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REPUBLIC OF SOUTH AFRICA
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Maart 2002

No. 23221



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

CONTENTS

No.

 Page
No. Gazette
No.

GOVERNMENT NOTICES

South African Qualification Authority

Government Notices

307	National Standard Body Regulations: National Standard Bodies (NSB 01, 03, 07 and 12): New appointments	3	23221
308	do.: National Standard Body (NSB 09): Invitation for comment with respect to the acceptability of the nominees and the representativeness of the national bodies with key interests in the field	5	23221
309	do.: Standards Generating Body (SGB) for Secondary Agriculture registered by NSB 01, Agriculture and Nature Conservation	7	23221
310	do.: Standards Generating body (SGB) for Marketing registered by NSB 03, Business, Commerce and Management Studies	16	23221
311	National Certificate in Contact Centre Operations—NQF 4: Business, Commerce and Management	26	23221
312	National Diploma in Contact Centre Management—NQF 5: Business, Commerce and Management	35	23221
313	Standards Generating Bodies: National Standards Body 08, Law, Military Science and Security	46	23221
314	Public notice by NSB 08, Law Military Science and Security of the registration of the Standards Generating Body (SGB) for Criminology and Criminal Justice	51	23221
315	Public notice by NSB 08, Law, Military Science and Security of the registration of the Standards Generating Body (SGB) for Diplomacy, Mission Administration and Foreign Affairs Assistance	55	23221
316	Standards Generating Bodies: National Standards Body 09, Health Science and Social Services	58	23221
317	National Standards Bodies Regulations: Standards Generating Body (SGB) for Transport and Logistics Operations registered by NSB 11, Services	63	23221

GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATION AUTHORITY

No. 307

12 March 2002

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0181

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Established in terms of Act 58 of 1995

2002-03-06

Dear Sir/Madam,

The South African Qualifications Authority in terms of the National Standard Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby publishes the new appointments of the following National Standard Bodies (NSB 01, 03, 07 & 12) and their national stakeholder bodies.

Yours sincerely,

pr **SAMUEL B.A. ISAACS**
EXECUTIVE OFFICER

SAQA'S MISSION

"To ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the nation at large."

NSB 01 : AGRICULTURE AND NATURE CONSERVATION

Category	Nomination	Nominated by	Workplace
Business	Mr Tom Duvenhage	Business South Africa	Northern Cape Agriculture Union

NSB 03 : BUSINESS, COMMERCE AND MANAGEMENT STUDIES

Category	Nomination	Nominated by	Workplace
Business	Mr J S Schönken	Business South Africa	Standard Bank

NSB 07 : HUMAN AND SOCIAL STUDIES

Category	Nomination	Nominated by	Workplace
Critical Interest Group	Mr I Blumenthal	National Skills Authority	Service SETA

NSB 12 : PHYSICAL PLANNING AND CONSTRUCTION

Category	Nomination	Nominated by	Workplace
Business	Mr G Strydom	Building Industries Federation South Africa	Edstan Group of Companies
Critical Interest Group	Ms Maureen W Gerrans	SA Institute of Draughtsmen	Self-employed

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No. 308

12 March 2002

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*Established in terms of Act 58 of 1995*

Dear Sir/Madam,

The South African Qualifications Authority in terms of the National Standard Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby publishes the new names of persons nominated to serve as members of the following National Standard Body (NSB 09) and their national stakeholder bodies. SAQA invites comment with respect to the acceptability of the nominees and the representativeness of the national bodies with key interests in the field.

Kindly forward any comment not later than **5 April 2002** to:

The Executive Officer
South African Qualification Authority
Postnet Suite 248
Private Bag X06
WATERKLOOF
0145

Attention: Mr J Samuels
Director : Standards Setting and Development

Telephone: (012) 482 0807
Fax: (012) 482 0907

Yours sincerely,

pp **SAMUEL B.A. ISAACS**
EXECUTIVE OFFICER

SAQA'S MISSION

"To ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the nation at large."

NSB 09 : HEALTH AND SOCIAL SERVICES

Category	Nomination	Nominated by	Workplace
Business	Sharon Vasuthevan	South African Federated Chamber of Commerce (SAFCOC)	Afrox
Critical Interest group	Rooksana Rajab	National Skills Authority	Health and Welfare Sector Education and Training Authority

SAQA'S MISSION

"To ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the nation at large."

No. 309

12 March 2002

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

Secondary Agriculture

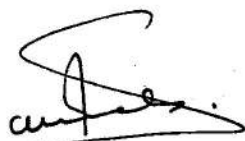
Registered by NSB 01, Agriculture and Nature Conservation publishes the following qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purposes of the qualifications, and the titles and specific outcomes of the unit standards upon which qualifications are based. The full qualifications and unit standards can be accessed via the SAQA web-site at www.saqqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar street, Brooklyn, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 22 April 2002***. All correspondence should be marked **Standards Setting – SGB Secondary Agriculture** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 482 0907



PP **SAMUEL B.A. ISAACS**
EXECUTIVE OFFICER

NATIONAL CERTIFICATE IN SUGAR INDUSTRY TECHNICAL MAINTENANCE NQF Level 2

Field: Agriculture and Nature Conservation

Sub-field: Secondary Agriculture

Level: 2

Credit: 128

RATIONALE:

The range of typical learners that will enter this qualification will vary and includes: School leavers wishing to enter the Sugar Refining and Manufacturing industry; Complete novices wishing to enter the Sugar Refining and Manufacturing industry; Learners in possession of different levels of practical experience in the Sugar Refining and Manufacturing industry, which will be assessed and RPL'd; and Learners may come from both genders.

The current emphasis in the industry is on multi-skilling as it is believed to enhance the employability of the individual. This qualification will enable the learner to acquire recognised competencies relevant to the Sugar Refining and Manufacturing industry. The qualifying learner will operate in areas of activities such as routine maintenance of electrical and mechanical machinery in the sugar refining manufacturing processes. The learner will engage in activities such as the installation and repairs of basic electrical and mechanical machinery.

This qualification has been developed to meet the skills shortage, which characterises the sugar industry. The sugar industry is facing a skills disaster in the near future. Contributing factors to this skills disaster are:

- the rapid decline in the numbers of qualifying artisans,
- the ageing workforce,
- the emigration of artisans, and
- the effect of aids on artisan population.

90% of the sugar cane industry falls within KwaZulu Natal. The impact HIV/AIDS will have on the workforce and, consequently on the availability of the required skills, will be devastating.

Furthermore, the sugar industry is characterised by changing requirements for technical skills for itself.

This qualification has been developed to meet the skills shortage, which characterises the sugar industry in terms of the emphasis in the industry on multi-skilling as it is believed that it will enhance the employability of the individual.

Because of the emphasis on multi-skilling across a wide cross-section of skills, the learner will be enabled to enter a broader spectrum of career paths and would be employable in other sectors as well. Other sectors could include manufacturing and processing sectors.

This qualification forms a generic basis for further learning because of the multi-skilling aspect. Learners will be provided with the necessary skills to choose different options as career paths, such as specialising at higher levels as electricians, welders, mill wrights, etc.

PURPOSE

A learner assessed as competent against this qualification, will be able to undertake maintenance work in a wide cross-section of skills specific to the sub-field of Secondary Agriculture eg. Sugar Manufacturing and Refining industry and he/she will obtain a formally recognised qualification on level 2 on the NQF in the Field of Agriculture and Nature Conservation. The Learners will also have a thorough understanding of the process of manufacturing and refining sugar. In addition they will also have enhanced communication skills, basic computer skills and an understanding of the HIV/AIDS problem as it pertains to the individual. All of these will contribute to the operational efficiency of all the Sugar Factories. Note: Skills gained by the learner will also enable portability to many other industries.

In addition the learner will be well positioned to extend their learning and practice into other areas of manufacturing process, or to strive towards welding, electrical and manufacturing standards and practice at higher levels.

Regarding the transformation issues the inclusion of aspects such as cognitive skills, affective skills, computer skills, entrepreneurial skills, human relations and social skills will benefit the learner in terms of portability and stimulate new expectations of Industry.

ACCESS TO THE QUALIFICATION

Open access.

ASSUMPTIONS OF LEARNING

It is assumed that a learner entering a programme leading to this qualification has achieved numeracy and literacy equivalent to NQF 1. In terms of the technical skills, no learning is assumed to be in place, as this qualification is regarded as the entry point to learning in this field.

EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA

On achieving this qualification the learner will be able to:

Level 2

Exit level outcomes	Assessment Criteria	Applicable critical cross-field outcomes
Undertake various basic electrical tasks in the sugar factory, individually or as part of a team. Undertake various basic mechanical tasks in the sugar factory, individually or as part of a team. Undertake various basic-welding tasks in the sugar factory, individually or as part of a team.	Relevant theory is explained in written and verbal format. Relevant safety and legislative requirements are explained in written and verbal format. Own performance is reflected on and adapted if necessary.	The following critical cross-field outcomes is related to these specific outcomes and should be observed for in particular during the assessment process: Problem solving, Team work, Self-organisation and management, Information evaluation, Communication, Use of science and technology.
Install, diagnose faults and repair basic electrical machinery in the sugar factory Install, diagnose faults and repair basic mechanical machinery in the sugar factory	Installation of machinery and equipment is finalised to prescribed standards. Faultfinding methods of machinery and equipment are performed to prescribed standards. Own performance is reflected on and adapted if necessary.	The following critical cross-field outcomes is related to these specific outcomes and should be observed for in particular during the assessment process: Problem solving, Team work, Self-organisation and management, Information evaluation, Communication, Use of science and technology.
Communicate effectively with fellow employees to ensure efficient maintenance of machinery.	Instructions are interpreted and understood and acted upon appropriately. Reports related to technical work	The following critical cross-field outcomes is related to these specific outcomes and should be observed for in particular during the assessment process:

	are submitted in written and electronic format. Own performance is reflected on and adapted if necessary.	Communication, Use of science and technology.
Demonstrate understanding of the milling refining and packaging process in the sugar factory and how the processes are related to each other.	The milling refining and packaging process in the sugar factory is explained.	The following critical cross-field outcomes is related to these specific outcomes and should be observed for in particular during the assessment process: Self-organisation and management, Information evaluation, Communication, Use of science and technology, Understanding inter-relatedness of systems
Demonstrate understanding of the basic characteristics of engineering materials and their application in a sugar factory.	Relevant theory is explained in written and verbal format.	The following critical cross-field outcomes is related to these specific outcomes and should be observed for in particular during the assessment process: Self-organisation and management, Information evaluation, Communication, Use of science and technology.
Use and care for various portable electrical and pneumatic equipment. Use and care for various fixed electrical and pneumatic equipment.	Servicing and maintenance of equipment and machinery is performed to prescribed standards. Faultfinding methods of machinery and equipment are performed to prescribed standards.	The following critical cross-field outcomes is related to these specific outcomes and should be observed for in particular during the assessment process: Self-organisation and management, Use of science and technology, Communication. Work in a team.

