

The enabling of specialisation within a South African context in terms of nature, culture and adventure guiding remains fairly unique but is necessitated within the regulatory framework for guiding in South Africa as well as the enabling of transformation and access to guiding within the industry.

Additional comparisons concluded:

In an attempt to investigate relevant qualifications as broadly as possible, qualifications enabling guiding in Canada were also perused. The Tour Coordinator Certificate offered in Canada

serves as an example. Albeit offered at tertiary level, some overlap areas were observed including components such as Tourism industry, cultural, heritage and natural interpretation, group tour operations, customer service and components of tour guiding. The inclusion of these components on certificate level is indicative of alignment and favourable comparison with the envisaged qualification.

Additional comparisons concluded in the Australian and New Zealand frameworks indicated a very similar approach followed on the New Zealand qualifications framework as per the envisaged qualification. The Northland Polytechnic Certificate in Tourism provides focus on teamwork, customer service, communication skills, geography, and regional and destination knowledge. This likewise enables a fair comparison with the envisaged qualification albeit the overall approach followed for the qualification appears to be more travel and tourism specific than guiding specific.

The New Zealand Educational Tourism School's National Certificate in Tour Guiding also enabled some comparison from this region. In this comparison, cultural focus such as an introduction to Maori Studies, New-Zealand history, fauna and flora, cultural aspects such as food and beverages as well as driver and coach legislation requirements seem to reflect a strong similarity to the envisaged South African qualification. Customer service, conflict management and some focus on legislative frameworks furthermore support this conclusion.

Conclusion:

International comparison concluded for the Australian and American qualifications indicates a positive alignment to international practices in terms of the core components of the envisaged qualification. The addressing of legislative and guiding specific competencies seems well-aligned against all qualifications and programmes accessed for comparison.

The envisaged qualification differentiates itself through the provision of a strong elective component enabling specialisation in one of the three guiding focus areas and further specialisation in terms of sub-specialisations within these focus areas.

The provision of specialisation areas is however not regarded as a negative but enables the meeting of specific regulatory requirements applicable to the South African guiding context. Unit standards offering specialisation refinement in the qualification enables compliance whilst supporting transformation and access for individuals into the domain of guiding. Additional comparisons concluded support fair alignment of the envisaged qualification to best practices internationally.

ARTICULATION OPTIONS
This Qualification provides the following articulation opportunities:

Horizontal Articulation:

• Further Education and Training Certificate: Travel and Tourism, NQF Level 4.
• Further Education and Training Certificate: Travel and Community Tourism, NQF Level 4.

Vertical Articulation:

• National Certificate: Tourist Guiding, NQF Level 5.
• National Certificate: Tour Guides, NQF Level 5.
• National Certificate: Tour Guides, 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/moderator with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

• Any institution offering learning that may enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

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

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

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS
For an applicant to register as an assessor or moderator of this Qualification the applicant must:

• Be declared competent in all the outcomes of the National Assessor Unit Standards.
• Be in possession of a relevant Qualification.
• Have a minimum of three years practical and relevant occupational experience.

The Assessor must be qualified with the ETDP and registered with the relevant ETQA through evidence of relevant subject matter expertise with a qualification one level above the qualification against which assessment will be conducted.

NOTES
This qualification replaces qualification 20155, "National Certificate: Tourism: Guiding", Level 4, 144 Credits.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	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	7484	Describe, represent, analyse and explain changes in shape and motion in 2- and 3-dimensional space with justification	Level 4	4
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

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119471	Use language and communication in occupational learning programmes	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	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	335796	Apply interpretation skills to a Guided experience	Level 4	5
Core	335794	Apply knowledge on South Africa to enhance a tourism experience	Level 4	12
Core	246740	Care for customers	Level 4	3
Core	335801	Conduct a guiding activity	Level 4	8
Core	335798	Describe the role and function of role-players in the guiding sector	Level 4	5
Core	110009	Manage administration records	Level 4	4
Core	255914	Minimise and manage safety and emergency incidents	Level 4	6
Core	335795	Operate within the national and international legal tourism framework	Level 4	4
Elective	335799	Conduct a guided nature experience	Level 3	7
Elective	335816	Conduct a guided adventure experience	Level 4	8
Elective	335815	Conduct a guided biome experience	Level 4	10
Elective	335814	Conduct a guided birding experience	Level 4	10
Elective	335802	Conduct a guided cultural experience	Level 4	12
Elective	335797	Conduct a guided experience to view potentially dangerous animals	Level 4	15
Elective	119869	Demonstrate knowledge of Iron Age archaeology	Level 4	10
Elective	119877	Demonstrate knowledge of Stone Age archaeology	Level 4	10
Elective	262317	Lead participants through an outdoor recreation and adventure activity	Level 4	10
Elective	262320	Manage and organise groups	Level 4	10
Elective	262305	Plan and implement minimum environmental impact practices	Level 4	5
Elective	119870	Research a Southern African archaeological site from published and unpublished material	Level 4	6
Elective	335803	Research and design a guided experience at a prominent tourism site	Level 4	5
Elective	262246	Set up and operate a camping site	Level 4	5
Elective	335800	Apply professional values and ethics in the operational environment	Level 5	4