INTERNATIONAL COMPARABILITY

This qualification has been compared to equivalent qualifications in Scotland and Ireland. (Information on these qualifications was sourced during a study tour to the named countries in 2001) It has been found that there is substantial comparison in particular to the Scottish qualifications "National Certificate/SVQ Foundation (Level 2) in Engineering, Fabrication and Welding" as they are based on the same general principles and skills outcomes.

For example, the principles and skills outcomes include the concept of Multi Skilling, where the learner is exposed to institutionalised and on the job training / experience in relation to the core component of the qualification, which includes engineering, fabrication and welding.

This system (which we are trying to emulate) however goes further than the skills outcome. There is a lot of emphasis on developing the learner into a more useful member of the community both from the personal perspective of the learner as well as from the company/country. This is achieved through the inclusion of Fundamental Skills such as communication, entrepreneurial learning, computer work, team building etc.

The end product being a person with specific technical skills at an identified level plus additional non technical skills which helps to round off the person in terms of attitudes, character, additional knowledge and marketability, which will be useful for further employment.

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 relevant and coherent in relation to the purpose of the qualification.

Integrated assessment must judge the quality of the observable performance, but 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 be of a more practical nature while others will be of a more theoretical nature. The ratio between action and interpretation is not fixed, but varies according to the type and level of qualification.

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.

RECOGNITION OF PRIOR LEARNING

This qualification may be achieved in part or in whole through the recognition of prior learning. Credit will be given to learning, which has already been acquired, through the appropriate process of assessment.

For example:

Learners who have acquired skills and competencies in this qualification through for instance experience in the industry will be assessed against the unit standards the qualification comprises of prior to entering learning. Credits will be allocated to those unit standards and exit level outcomes in which the learner is found competent. The outstanding unit standards will then be sequenced according to an appropriate learning programme.

Should a new entrant into the industry wish to enter this learning programme, recognition will be given to all appropriate learning acquired through the schooling system.

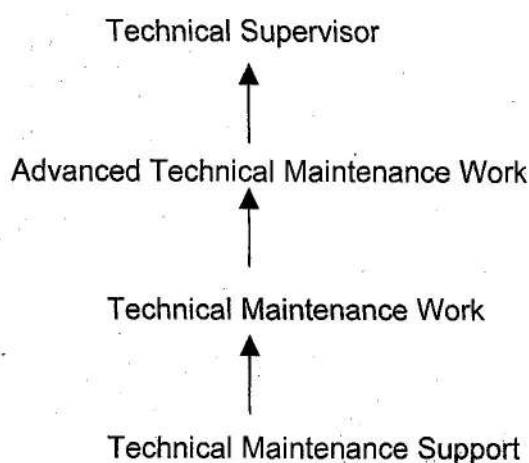
In terms of fundamental unit standards, competencies could be acquired through life experience.

Any learner wishing to be directly assessed may arrange to do so, without attending further training or education. The assessor and learner will decide together on the most appropriate assessment route to take.

ARTICULATION POSSIBILITIES

This qualification forms a basis for entry into the sugar industry in particular, but also enhances entry into a wide cross section of industries in South Africa. This will be achieved through the multi-skilling of the learner. The specialisation in fabrication, electrical and mechanical skills at the higher levels of competence meet the requirements of the sugar industry.

This qualification will facilitate entry into the following career path within the Sugar Manufacturing and Refining Industry:



The skills acquired in this qualification will:

Not be limited to one trade

Not be limited to one section of a sugar factory

Include the understanding of the overall operation of a sugar factory

Include communication & life skills

Produce the accessibility to a wide career path.

MODERATION OPTIONS

Anyone assessing a learner against this qualification must be registered as an assessor with SETASA ETQA.

Any institution offering learning that will enable achievement of this qualification, or assessment against this qualification must be accredited as a provider with the relevant SETASA ETQA.

Moderation of assessment will be overseen by the SETASA ETQA according to agreed ETQA procedures.

Therefore anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution, which is accredited by the relevant SETASA ETQA.

MATRIX OF QUALIFICATION DESIGN:

FUNDAMENTAL	CREDIT		CREDIT
LEVEL 1		LEVEL 2	
		Interact orally and in writing in the workplace (ID 8556).	10
		Function in a team (ID 8561).	4
		Organise oneself in the workplace (ID 8618)	3
		Demonstrate an understanding of HIV aids and its implications (ID 8494)	4
		Maintain occupational health and safety (ID 8493)	2
		Apply mathematical literacy	8
		Apply appropriate basic scientific principles.	8
		Operate a personal computer (7786)	6
		TOTAL	45
CORE	CREDIT		CREDIT
LEVEL 1		LEVEL 2	
Use & care for hand tools	5	Weld metals using an oxy- fuel gas (8219)	5
Select, use & care for portable power tools	2	Tack weld ferrous metals (8216)	2
Weld with manual metal arc process	4	Mark off/out materials from drawings and sketches	2
Assemble in jigs	3	Produce & interpret engineering sketches	2
Mark materials off from templates	2	Use & care for motor control gear	2
Select use & care for pre-set machines	1	Interpret basic single phase circuit diagrams	2
Prepare metal surfaces		Install electrical wireways	2
Use & care for lifting tackle	1	Wire and commission domestic electrical circuits	4
Apply & maintain electrical safety	1	Maintain lighting systems	3
Install electrical cables and conductors	4	Repair faults and maintain electrical circuits	3
Record Instrument readings	2	Select, install, connect and commission single phase AC machines	5
		Mount and/or replace an electrical measuring instrument	2
		Identify characteristics of engineering materials and their applications, including test procedures	2
		Select use & care for fixed power tools	2
		Mark off regular shapes using templates	2

		Measure with graduated equipment including conversion of basic units of measure	2
		Manually assemble components	6
		Routine maintenance on a production line machine	3
		Identify and select engineering materials for specific uses	2
TOTAL	26	TOTAL	53
ELECTIVE			
		LEVEL 2	
		Describe the process of cane growing, harvesting, milling, refining and packaging	4
		TOTAL	4

NOTE: This qualification is submitted as a whole qualification. The unit standards have not been developed and will therefore not be submitted.

No. 310

12 March 2002

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

Marketing

Registered by NSB 03, Business, Commerce and Management Studies, publishes the following qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purposes of the qualifications, and the titles and specific outcomes of the unit standards upon which qualifications are based. The full qualifications and unit standards can be accessed via the SAQA web-site at www.saqqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar street, Brooklyn, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 22 April 2002***. All correspondence should be marked **Standards Setting – SGB Marketing** and addressed to

The Director: Standards Setting and Development
SAQA
Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 482 0907



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SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

National Certificate in Contact Centre Support – NQF 2

Field:	Business, Commerce and Management
Sub-field:	Marketing
Level:	2
Credit:	128
Issue date:	
Review date:	

Rational of the qualification

The National Qualification in Contact Centre Support: Level 2 is designed to meet the needs of those learners who enter the field of Contact Centres. Contact Centres have become key business tools - integral to the way organisations achieve their business objectives. Contact Centres are a new industry - there is a need to develop career paths in this field, and it is a high growth industry constantly in need of skilled people.

The Contact Centre industry is also fast becoming the next knowledge worker industry. All Contact Centres are currently recruiting, training and performance managing agents. Currently Call Centres sit inside of existing organisations within larger Industries, i.e. Banking, Insurance, PAY-TV.

The Contact Centre National Certificate at NQF Level 2 will provide the broad knowledge and skills needed in the industry and to progress along a career path for learners who:

- Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.

The National Certificate in Contact Centre Support: Level 2 allows the learner to work towards a nationally recognised whole qualification. The qualification will allow both those in formal education and those already employed in Contact Centre organisations access, due to its flexibility.

The qualification has building blocks that can be developed further and will lead to a more defined Contact Centre career path at various NQF levels. It also focuses on the skills, knowledge, values and attitudes required to progress further. The intention is

- To promote the development of knowledge and skills that are required in Contact Centres.
- To release the potential of people.
- To provide opportunities for people to move up the value chain.

Many different roles and careers are linked to and affected by this qualification. They include, but are not limited to:

- | | |
|--|--------------------------------------|
| • Sales Managers | • Administration staff |
| • Contact Centre Managers | • Category Managers |
| • Sales Representatives | • Telesales Clerks |
| • National Account Managers | • Sales Directors |
| • Key Account Managers | • Client Services Clerks |
| • Channel Managers | • Quality Assurance staff |
| • Contact Centre / Call Centre Supervisors | • Contact Centre/ Call Centre Agents |
| • General Managers | • IT Staff |

The National Certificate in Contact Centre Support: Level 2, should produce knowledgeable, skilled people who are able to contribute to improved productivity and efficiency within the Contact Centre industry. It should provide the means for current individuals in the Contact Centre field to receive recognition of prior learning and to upgrade their skills and knowledge base. The qualification is structured in such a way that it exposes individuals to a set of core competences to give a broad understanding of Contact Centre support operations and the electives, which will allow for a specialisation of competence in either a commercial or an emergency environment. It will also promote the notion of life-long learning.

Purpose of the qualification

Any individual who are or wish to be involved in the Contact Centre industry, will have access to this qualification. It also serves as the entry qualification into Contact Centre operations and management. This qualification will be registered at NQF Level 2. Portability across both areas of specialisation is therefore ensured.

Learners working towards this qualification will find that the acquisition of competence in the unit standards, which make up the qualification, will add value to learner's job. This qualification is intended to enhance the provision of entry level service within the Contact Centre Industry.

Access to the Qualification

As this is a "complete and whole" qualification, any learner who can provide evidence of the learning assumed to be in place has open access to this qualification. No restrictions, other than the learning assumed to be in place are prescribed.

Learning assumed to be in place

The learning assumed to be in place is only a guide in order to help the learner cope with the unit standards in the qualification. The following is the learning assumed to be in place:

- Numeracy at NQF Level 1 or equivalent.
- English, verbal and written communication at NQF Level 2 or equivalent.
- Computer operating skills at NQF Level 2 or equivalent.

Exit level Outcomes

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

- Identify Contact Centre customers and their needs
- Respond to customers with factual and accurate information
- Gather and process data specifically related to Contact Centres
- Operate as a team member in a diverse working environment
- Perform to the required standards and requirements
- Implement and articulate operational activities in a Contact Centre

Associated Assessment Criteria

In particular assessors should check that the learner must demonstrate an ability to consider a range of options and make decisions about:

- The identification and response to Contact Centre customer needs and requirements
- Contact Centre specific data gathering processes and procedures
- Team membership responsibilities and the importance of self development
- Performance levels and the meeting of these levels
- Operational activities are implemented and applied

International comparability

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

- New Zealand and Australian Qualifications where these could be sourced.
- NVQ Qualifications from Britain. In fact the NVQ have compared the unit standards in this qualification and have approved the relevant unit standards for a period of two years.

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.

As it is a Unit Standard based Qualification, both formative and summative assessment processes are accounted for.

Recognition of prior learning

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Contact Centre Support Qualification.

This Recognition of Prior Learning may allow:

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

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

Articulation possibilities

On completion of this qualification, besides careers in the formal Contact Centre industry, learners may also be able to enter careers in

- Contact Centre Agent/Consultant
- Contact Centre Supervisor
- Contact Centre Coach
- Contact Centre Manager
- Customer Service Representatives
- Customer Care Consultants
- Direct Selling
- Sales
- Tele Marketing
- Data Capturing
- Other IT Related Fields
- Administration Clerks
- Receptionists
- Switchboard operators

Note:

1. The above is an indication rather than an exhaustive listing
2. In addition learners can specialise in an industry sector e.g. FMCG; Retail, Wholesale, Motor, Insurance, Banking etc

Moderation Options

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body.
- 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 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 registration of assessors

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

- A minimum of 2 (two) years' practical, relevant occupational experience
- To be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)
- Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence)

	Level 2	Credits	Level 3	Credits	Level 4	Credits	Total
Fundamental	Communication Studies and Language	20					
	Mathematical, Physical, Computer and Life Sciences	16					36
Core	Identify and respond to customer needs in Contact Centres	12	Gather and provide information to contribute to Contact Centre problem solving	5	Handle a range of customer complaints in Contact Centres	4	
	Input data received into Contact Centres, onto appropriate computer packages	12			Work as a member of a Contact Centre team	5	
	Collect and record customers information, queries and requests	8			Instil in myself, a personal Contact Centre Culture	4	
	Provide information to customers in Contact Centres	12					
	Meet performance standards within Contact Centres	6					
	Contribute to a diverse working environment in a Contact Centre	8					76
Elective	Apply in-bound Contact Centre Operations within a commercial environment	8					
	And						
	Apply out-bound Contact Centre operations within a commercial environment	8					
	Or						
	Apply in-bound and out-bound Contact Centre operations within an emergency environment	16					16
TOTAL							128

UNIT STANDARDS IN NATIONAL CERTIFICATE IN CONTACT CENTRE SUPPORT NQF LEVEL 2

UNIT STANDARDS ON NQF LEVEL 2

Core

1. Title Identify and respond to customer needs in a Contact Centre
2. Title Input data received into a Contact Centre, onto appropriate computer packages
3. Title Collect and record a customers information, queries and requests
4. Title Provide information to customers in a Contact Centre
5. Title Handle a range of complaints in a Contact Centre
6. Title Meet performance standards within a Contact Centres
7. Title Contribute to a diverse working environment in Contact Centres
8. Title Gather and provide relevant information to contribute to Contact Centre problem solving
9. Title Work as a member of a Contact Centre Team
10. Title Instill in myself a personal Contact Centre culture

Elective

11. Title Apply in-bound Contact Centre Operations within a commercial environment
12. Title Apply out-bound Contact Centre Operations within a commercial environment
13. Title Apply in-bound and out-bound Contact Centre operations within an emergency environment

UNIT STANDARDS AND SPECIFIC OUTCOMES IN NATIONAL CERTIFICATE IN CONTACT CENTRE SUPPORT NQF LEVEL 2

UNIT STANDARDS ON NQF LEVEL 2

1. Title Identify and respond to customer needs in a Contact Centre

Specific Outcome	1.1	Identify customer needs in a Contact Centre
Specific Outcome	1.2	Respond to customer needs in a Contact Centre
2. Title Input data received onto appropriate computer packages within a Contact Centre

Specific Outcome	2.1	Demonstrate and apply knowledge of computer packages within a Contact Centre
Specific Outcome	2.2	Input data onto company specific packages within a Contact Centre
Specific Outcome	2.3	Verify data onto company specific packages within a Contact Centre

3. Title Collect and record information, queries and requests from customers
 - Specific Outcome 3.1 Elicit information from customers
 - Specific Outcome 3.2 Offer information to others
 - Specific Outcome 3.3 Record information from customers
 - Specific Outcome 3.4 Refer escalating requirements
4. Title Provide information to customers in a Contact Centre
 - Specific Outcome 4.1 Identify customer needs in a Contact Centre
 - Specific Outcome 4.2 Provide information to customers
5. Title Handle a range of customer complaints in Contact Centres
 - Specific Outcome 5.1 Identify the customers problem
 - Specific Outcome 5.2 Commit to solving the customer complaint
 - Specific Outcome 5.3 Arrange correct planning and solutions to the customer's problems
 - Specific Outcome 5.4 Communicate with all stakeholders
 - Specific Outcome 5.5 Provide practical business solutions
6. Title Meet performance standards within a Contact Centre
 - Specific Outcome 6.1 Use a computerised system
 - Specific Outcome 6.2 Respond to calls or other forms of communication (Range: inbound or outbound)
 - Specific Outcome 6.3 Follow-up customer queries
7. Title Contribute to a diverse working environment in a Contact Centre
 - Specific Outcome 7.1 Communicate within a diverse environment – internal and external
 - Specific Outcome 7.2 Interact within a diverse environment both within a Contact Centre and to external customers
8. Title Gather and provide relevant information to contribute to project problem solving
 - Specific Outcome 8.1 Obtain and evaluate project information to facilitate Contact Centre problem solving
 - Specific Outcome 8.2 Provide advice and support regarding received information to facilitate problem solving
9. Title Work as a member of a Contact Centre Team
 - Specific Outcome 9.1 Communicate with all relevant stakeholders to enhance teamwork
 - Specific Outcome 9.2 Report on team progress to appropriate authority and team
 - Specific Outcome 9.3 Display tendencies to work with others as a member of a Contact Centre

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| 10. | Title | Instill in myself a personal Contact Centre culture |
| Specific Outcome | 10.1 | Identify and define what a Contact Center is |
| Specific Outcome | 10.2 | Identify Contact Centre principles and concepts |
| Specific Outcome | 10.3 | Identify the benefits of instilling in self a Contact Centre culture |
| Specific Outcome | 10.4 | Persuade others of the benefits of a Contact Centre culture |
| 11. | Title | Apply in bound Contact Centre operations within a commercial environment |
| Specific Outcome | 11.1 | Retrieve calls from customers |
| Specific Outcome | 11.2 | Input subject information from customers in accordance with specific Contact Centre requirements |
| Specific Outcome | 11.3 | Respond to queries from customers |
| Specific Outcome | 11.4 | Provide follow-up to customers requests |
| 12. | Title | Apply out bound Contact Centre operations within a commercial environment |
| Specific Outcome | 12.1 | Place calls to customers |
| Specific Outcome | 12.2 | Record information from customers |
| Specific Outcome | 12.3 | Respond to queries from customers |
| Specific Outcome | 12.4 | Provide follow-up to customers requests |
| 13. | Title | Apply in bound and outbound Contact Centre operations within an emergency environment |
| Specific Outcome | 13.1 | Retrieve calls with a Contact Centre from customers in emergency situations |
| Specific Outcome | 13.2 | Document information from customers in emergency situations |
| Specific Outcome | 13.3 | Respond within a Contact Centre to emergencies |
| Specific Outcome | 13.4 | Follow up on customers in emergency situations |

No. 311

12 March 2002

National Certificate in Contact Centre Operations – NQF 4**Field:** Business, Commerce and Management**Sub-field:** Marketing**Level:** 4**Credit:** 145**Issue date:****Review date:****Rational of the qualification**

The National Qualification in Contact Centre operations: Level 4 is designed to meet the needs of those learners want to progress and will assist those who make Contact Centre Operations their chosen career path, in the field of Contact Centres. Contact Centres have become key business tools - integral to the way organisations achieve their business objectives. Contact Centres are a new industry - there is a need to develop career paths in this field, and it is a high growth industry constantly in need of skilled people.

The Contact Centre industry is also fast becoming the next knowledge worker industry. All Contact Centres are currently recruiting, training and performance managing agents. Currently Call Centres sit inside of existing organisations within larger Industries, i.e. Banking, Insurance, Pay-TV.