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply knowledge on South Africa to enhance a tourism experience

SAQA US ID	UNIT STANDARD TITLE		
335794	Apply knowledge on South Africa to enhance a tourism experience		
ORIGINATOR		PROVIDER	
Task Team - Guiding			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

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

SPECIFIC OUTCOME 1
Use information on South Africa and/or a local area to design a tourism experience in the area of operation.

SPECIFIC OUTCOME 2
Utilise the ability to maintain currency of knowledge to enhance service levels and the tourism experience.

SPECIFIC OUTCOME 3
Enhance a tourism experience through the use of source information.

SPECIFIC OUTCOME 4
Communicate with clients to enable a positive tourism experience.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71549	Further Education and Training Certificate: Guiding	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Operate within the national and international legal tourism framework

SAQA US ID	UNIT STANDARD TITLE		
335795	Operate within the national and international legal tourism framework		
ORIGINATOR		PROVIDER	
Task Team - Guiding			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

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

SPECIFIC OUTCOME 1
Demonstrate a basic working knowledge of legislative requirements as it applies to the tourism industry.

SPECIFIC OUTCOME 2
Demonstrate an awareness of the legally established relationship between service provider and customer.

SPECIFIC OUTCOME 3
Demonstrate the application of legislative requirements applicable to the operational environment.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71549	Further Education and Training Certificate: Guiding	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply interpretation skills to a Guided experience

SAQA US ID	UNIT STANDARD TITLE		
335796	Apply interpretation skills to a Guided experience		
ORIGINATOR		PROVIDER	
Task Team - Guiding			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

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

SPECIFIC OUTCOME 1
Prepare an interpretive presentation so as to enhance a guided experience applicable to own operational area.

SPECIFIC OUTCOME 2
Deliver a formal interpretive presentation in support of a guided experience.

SPECIFIC OUTCOME 3
Maintain interpretive commentary so as to contribute to a guided experience.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71549	Further Education and Training Certificate: Guiding	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct a guided experience to view potentially dangerous animals

SAQA US ID	UNIT STANDARD TITLE		
335797	Conduct a guided experience to view potentially dangerous animals		
ORIGINATOR		PROVIDER	
Task Team - Guiding			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	15

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
8514	Conduct a guided nature experience	Level 4	20	Will occur as soon as 335797 is registered

SPECIFIC OUTCOME 1
Prepare to conduct a guided nature experience on foot in areas where potentially dangerous animals may occur.

SPECIFIC OUTCOME 2
Interpret the behaviour of animals in the broader ecological context in terms of human safety.

SPECIFIC OUTCOME 3
Lead a guided experience to view potentially dangerous animals.

SPECIFIC OUTCOME 4
Demonstrate firearm action drills in the event of an attack by an animal.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71549	Further Education and Training Certificate: Guiding	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Describe the role and function of role-players in the guiding sector

SAQA US ID	UNIT STANDARD TITLE		
335798	Describe the role and function of role-players in the guiding sector		
ORIGINATOR		PROVIDER	
Task Team - Guiding			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

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

SPECIFIC OUTCOME 1
Identify the role-players in the guiding industry in the public sector in South Africa.

SPECIFIC OUTCOME 2
Identify the commercial providers of guiding services, products and facilities.

SPECIFIC OUTCOME 3
Identify and describe the operational requirements for the provision of guiding services as they apply to selected guiding applications.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71549	Further Education and Training Certificate: Guiding	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct a guided nature experience

SAQA US ID	UNIT STANDARD TITLE		
335799	Conduct a guided nature experience		
ORIGINATOR		PROVIDER	
Task Team - Guiding			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	7

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

SPECIFIC OUTCOME 1
Design a nature guiding experience.