The Contact Centre National Certificate at NQF Level 4 will provide the broad knowledge and skills needed in the industry and to progress along a career path for learners who:

- At the higher levels needs a set of unit standards against which to align and measure themselves.
- Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.
- Have worked in Contact Centres for many years, but have no formal qualification in Contact Centre Management.
- Wish to extend their range of skills and knowledge of the industry so that they can become competent workers in Contact Centres.

The National Certificate in Contact Centre Operations: Level 4 allows the learner to work towards a nationally recognised whole qualification. The qualification will allow both those in formal education and those already employed in Contact Centre organisations access, due to its flexibility.

The qualification focuses on the skills, knowledge, values and attitudes required to progress further within the Contact Centre industry. The intention is

- To promote the development of knowledge and skills that are required in Contact Centres.
- To release the potential of people.
- To provide opportunities for people to move up the value chain.

Many different roles and careers are linked to and affected by this qualification. They include, but are not limited to:

- | | |
|--|--------------------------------------|
| • Sales Managers | • Administration staff |
| • Contact Centre Managers | • Category Managers |
| • Sales Representatives | • Telesales Clerks |
| • National Account Managers | • Sales Directors |
| • Key Account Managers | • Client Services Clerks |
| • Channel Managers | • Quality Assurance staff |
| • Contact Centre / Call Centre Supervisors | • Contact Centre/ Call Centre Agents |
| • General Managers | • IT Staff |

The National Certificate in Contact Centre Operations: Level 4, should produce knowledgeable, skilled people who are able to contribute to improved productivity and efficiency within the Contact Centre industry. It should provide the means for current individuals in the Contact Centre field to receive recognition of prior learning and to upgrade their skills and knowledge base. The qualification is structured in such a way that it exposes individuals to a set of core competences to give a broad understanding of Contact Centre operations and supervision, and the electives, which will allow for a specialisation of competence in either a commercial or an emergency environment. It will also promote the notion of life-long learning.

Purpose of the qualification

Any individual who are or wish to be involved in the Contact Centre industry, will have access to this qualification. It also serves as the entry qualification into Contact Centre operations and management. This qualification will be registered at NQF Level 4. Portability across both areas of specialisation is therefore ensured.

Learners working towards this qualification will find that the acquisition of competence in the unit standards, which make up the qualification, will add value to learner's job. This qualification is intended to enhance the provision of entry level service within the Contact Centre Industry.

Access to the Qualification

As this is a "complete and whole" qualification, any learner who can provide evidence of the learning assumed to be in place has open access to this qualification. No restrictions, other than the learning assumed to be in place are prescribed.

Learning assumed to be in place

The learning assumed to be in place is only a guide in order to help the learner cope with the unit standards in the qualification. The following is the learning assumed to be in place:

- Learners accessing this unit standard or qualification will have demonstrated competency against unit standards in Contact Centres at NQF Level 2 or equivalent
- Learners are expected to have demonstrated competency in language, numeracy, literacy and communication at NQF Level 4 or equivalent

Exit level Outcomes

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

- Understand and implement service levels and their monitoring in Contact Centres
- Monitor and control Contact Centre support Staff and their meeting of targets and standards
- Apply specific Contact Centre sales knowledge and skills in creating and meeting sales targets and requirements
- Identify specific Contact Centre customers
- Coach others in Contact Centres
- Work with Contact Centre statistical data

Associated Assessment Criteria

In particular assessors should check that the learner must demonstrate an ability to consider a range of options and make decisions about:

- Service levels are understood and applied in the specific Contact Centre
- Performance standards by others are identified, monitored and coaching applied where necessary
- Contact Centre specific selling skills are understood and applied in order to meet performance requirements
- Statistical data is retrieved and correlated

International comparability

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

- New Zealand and Australian Qualifications where these could be sourced.
- NVQ Qualifications from Britain. In fact the NVQ have compared the unit standards in this qualification and have approved the relevant unit standards for a period of two years.

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.

As it is a Unit Standard based Qualification, both formative and summative assessment processes are accounted for.

Recognition of prior learning

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this

This Recognition of Prior Learning may allow:

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

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

Articulation possibilities

On completion of this qualification, besides careers in the formal Contact Centre industry, learners may also be able to enter careers in

- Contact Centre Agent/Consultant
- Contact Centre Supervisor
- Contact Centre Coach
- Contact Centre Manager
- Customer Service Representatives
- Customer Care Consultants
- Direct Selling
- Sales
- Tele Marketing
- Data Capturing
- Other IT Related Fields
- Administration Clerks
- Receptionists
- Switchboard operators

Note:

1. The above is an indication rather than an exhaustive listing
2. In addition learners can specialise in an industry sector e.g. FMCG; Retail, Wholesale, Motor, Insurance, Banking etc

Moderation Options

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body.
- 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 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 registration of assessors

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

- A minimum of 2 (two) years' practical, relevant occupational experience
- To be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)
- Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence)

	Level 4	Credits	Level 5	Credits	Total
Fundamental	Communication Studies and Language	20			
	Mathematical, Physical, Computer and Life Sciences	16			36
Core	Comply with service levels as set out in Contact Centre Operations	10	Close a deal with a customer	5	
	Monitor and maintain performance standards in Contact Centres	12			
	Retrieve and correlate statistical data applicable to Contact Centres	12			
	Implement Contact Centre specific sales techniques to generate sales through Contact Centres	12			
	Describe features, advantages and benefits of a range of products or services	6			
	Identify customers of Contact Centres	4			
	Provide coaching to personnel within Contact Centres	10			71
Elective	Implement and co-ordinate Contact Centre activities in a commercial environment	18			
	Or				
	Implement and co-ordinate Contact Centre activities in an emergency environment	18			
	And				
	Implement and co-ordinate campaigns within Contact Centres	10			
	And				
	Identify and analyse customer and market related trends impacting on Contact Centres	10			38
TOTAL					145

UNIT STANDARDS IN NATIONAL CERTIFICATE IN CONTACT CENTRE OPERATIONS – NQF 4**UNIT STANDARDS ON NQF LEVEL 4****Core**

1. Title Comply with service levels as set out in a Contact Centre Operation
2. Title Monitor and maintain performance standards in a Contact Centre
3. Title Retrieve and correlate statistical data applicable to Contact Centres
4. Title Implement Contact Centre specific sales techniques to generate sales through a Contact Centre
5. Title Describe features, advantages and benefits of a range of products or services
6. Title Close a deal with a customer
7. Title Identify customers of Contact Centres
8. Title Provide coaching to personnel within a Contact Centre

Elective

9. Title Implement and co-ordinate Contact Centre activities in a commercial environment
10. Title Implement and co-ordinate Contact Centre activities in an emergency environment
11. Title Implement and co-ordinate campaigns within Contact Centres
12. Title Identify and analyse customer and market related trends impacting on Contact Centres

UNIT STANDARDS AND SPECIFIC OUTCOMES IN NATIONAL CERTIFICATE IN CONTACT CENTRE OPERATIONS – NQF 4**UNIT STANDARDS ON NQF LEVEL 4**

1. Title Comply with service levels as set out in a Contact Centre Operation

Specific Outcome	1.1	Demonstrate an understanding of company specific service levels
Specific Outcome	1.2	Meet and maintain service levels
2. Title Monitor and maintain performance standards in a Contact Centre

Specific Outcome	2.1	Apply statistical understanding to performance targets
Specific Outcome	2.2	Review performance
Specific Outcome	2.3	Implement performance standard benchmarks
3. Title Retrieve and correlate statistical data applicable to Contact Centres

Specific Outcome	3.1	Retrieve statistical data
Specific Outcome	3.2	Correlate statistical data

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|------------------|-------|---|
| 4. | Title | Implement Contact Centre specific sales techniques to generate sales through a Contact Centre |
| Specific Outcome | 4.1 | Identify client types and needs |
| Specific Outcome | 4.2 | Cross-sell products in a Contact Centre |
| Specific Outcome | 4.3 | Close sales in order to meet targets |
| 5. | Title | Describe features, advantages and benefits of a range of products or services |
| Specific Outcome | 5.1 | Determine and communicate product features, advantages and benefits |
| Specific Outcome | 5.2 | Describe physical specifications of features, advantages and benefits |
| 6. | Title | Close a deal with a customer |
| Specific Outcome | 6.1 | Apply personal selling skills to sell products and/ or services |
| Specific Outcome | 6.2 | Apply closing techniques to sell products or services |
| 7. | Title | Identify customers of Contact Centres |
| Specific Outcome | 7.1 | Identify prospective customers and establish their needs |
| Specific Outcome | 7.2 | Establish and build the customer base |
| 8. | Title | Provide coaching to personnel within a Contact Centre |
| Specific Outcome | 8.1 | Identify development areas within a Contact Centre context |
| Specific Outcome | 8.2 | Select coaching techniques and methodologies |
| Specific Outcome | 8.3 | Coach Contact Centre personnel |
| 9. | Title | Implement and co-ordinate Contact Centre activities in a commercial environment |
| Specific Outcome | 9.1 | Monitor calls into and out of a Contact Centre |
| Specific Outcome | 9.2 | Collate types of queries, questions and comments received |
| Specific Outcome | 9.3 | Streamline activities of Contact Centre activities |
| 10. | Title | Implement and co-ordinate Contact Centre activities in a commercial environment |
| Specific Outcome | 10.1 | Monitor emergency calls into and out of a Contact Centre |
| Specific Outcome | 10.2 | Collate information regarding types of emergencies |
| Specific Outcome | 10.3 | Streamline activities of Contact Centre activities |

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|------------------|------|--|
| 11. Title | | Implement and co-ordinate campaigns within Contact Centres |
| Specific Outcome | 11.1 | Plan the implementation of campaigns with Contact Centres |
| Specific Outcome | 11.2 | Co-ordinate the implementation of campaigns within Contact Centres |
| Specific Outcome | 11.3 | Conduct a post campaign analysis |
| | | |
| 12. Title | | Identify and analyse client and market related trends impacting on Contact Centres |
| Specific Outcome | 12.1 | Identify client and market related trends |
| Specific Outcome | 12.2 | Analyse client and market related trends |
| Specific Outcome | 12.3 | Recommend an initiative |

No. 312

12 March 2002

National Diploma in Contact Centre Management – NQF 5**Field:** Business, Commerce and Management**Sub-field:** Marketing**Level:** 5**Credit:** 241**Issue date:****Review date:****Rational of the qualification**

The National Qualification in Contact Centre Management: Level 5 is designed to meet the needs of those learners who want to progress and will assist those who make Contact Centre Management their chosen career path, in the field of Contact Centres. Contact Centres have become key business tools - integral to the way organisations achieve their business objectives. Contact Centres are a new industry - there is a need to develop career paths in this field, and it is a high growth industry constantly in need of skilled people.

The Contact Centre industry is also fast becoming the next knowledge worker industry. All Contact Centres are currently recruiting, training and performance managing agents. Currently Call Centres sit inside of existing organisations within larger Industries, i.e. Banking, Insurance, Pay-TV.

The Contact Centre National Diploma at NQF Level 5 will provide the broad knowledge and skills needed in the industry and to progress along a career path for learners who:

- At the higher levels needs a set of unit standards against which to align and measure themselves.
- Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.
- Have worked in Contact Centres for many years, but have no formal qualification in Contact Centre Management.
- Wish to extend their range of skills and knowledge of the industry so that they can become competent workers in Contact Centres.

The National Diploma in Contact Centre Management: Level 5 allows the learner to work towards a nationally recognised whole qualification. The qualification will allow both those in formal education and those already employed in Contact Centre organisations access, due to its flexibility.

The qualification focuses on the skills, knowledge, values and attitudes required to progress further within the Contact Centre industry. The intention is

- To promote the development of knowledge and skills that are required in Contact Centres.
- To release the potential of people.
- To provide opportunities for people to move up the value chain.

Many different roles and careers are linked to and affected by this qualification. They include, but are not limited to:

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|--|--------------------------------------|
| • Sales Managers | • Administration staff |
| • Contact Centre Managers | • Category Managers |
| • Sales Representatives | • Telesales Clerks |
| • National Account Managers | • Sales Directors |
| • Key Account Managers | • Client Services Clerks |
| • Channel Managers | • Quality Assurance staff |
| • Contact Centre / Call Centre Supervisors | • Contact Centre/ Call Centre Agents |
| • General Managers | • IT Staff |

The National Diploma in Contact Centre Management: Level 5, should produce knowledgeable, skilled people who are able to contribute to improved productivity and efficiency within the Contact Centre industry. It should provide the means for current individuals in the Contact Centre field to receive recognition of prior learning and to upgrade their skills and knowledge base. The qualification is structured in such a way that it exposes individuals to a set of core competences to give a broad understanding of Contact Centre operations and management, and the electives, which will allow for a specialisation of competence in either a commercial or an emergency environment. It will also promote the notion of life-long learning.

Purpose of the qualification

Any individual who are or wish to be involved in the Contact Centre industry, will have access to this qualification. It also serves as the entry qualification into Contact Centre operations and management. This qualification will be registered at NQF Level 5. Portability across both areas of specialisation is therefore ensured.

Learners working towards this qualification will find that the acquisition of competence in the unit standards, which make up the qualification, will add value to learner's job. This qualification is intended to enhance the provision of entry level service within the Contact Centre Industry.

Access to the Qualification

As this is a "complete and whole" qualification, any learner who can provide evidence of the learning assumed to be in place, has open access to this qualification. No restrictions, other than the learning assumed to be in place are prescribed.

Learning assumed to be in place

The learning assumed to be in place is only a guide in order to help the learner cope with the unit standards in the qualification. The following is the learning assumed to be in place:

- Learners accessing this unit standard or qualification will have demonstrated competency against unit standards in Contact Centres at NQF Level 4 or equivalent.
- Learners are expected to have demonstrated competency in language, numeracy, literacy and communication at NQF Level 5 or equivalent

Exit level Outcomes

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

- Articulate the operations in either a commercial environment or an emergency environment
- Analyse and use statistical data
- Manage the quality of operations, service levels and performance levels and implement service delivery systems
- Determine and apply rewards and incentives
- Assess the sales environment and take appropriate action where necessary
- Develop and maintain Contact Centre customer database
- Lead Contact Centre team members in a diverse environment

Associated Assessment Criteria

In particular assessors should check that the learner must demonstrate an ability to consider a range of options and make decisions about:

- Operational issues are identified, implemented and controlled
- A range of Contact Centre product and service issues related to sales are applied
- Customer service levels, measurements and analysis are determined, implemented and monitored
- Contact Centre teams are developed and their cohesion maintained
- Database related issues are understood, implemented and monitored
- Activities relating to Contact Centre service levels and people are identified and applied
- Customer's statistics and activities and their analysis, development, implementation, monitoring and control are applied

International comparability

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

- New Zealand and Australian Qualifications where these could be sourced.
- NVQ Qualifications from Britain. In fact the NVQ have compared the unit standards in this qualification and have approved the relevant unit standards for a period of two years.

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.

As it is a Unit Standard based Qualification, both formative and summative assessment processes are accounted for.

Recognition of prior learning

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Contact Centre Management Qualification.

This recognition of Prior Learning may allow:

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

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

Articulation possibilities

On completion of this qualification, besides careers in the formal Contact Centre industry, learners may also be able to enter careers in

- Contact Centre Agent/Consultant
- Contact Centre Supervisor
- Contact Centre Coach
- Contact Centre Manager
- Customer Service Representatives
- Customer Care Consultants
- Direct Selling
- Sales
- Tele Marketing
- Data Capturing
- Other IT Related Fields
- Administration Clerks
- Receptionists
- Switchboard operators

Note:

1. The above is an indication rather than an exhaustive listing
2. In addition learners can specialise in an industry sector e.g. FMCG; Retail, Wholesale, Motor, Insurance, Banking etc

Moderation Options

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body.
- 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 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 registration of assessors

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

- A minimum of 2 (two) years' practical, relevant occupational experience
- To be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)
- Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence)

	Level 4	Credits	Level 5	Credits	Level 6	Credits	Total
Fundamental	Apply statistical processes to data	5					
	Communication Studies and Language	20					
	Mathematical, Physical, Computer and Life Sciences	11					36
Core	Schedule Contact Centre activities to facilitate effective execution	8	Monitor operations in Contact Centres	20	Measure and analyse customer service levels	12	
			Conduct a customer needs analysis for Contact Centres	14	Formulate, design and implement customer service delivery systems and processes	8	
			Analyse and interpret Contact Centre reports and statistical data	12	Enhance service delivery in Contact Centres	16	
			Monitor and maintain within Contact Centres	12			
			Identify and manage areas of customer service impact	6			
			Respond to complex requirements from clients	16			
			Develop and implement rewards and incentive strategies in Contact Centres	12			
			Develop and maintain a diverse working environment in Contact Centres	18			
			Develop and maintain a client database for Contact Centres	12			
			Guide a group of people to work together as a team in creating Contact Centre deliverables	9			175

Elective		30	Develop and plan Contact Centre operations in a commercial environment	30			
		30	Or Develop and plan Contact Centre operations in an emergency environment	30			30
TOTAL							241

UNIT STANDARDS IN NATIONAL DIPLOMA IN CONTACT CENTRE MANAGEMENT – NQF 5

UNIT STANDARDS ON NQF LEVEL 5

Core

1. Title Monitor operations in Contact Centres
2. Title Conduct a customer needs analysis for Contact Centres
3. Title Analyse and interpret Contact Centre reports and statistical data
4. Title Monitor and maintain Quality within Contact Centres
5. Title Identify and manage areas of customer service impact
6. Title Measure and analyse customer service levels
7. Title Formulate, design and implement customer service delivery systems and processes
8. Title Enhance service levels in Contact Centres
9. Title Respond to complex requirements from customers
10. Title Develop and implement rewards and incentive strategies in Contact Centres
11. Title Develop and maintain a diverse working environment in Contact Centres
12. Title Develop and maintain a client database for Contact Centres
13. Title Guide a group of people to work together as a team in creating Contact Centre deliverables
14. Title Schedule Contact Centre activities to facilitate effective execution

Elective

15. Title Develop and plan Contact Centre operations in a commercial environment
16. Title Develop and plan Contact Centre operations in an emergency environment

UNIT STANDARDS AND SPECIFIC OUTCOMES IN NATIONAL DIPLOMA IN CONTACT CENTRE MANAGEMENT – NQF 5

UNIT STANDARDS ON NQF LEVEL 5

1. Title Monitor operations in a Contact Centre
 - Specific Outcome 1.1 Update and monitor a customer base
 - Specific Outcome 1.2 Implement and maintain operational processes
 - Specific Outcome 1.3 Meet service level requirements
 - Specific Outcome 1.4 Analyse and measure staff performance
 - Specific Outcome 1.5 Build and maintain staff capacity
2. Title Conduct a customer needs analysis for Contact Centres
 - Specific Outcome 2.1 Gather and process data
 - Specific Outcome 2.2 Analyse information in accordance with Contact Centre requirements
 - Specific Outcome 2.3 Interpret and report on information