SPECIFIC OUTCOME 2
Conduct a guided nature experience.

SPECIFIC OUTCOME 3
Review own guiding performance.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71549	Further Education and Training Certificate: Guiding	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply professional values and ethics in the operational environment

SAQA US ID	UNIT STANDARD TITLE		
335800	Apply professional values and ethics in the operational environment		
ORIGINATOR		PROVIDER	
Task Team - Guiding			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
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
Analyse issues relating to professional and ethical conduct.

SPECIFIC OUTCOME 2
Evaluate an ethical code of conduct as it applies to the operational environment.

SPECIFIC OUTCOME 3
Apply professional ethics in practical situations.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71549	Further Education and Training Certificate: Guiding	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct a guiding activity

SAQA US ID	UNIT STANDARD TITLE		
335801	Conduct a guiding activity		
ORIGINATOR		PROVIDER	
Task Team - Guiding			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
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
Demonstrate knowledge of the guiding activity category.

SPECIFIC OUTCOME 2
Plan and prepare for a specific guiding activity.

SPECIFIC OUTCOME 3
Prepare participants for a guiding activity.

SPECIFIC OUTCOME 4
Supervise a guiding activity.

SPECIFIC OUTCOME 5
Conclude a guiding activity.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	71549	Further Education and Training Certificate: Guiding	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct a guided cultural experience

SAQA US ID	UNIT STANDARD TITLE		
335802	Conduct a guided cultural experience		
ORIGINATOR		PROVIDER	
Task Team - Guiding			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
8511	Conduct a guided cultural experience	Level 4	20	Will occur as soon as 335802 is registered

SPECIFIC OUTCOME 1
Demonstrate knowledge of South African diverse cultural heritage.

SPECIFIC OUTCOME 2
Plan a tour itinerary.

SPECIFIC OUTCOME 3
Conduct a guided cultural experience.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71549	Further Education and Training Certificate: Guiding	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Research and design a guided experience at a prominent tourism site

SAQA US ID	UNIT STANDARD TITLE		
335803	Research and design a guided experience at a prominent tourism site		
ORIGINATOR		PROVIDER	
Task Team - Guiding			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

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

SPECIFIC OUTCOME 1
Conduct a research tour in preparation of a guided experience in a designated tourism site.

SPECIFIC OUTCOME 2
Develop an inventory for a selected site in support of the design of a guided experience.

SPECIFIC OUTCOME 3
Design a guided nature, culture or adventure experience for a designated tourism site.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71549	Further Education and Training Certificate: Guiding	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct a guided birding experience

SAQA US ID	UNIT STANDARD TITLE		
335814	Conduct a guided birding experience		
ORIGINATOR		PROVIDER	
Task Team - Guiding			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

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

SPECIFIC OUTCOME 1
Conduct a tour to locate, identify and interpret birds.

SPECIFIC OUTCOME 2
Discuss avian behaviour.

SPECIFIC OUTCOME 3
Describe seasonal changes in distribution and behaviour of important species.

SPECIFIC OUTCOME 4
Use a bird field guide.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71549	Further Education and Training Certificate: Guiding	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct a guided biome experience

SAQA US ID	UNIT STANDARD TITLE		
335815	Conduct a guided biome experience		
ORIGINATOR		PROVIDER	
Task Team - Guiding			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

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

SPECIFIC OUTCOME 1
Identify the geographical regions of a biome and associated vegetation types.

SPECIFIC OUTCOME 2
Name, identify and describe the indicator animal and plant species in a biome.

SPECIFIC OUTCOME 3
Explain the ecology of a biome and its various sub-divisions.

SPECIFIC OUTCOME 4
Describe the geology, climate and general weather patterns of a biome and its geographical sub-regions.

SPECIFIC OUTCOME 5
Explain the protected natural areas of interest within the biome.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71549	Further Education and Training Certificate: Guiding	Level 4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct a guided adventure experience

SAQA US ID	UNIT STANDARD TITLE		
335816	Conduct a guided adventure experience		
ORIGINATOR		PROVIDER	
Task Team - Guiding			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
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
Prepare to conduct an adventure based guided experience.

SPECIFIC OUTCOME 2
Conduct an adventure based guided experience.

SPECIFIC OUTCOME 3
Conclude and review an adventure based a guided experience.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	71549	Further Education and Training Certificate: Guiding	Level 4