3.	Title	Analyse and interpret Contact Centre reports and statistical data
Specific Outcome	3.1	Analyse Contact Centre reports
Specific Outcome	3.2	Interpret Contact Centre reports
Specific Outcome	3.3	Provide recommendations
4.	Title	Monitor and maintain Quality within Contact Centres
Specific Outcome	4.1	Apply a "quantitative and qualitative" understanding to performance requirements
Specific Outcome	4.2	Determine monitoring and maintenance criteria
Specific Outcome	4.3	Implement Quality Assurance monitoring and maintenance procedures
5.	Title	Identify and manage areas of customer service impact
Specific Outcome	5.1	Identify "touchpoints" of customers
Specific Outcome	5.2	Determine solutions in areas of customer service
Specific Outcome	5.3	Action changes or improves areas of customer service
6.	Title	Measure and analyse customer service levels
Specific Outcome	6.1	Identify factors which influence customer service and perceptions
Specific Outcome	6.2	Design methodologies to measure factors and perceptions of customer service
Specific Outcome	6.3	Implement customer service measurement processes and collect data
Specific Outcome	6.4	Analyse measurement results of customer service levels
7.	Title	Formulate, design and implement customer service delivery systems and processes
Specific Outcome	7.1	Develop and implement an action plan to achieve desired service levels
Specific Outcome	7.2	Monitor progress and effectiveness of action plans implemented
8.	Title	Enhance service levels in Contact Centres
Specific Outcome	8.1	Access customer response to products and service
Specific Outcome	8.2	Collate customer response to products and service
Specific Outcome	8.3	Interpret customer response to products and service
Specific Outcome	8.4	Follow-up customer response requirements
Specific Outcome	8.5	Design Service Level Agreements
9.	Title	Respond to complex requirements from clients
Specific Outcome	9.1	Source information
Specific Outcome	9.2	Select a solution
Specific Outcome	9.3	Implement a solution

10.	Title	Develop and implement rewards and incentive strategies in Contact Centres
Specific Outcome	10.1	Identify target motivational areas
Specific Outcome	10.2	Plan and implement motivational strategies
Specific Outcome	10.3	Measure the impact of motivational strategies
11.	Title	Develop and maintain a diverse working environment in Contact Centres
Specific Outcome	11.1	Develop a diverse working environment in a Contact Centre
Specific Outcome	11.2	Maintain a diverse working environment in a Contact Centre
12.	Title	Develop and maintain a client database for Contact Centres
Specific Outcome	12.1	Identify and source a database
Specific Outcome	12.2	Develop a client database
Specific Outcome	12.3	Maintain a client database
13.	Title	Guide a group of people to work together as a team in creating Contact Centre deliverables
Specific Outcome	13.1	Communicate guidelines and procedures for Contact Centre teamwork
Specific Outcome	13.2	Guide the Contact Centre team to work together to create deliverables
Specific Outcome	13.3	Enhance working relationships with team members (Team building)
Specific Outcome	13.4	Identify and resolve conflict within Contact Centre teams
14.	Title	Scheduling Contact Centre activities to facilitate effective execution
Specific Outcome	14.1	Identify, explain and describe the purpose and process of scheduling
Specific Outcome	14.2	Define and gather Contact Centre activities from experts and within own area of expertise
Specific Outcome	14.3	Sequence activities and estimating duration
Specific Outcome	14.4	Develop an activity/ schedule list
15.	Title	Develop and plan Contact Centre operations in a commercial environment
Specific Outcome	15.1	Develop scripts for Contact Centre prompts
Specific Outcome	15.2	Develop a range of standard responses
Specific Outcome	15.3	Design a Contact Centre for optimum operations
Specific Outcome	15.4	Research new technologies and methodologies for Contact Centre operations

16.	Title	Develop and plan Contact Centre operations in an emergency environment
Specific Outcome	16.1	Develop a range of standard responses for emergencies
Specific Outcome	16.2	Develop relationships with emergency third parties
Specific Outcome	16.3	Design an emergency Contact Centre for optimum operations
Specific Outcome	15.4	Research new techniques and methodologies for handling emergencies

No. 313

12 March 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 08, Law, Military Science and Security invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as an SGB applicant below.

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below **by not later than 22 April 2002**. All correspondence should be marked **SGB Formation – NSB 9, SGB for Corrections** and be addressed to:

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

SGB INFORMATION

As a necessary step in the development and implementation of the National Qualifications Framework, The National Standards Bodies are briefed [regulation 19(1)(c) of 28 March 1998] to recognise or establish Standards Generating Bodies (SGBs).

SGBs shall:

- a. generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- b. update and review standards;
- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and
- e. perform such other functions as may from time-to-time be delegated by its National Standards Body.

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

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

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

- (a) will be able to consider issues of productivity, fairness, public interest and international comparability as related to education and training in the sub-field;
- (b) enjoy credibility in the sub-field in question, who enjoy respect; have the necessary expertise and experience in the sub-field and have the support or backing of the nominating body;
- (c) are able to advocate and mediate the needs and interests of all levels within the sub-field covered by the Standards Generating Body;
- (d) are able to exercise critical judgement at a high level; and
- (e) are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.

PUBLIC NOTICE BY NSB 08, LAW MILITARY SCIENCE AND SECURITY OF THE APPLICATION TO REGISTER A STANDARDS GENERATING BODY (SGB) FOR CORRECTIONS**PROPOSED BRIEF OF THE SGB**

The National Standards Body 08 has received an application to recognise and register an SGB for Corrections in the sub-field of Safety in Society from NQF levels 4 to 8, in order to:

1. Identify transformation, development, access and equity issues relevant to corrections science and develop mechanism to include these issues within the standards and qualifications as envisaged in (3) below [Regulation 24(1)(e)].
2. Develop learning and career pathways for potential standards and qualifications in corrections science from NQF level 4 through to level 8 [Regulation 24(1)(e)]
3. Generate the following qualifications and unit standards in accordance with SAQA requirements [Regulation 24(1)(a)]
 - National Certificate: Corrections Science (NQF level 4)
 - National Diploma: Corrections Science (NQF Level 5)
 - First Degree: Corrections Science (NQF level 6)
 - Honours Degree: Corrections Science (NQF level 7)
 - Masters Degree: Corrections Science (NQF level 8)
 - Doctoral Degree: Corrections Science (NQF level 8)
4. Recommend the qualifications and standards generated in paragraph 3, above, to the NSB [Regulation 24(1)(c)].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24(1)(d)].
6. Review these qualifications and unit standards and effect the necessary changes [Regulation 24(1)(b)].
7. Perform such other functions as may from time to time be delegated by NSB 08 (Law, Military Science and Security) [Regulation 24(1)(e)].

PROPOSED COMPOSITION OF CORRECTIONS SGB

Nominee	Workplace	Nominating Body	Qualifications/Experience
Govender, KP	Department of Correctional Services	Department of Correctional Services	L.S.E.D Diploma, BA, BEd, Med, DEd, BA Hons. HRD Educator for 13 years, Teacher Advisor for 13 years, Deputy Director: Monitoring and evaluation in Northern Cape, Director HRD (DOSW), Deputy Commissioner HR in Department of Corrections since September 2001
Motaung, Patrick Serame	Department of Correctional Services	Department of Correctional Services	Certificate in Skills Development Facilitation, Diploma in Educational Guidance, Higher Primary Teachers Qualification, BA Ed., BA Hons. MA Director Training Academy since 1999
Henkeman, Stanley	Centre for Conflict Resolution	Centre for Conflict Resolution	Lower Secondary Teachers Diploma (UWC), BA Hons. (UWC), MA (UCT) Lecturer for 8 years in Theory of Education, Facilitator of Workshops for educators in OBE, Facilitator of Training Courses in Conflict Management and Change Management for members and inmates of DCS in Western Cape prisons
Kriel, Johan	Technikon SA	TSA	BA, BA Hons, MA (Penology), DLitt et Phil (Penology), D Tech (Correctional Management) 20 Years in Correctional Services as Trainer, Inspector and Head of a Prison. 7 Years as an academic in the field of Correctional Management
Louw, MS	SAPS	SAPS	National Diploma in Police Administration 23 Years in the SAPS
Magagula, Jabu,	Democratic Nursing Organisation of SA	DENOSA	Certificate in Theology, Certificate in Medical Rep., Four years Diploma in Nursing, Human Resource Management, Studying Advanced Labour Law wit RAU Ward Manager (Sterkfontein Hospital), Industrial Relations Organiser Hospersa, Industrial Relations Manager Denosa
Mashiane, Dumazile	Department of Correctional Services	DENOSA	Four years Nursing Diploma, B Cur Degree 11 Years experience in Nursing

Matlhoko, Thuka	Department of Correctional Services	POPCRU	STD. TECH, Senior Teachers Diploma Technical (Electrical), Current study: H.E.D. (Maths, Science and Technology) Teacher for 10 years, Project Manager at DCS, Assistant Director for 3 years
Mnguni, Bongile	Technikon SA	TSA	ND Correctional Services Management, B Tech Public Management, B Tech Correctional Services Management HR Practitioner (DCS), Work Study Official (DCS), Part time lecturer (PE Technikon), Lecturer (Technikon SA)
Moshoeu, Gomolemo	Kensani Corrections Management	South African Custodial Services	BA Hons. Criminology (Fort Hare), Masters in Criminal Justice (University of Colorado), Programme on Human Resource Management (UNISA) Lecturer (Criminology) Fort Hare (9 years)
Mukutu, Ndoweni	South African Custodial Management	South African Custodial Services	BA Ed., Training Skills Certificate, Professionalism Certificate Custodial Officer (DCS), Facilitator Developmental Programs, Chief Educationist, Training Co-ordinator
Selepe, Pebane Jacob	Department of Correctional Services	Department of Correctional Services	Department of Correctional Services
Van Der Merwe, Lorette	Public Servants Association of South Africa	PSA	Grade 12, BLc, NHD (Labour Law) 13 Years in the Department of Correctional Services, PSA 3 years
Mokoena M B	Technikon Witwatersrand	Technikon Witwatersrand	B Tech HR Management Lecturer Industrial Relations to National Diploma: Security Management
Cilliers, Charl	UNISA	UNISA	BA, BA Hons, MA, D Litt et Phil Academic in penology, Criminology and Administration of Criminal Justice.
Thema, Mathema Alice	Department of Correctional Services	Department of Correctional Services	BA, HED, B Ed, M Ed Teacher, Lecturer and Programme designer

No. 314

12 March 2002

**PUBLIC NOTICE BY NSB 08, LAW MILITARY SCIENCE AND SECURITY OF THE
REGISTRATION OF THE STANDARDS GENERATING BODY (SGB) FOR
CRIMINOLOGY AND CRIMINAL JUSTICE.**

BRIEF OF THE SGB

The National Standards Body 08 hereby registers the SGB for Criminology and Criminal Justice in the sub-field of Safety in Society from NQF levels 4 to 8, in order to:

1. Identify transformation, development, access and equity issues relevant to criminology and criminal justice and develop mechanism to include these issues within the standards and qualifications as envisaged in (3) below [Regulation 24(1)(e)].
2. Develop learning and career pathways for potential standards and qualifications in criminology and criminal justice from NQF level 3 through to level 8 [Regulation 24(1)(e)]
3. Generate the following qualifications and unit standards in accordance with SAQA requirements [Regulation 24(1)(a)]
 - Certificate in Criminology (NQF level 3)
 - Certificate in Criminology (NQF level 4)
 - First Degree: Criminology (NQF level 6)
 - Honours Degree: Criminology (NQF level 7)
 - Masters Degree: Criminology (NQF level 8)
 - Doctoral Degree: Criminology (NQF level 8)
4. Recommend the qualifications and standards generated in paragraph 3, above, to NSB [Regulation 24(1)(c)].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24(1)(d)].
6. Review these qualifications and unit standards and effect the necessary changes [Regulation 24(1)(b)].
7. Perform such other functions as may from time to time be delegated by NSB 08 (Law, Military Science and Security) [Regulation 24(1)(e)].

Composition of the SGB

Nominee	Workplace	Nominating Body	Qualifications/ Experience
Kgosimore, David	University of the North	University of the North	MA (Criminology) Victimology, organised crime, white collar crime, restorative justice, curriculum development
Prinsloo, Johan	University of South Africa	CRIMSA	BA, BA Hons, MA, D. Litt et Phil (SA) Research methodology, programme development, curriculum development, victimology, restorative justice, commercial crimes,
Chetty, Vanita	University of Durban- Westville	University of Durban- Westville	BA, BA Hons, MA, PhD Crime theory, feminist criminology, street children and crime, programme development
Naudé, CMB	University of South Africa	CRIMSA	BA, Hons BA, MA, D. Litt et Phil Crimes against commercial institutions, gender and crime, feminist criminology, crimes against environment, victimology, organised crime and corruption, post-modern crime theories, crime prevention strategies, restorative justice, research methodology, curriculum and programme development.
Potgieter, PJ	University of Zululand	University of Zululand	BA, BA Hons, MA, D. Litt et Phil Criminal justice system and process, law enforcement, proactive policing and police administration, forensic criminology and crime investigation, victimology, curriculum development
Davis, Linda	University of Pretoria	University of Pretoria	BA (SS), BA Hons (Crim), MA, DPhil (Crim) Economic crimes, community policing, crime prevention, violent crimes, victimology, curriculum

Klopper, Harriet	University of Pretoria	University of Pretoria	development BA, BA Hons, MA (Crim) Forensics criminalistics, female criminality, crime theories, crime prevention, community policing, violent crimes,
Van der Spuy, Elrena	University of Cape Town	University of Cape Town	MA (Soc) (US) Crime theories, sociology of crime and deviance, policing, transitional politics and criminal justice reform, research methodology.
Maree, Alice	University of South Africa	University of South Africa	BA, BA Hons, MA, D. Litt et Phil (Crim) (SA) Armed robbery, cash-in- transit robbery, crime prevention, criminological evaluation and analysis, crime risk analysis, criminological profiling, research methodology.
Swanepoel, Gerhard	Pretoria College	CRIMSA	BA, BA Hons (Crim) Police officer and lecturer in criminology: ecological crime, trade in illegal species.
Snyman, HF	Technikon South Africa	Technikon South Africa	BA, BA Hons, MA, D. Litt et Phil (Crim) (SA) Academic: Curriculum development, research methodology, victimology, policing practice
Pillay, Kris	Technikon South Africa	Crimsa	BA, BA Hons, MA (Crim) UDW Academic: Security and risk management, juvenile crime, women and crime, community policing
Peacock, Robert	Midrand University	Crimsa	BA, BA Hons MA (Crim) Academic: Children in prison, victim rights, penology, research methodology, street children, court expert witness
Schönteich, Martin	Institute for Security Studies	Institute for Security Studies	LLB, BA Hons (Politics) (SA) Prosecutor and researcher: Criminal justice legislation, evaluation of prosecution services, measuring and evaluating crime.

Pretorius, Zuzelle	Business Against Crime	Business Against Crime	B Prim. Ed, BA, BA Hons, (Psyc) Crime prevention, policing, victim empowerment, community policing, psychological evaluation of police recruits.
Louw, Barbara	Inter Trauma Nexus	Inter Trauma Nexus	BTh Victim support service and training programmes, trauma and crisis handling, domestic violence
Ferreira, VM	University of South Africa	University of South Africa	Dip Security Management (SA) Security management and training standards, policing, course development.
Bergh, Lorinda	Department of Correctional Services	Department of Correctional Services	BA, BA Hons, MA (Clin. Psyc) (UP) Evaluation of offenders in prison, rehabilitation programmes for offenders, forensic psychology, dealing with sexual disorders and mentally ill offenders
Makhura, Kgomotse	Student	Aspis Student Child Abuse Project	3 rd year Criminology and Social work student. Programmes dealing with child abuse and the identification of child abuse victims in the school.
Shabangu, TG	South African Police Services	South African Police Services	BA, BA Hons Social crime prevention strategies, policing, development of urban renewal to prevent crime, preventing farm attacks, rural safety, development of policing programmes.
Setlatjile, Dudu	Restorative Justice Centre	Restorative Justice Centre	B.Soc.Sc Treatment programme for offenders, Victim support programme, training of police, dispute resolution programmes, community justice.
Dissel, Amanda	Centre for the Study of Violence and Reconciliation	Centre for the Study of Violence and Reconciliation	BA, LLB Training criminal justice personnel in the human rights of offenders, alternative methods of sentencing

No. 315

12 March 2002

**PUBLIC NOTICE BY NSB 08, LAW, MILITARY SCIENCE AND SECURITY OF THE
REGISTRATION OF THE STANDARDS GENERATING BODY (SGB) FOR
DIPLOMACY, MISSION ADMINISTRATION AND FOREIGN AFFAIRS
ASSISTANCE**

Brief of the SGB

The National Standards Body (NSB) 08 hereby registers the SGB for Diplomacy, Mission Administration and Foreign Affairs Assistance in the sub-field of the Sovereignty of the State from NQF levels 4 to 8, in order to:

1. Identify transformation, development, access and equity issues relevant to diplomacy, mission administration and Foreign Affairs Assistance and develop mechanism to include these issues within the standards and qualifications as envisaged in (3) below [*Regulation 24(1)(e)*].
2. Develop learning and career pathways for potential standards and qualifications in diplomacy, mission administration, and Foreign Affairs Assistance from NQF level 3 through to level 8 [*Regulation 24(1)(e)*]
3. Generate the following qualifications and unit standards in accordance with SAQA requirements [*Regulation 24(1)(a)*]
 - Certificate in Foreign Affairs Assistance (NQF level 4)
 - Certificate in Mission Administration (NQF level 4)
 - Diploma in Foreign Affairs Assistance (NQF level 5)
 - Diploma in Mission Administration (NQF level 5)
 - Diploma in Diplomatic Studies (NQF level 5)
 - First Degree in Diplomatic Studies (NQF level 6)
 - Honours Degree in Diplomatic Studies (NQF level 7)
 - Masters Degree: Diplomatic Studies (NQF level 8)
 - Doctoral Degree: Diplomatic Studies (NQF level 8)
4. Recommend the qualifications and standards generated in paragraph 3, above, to NSB [*Regulation 24(1)(c)*].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24(1)(d)*].
6. Review these qualifications and unit standards and effect the necessary changes [*Regulation 24(1)(b)*].
7. Perform such other functions as may from time to time be delegated by NSB 08 (Law, Military Science and Security) [*Regulation 24(1)(e)*].

Composition of the SGB

Name of Nominee	Workplace	Nominating Body	Qualifications/Experience
Khanyi, Sithembiso	Department of Foreign Affairs	Department of Foreign Affairs	NDP Training, B Tech Management Training
Smit, Antonette	Department of Foreign Affairs	Department of Foreign Affairs	B Human Resources, Diploma: Workstudy Mission Management, Workstudy, Foreign Asset Management.
Makalima-Ngewana, Bulelwa	Centre for Conflict Resolution	Centre for Conflict Resolution	BA, Masters in Town and Regional Planning Programme Management, Research and Development Planning, GIS Consultancy
Ngcobo, Zabantu Nomonde	Department of Foreign Affairs	Department of Foreign Affairs	LLB, Postgraduate Certificate in Diplomatic Studies, Postgraduate Certificate in Publishing and Printing Course designer and trainer
Sili-Sizani, Nondyebo Faith	DIDTETA	DIDTETA	B Iuris LLB Human rights issues, Lecturing, development of policies on quality management
Vollenhoven, Jan	Department of Foreign Affairs	Department of Foreign Affairs	B Proc, BA Hons, MA, DPLR Consular work, Training, bilateral desk work, in politics and economics
Ajulu, Rok	Rhodes University	National Standards Body 08	BA, MA, D Phil University lecturer in Political Economy
Gogo, Mandla Andrew	Eastern Cape Technikon	Committee of Technikon Principals	B Iuris LLB PG Dip. Tax Law Lecturer
Kaya Hassan O	University of North West	National Standards Body 08	BA Hons, MA, Ph.D, Post Doctoral Certificate in Agricultural Development Lecturer
Mohanoe Nthabiseng	Department of Foreign Affairs	Department of Foreign Affairs	BA, HDE, B Ed, MA Education and Training
Mpholo, Donald	Department of Foreign Affairs	NEHAWU	Msc Education and Training
Sebothoma, Nkhulu Daniel	Department of Foreign Affairs	Department of Foreign Affairs	BA, BA Hons, HED, Human Resources Management
Vanqa, Landela P	Department of Foreign Affairs	Department of Foreign Affairs	BA Communication and Industrial Psychology,

			Masters Diploma HRM Information Management Human Resource Management, Community Development
Van Nieuwkerk, Anthoni	Graduate School of Public and Development Management (Wits University)	National Standards Body 08	BA, BA Hons MA, Political Studies, Researcher: International Relations Lecturer Assessor: International Relations Lecturer in foreign policy

No. 316

12 March 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 09, Health Science and Social Services invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as an SGB applicant below.

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below **by not later than 22 April 2002**. All correspondence should be marked **SGB Formation – NSB 9, SGB for Ancillary Health Care** and be addressed to:

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

SGB INFORMATION

As a necessary step in the development and implementation of the National Qualifications Framework, The National Standards Bodies are briefed [regulation 19(1)(c) of 28 March 1998] to recognise or establish Standards Generating Bodies (SGBs).

SGBs shall:

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

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

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

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

- (a) will be able to consider issues of productivity, fairness, public interest and international comparability as related to education and training in the sub-field;
- (b) enjoy credibility in the sub-field in question, who enjoy respect; have the necessary expertise and experience in the sub-field and have the support or backing of the nominating body;
- (c) are able to advocate and mediate the needs and interests of all levels within the sub-field covered by the Standards Generating Body;
- (d) are able to exercise critical judgement at a high level; and
- (e) are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.

**PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, TO
EXTEND THE BRIEF OF THE SGB FOR ANCILLARY HEALTH CARE**

NSB 09 hereby proposes to extend the brief of the SGB for Ancillary Health Care.

PROPOSED BRIEF OF THE SGB

1. Develop career pathways for ancillary health workers and guidelines for the scope or range of practice of ancillary health workers from NQF level 1 through to NQF level 3 [Regulation 24 (1)(e)]
2. Generate the following unit standards-based qualifications for ancillary health workers in accordance with Authority requirements in the area of ancillary health care [Regulation 24 (1)(a)]
 - National Certificate in Ancillary Health Care (NQF level 1)
 - National Certificate in Ancillary Health Care (NQF level 2)
 - National Certificate in Ancillary Health Care (NQF level 3)
3. Recommend the qualifications and pathways in 1 and 2 above to NSB 09 [Regulation 24 (1)(c)]
4. Review and update the proposed and subsequent standards and qualifications in ancillary health care as required [Regulation 24 (1)(b)]
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24 (1)(d)]
6. Liaise with other NSBs and SGBs – within and outside NSB 09 – which have vested interests in the subject of ancillary health care during the process of developing qualifications and standards, as and when directed by NSB 09 [Regulation 24 (1)(e)]
7. Perform such other functions as may from time to time be delegated by NSB 09: Health Sciences and Social Services [Regulation 24 (1)(e)].

COMPOSITION OF THE SGB

NOMINEE	WORKPLACE	NOMINATING BODY	QUALIFICATION / EXPERIENCE
Southgate, K	Lethukukhanya Training Institute	Lethukukhanya Training Institute	BA (Eng & Psych); Dip Nur Ed; Practitioner's Cert in ABET; 12 years' clinical; 10 years' counselling; 6 years' teaching
Aragon Meco, HP	Empilweni Education	Empilweni Education	Post Grad Dips in Nur Ed, Community Health & N Admin; 9 years' clinical, 7 years' community health & 9 years' teaching experience
Cameron, S	Pretoria Sungardens Hospice	Hospice Association of South Africa	HED; BA Psychology; Post Grad Dip in Functional Therapy; 5 years' clinical & 5 years' teaching experience
Charleston, V	Gauteng Department of Health Promotion	Gauteng Department of Health	B Cur (Admin & Com. Health); BA Hons (Psychology); Post Grad Dips in Marriage Guidance & HR Management

Khosa, V	Tateni Home Care Services	Tateni Home Care Services	BA Cur (Nursing Science); 15 years' clinical and mentoring experience
Legasa, R	Association for the Physically Disabled	Association for the Physically Disabled	Post Grad Dip in Nursing Science: Health Care Dynamics; 13 years' clinical and teaching experience
Lepali, S	National Education, Health & Allied Workers Union (NEHAWU) Johannesburg Branch	Congress of South African Trade Unions (COSATU)	Labour Relation Management for the Public Service; 10 years' workplace experience
Levendal, E	National Progressive Primary Health Care Network	National Progressive Primary Health Care Network	Post Grad Dip in N Ed; BA (Social Sciences); 6 years' clinical; 9 years' teaching & 13 years' administration experience
Lotter, T	South African First Aid League	South African First Aid League	Higher Primary Education Dip; Nat Cert in Trainer of First Aid Trainers; 32 years clinical, education & training experience
Machedi, S	Faculty of Health Sciences, Mangaung University	University of the Free State	Post Grad Dip in N Ed & N Admin; BA N Science; 11 years' clinical, 2 years' teaching & 4 years' admin experience
Marais, H	National Council for The Physically Disabled	National Council for The Physically Disabled	BA Social Work; 5 years' as probation officer; 10 years' clinical social work & 10 years' social welfare administration experience
Masilela, I	South African Federation for Mental Health	South African Federation for Mental Health	Dip in General Nursing & Midwifery; BA Social Work; 12 years clinical nursing, 2 years' social work & 5 years' training management experience
Mathijs, F	Cotlands / National Institute of Public Administrative Management	Cotlands Baby Sanctuary	BA Cur; Dip N Ed; Dip for Educators of Adults. Experience:-11 years clinical nursing, 11 years' N Ed, 4 years' training management – St John Ambulance & 5 years' management - CANSA
Mogopodi, M	Gauteng Department of Health	Gauteng Department of Health	UNISA Cert in ABET; 6 years experience as ABET trainer
Motlabani, I	Taung District Community Health Services	Taung District Community Health Services	BA Nursing; 7 years' clinical nursing & 7 years nursing administration experience
Ngubo, T	The Valley Trust	The Valley Trust	M Cur (Community Health); 3 years clinical nursing & 9 years teaching experience; 4 years' management experience

Nkosi, B	Cotlands Baby Sanctuary / Institute of Urban Primary Health Care	Cotlands Baby Sanctuary	BA Cur (N Ed & Community Health); 6 years' clinical community health & 4 years' community worker training
Ramarumo, M M	Dept of Education - ABET	Dept of Education	D Ph (Education); 12 years' teaching & 8 years management experience
Saane, D	Get Ahead Foundation	Get Ahead Foundation	BA Cur (Community Health & N Ed); 14 years' clinical nursing & 7 years' training experience

No. 317

12 March 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Transport and logistics Operations

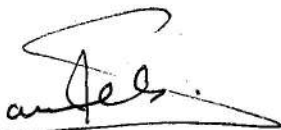
Registered by NSB 11, Services, publish the following unit standard for public comment. The unit standard that is presently registered for the transportation of hazardous substances was formulated to meet the requirements of the Hazards substances Act 15 of 1973. The regulations pertaining to this act was repealed on 12 October 2001. The new regulations for the training of drivers transporting dangerous goods are contained in chapter 8 of the National Road Traffic Act 93 of 96 that was Gazetted with effect from 3 August 2001. Therefore the unit standard needed to be re-written according to the regulations in the Act and the incorporated SABS codes of practice.

This notice contains the title, field, sub-field, NQF level, credits, purpose of the unit standard, and specific outcomes of the unit standard upon which qualification is based. 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, 659 Pienaar street, Brooklyn, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 22 April 2002***. All correspondence should be marked **Standards Setting – SGB Transport and Logistics Operations** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 482 0907



SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

PP

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**PROFESSIONAL DRIVING
ELECTIVE UNIT STANDARD FOR:****NATIONAL CERTIFICATE IN PROFESSIONAL DRIVING (NQF 3)****Field:** Services**Sub-field:** Transport and Logistics Operations**Purpose of the Unit Standard:**

The learner will be capable of loading, conveying and off-loading dangerous goods, as well as handle incidents; all in accordance with legal specifications and operational procedures.

Unit standard title and specific outcomes at NQF level 3**1. Title: Convey dangerous goods****Specific outcome 1:** Comply with relevant legal documentation requirements.

- The following can be defined and their responsibilities explained in terms of the National Road Traffic Act 93 of 1996:
i) Consignee ii) Consignor iii) Operator iv) Qualified Person
- The meaning & function of each component on the following, are explained, in terms of SABS 0232 Part I:
i) Warning panel ii) Danger Warning Diamond
iii) Tremcard iv) Dangerous Goods Declaration
- It is ensured that Hazchem decals/warning panels, specific to the substance loaded on the vehicle, are correctly positioned on the vehicle.
- All statutory documents in terms of Regulation 281 of Chapter 8 are carried and placed in the designated space.

Specific outcome 2: Apply safety and standard operating procedures during loading & off-loading, pertaining to the learner's appointment as a qualified person as per reg. 277 (2) & (3).

- Information is extracted from relevant sources and utilized to ensure safe handling of classified goods and substances (as defined per SABS 0228), during loading & off-loading.
- Duties of the driver before proceeding on route, in terms of SABS 0231, are adhered to.
- Standard Operating Procedures (relating to the class of substance/goods and related equipment) are adhered to in order to prepare the vehicle for Loading & Off-Loading.

- Personal Protective equipment, suitable to the class of substance, is worn during loading & off-loading.
- Safety equipment and procedures suitable to the class of substance, is used during loading & off-loading
- The nine hazard classes are listed and the properties of the class of substance transported are explained.
- The concept of compatibility is explained

Specific outcome 3: Apply safety procedures in the event of an incident:

- Information is extracted from the tremcard or other relevant source/s and utilized to implement the appropriate response in the event of an incident.
- The correct fire extinguish- equipment is utilized in the event of an incident
- Personal protective equipment suitable to the class of substance is worn in the event of an incident
- Safety equipment suitable to the class of substance is used in the event of an incident
- Incidents are reported according to the requirements of SABS 0231.

Specific outcome 4: Comply with requirements of SABS 0231 in terms of behaviour on route.

- Driving style is adopted in order to maintain load quality and avoid incidents during transportation.
 - Duties on route in terms of SABS 0231 are adhered to.
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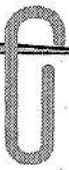
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