



# Government Gazette Staatskoerant

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Pretoria, 20 September 2002

**No. 23845**



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

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**CONTENTS • INHOUD***No.**Page  
No.      Gazette  
         No.***GOVERNMENT NOTICES****South African Qualifications Authority***Government Notices*

1189	National Standards Bodies Regulations: Standards Generating Body (SGB) Civil Engineering and Construction registered by NSB 12, Physical Planning and Construction.....	3	23845
1190	do.: Standards Generating Body (SGB) for Legal Education and Training registered by NSB 08, Law, Military Science and Security .....	11	23845
1191	do.: Standards Generating Body (SGB) for Life Skills registered by NSB 07, Human and Social Studies .....	24	23845
1192	do.: Standards Generating Body (SGB) for Civil Engineering and Construction registered by NSB 12, Physical Planning and Construction.....	28	23845

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## GOVERNMENT NOTICES

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### SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1189

20 September 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

#### Civil Engineering and Construction

Registered by NSB 12, Physical Planning and Construction, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at [www.saqqa.org.za](http://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 21 October 2002***. All correspondence should be marked **Standards Setting – SGB Civil Engineering and Construction** and addressed to

The Director: Standards Setting and Development  
SAQA

Attention: Mr. D Mphuthing

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

**NATIONAL CERTIFICATE IN REFRACTORIES INSTALLATION NQF2**

**Field:** Physical Planning and Construction - NSB 12  
**Sub-field:** Civil Engineering Construction  
**Level:** 2  
**Credits:** 120  
**Issue date:**  
**Review date:**

**Rationale of the qualification**

This qualification reflects the workplace-based needs of employers and employees within the civil engineering and construction disciplines and especially the refractories specialisation field, both now and for the future.

The range of typical learners include individuals that are in progression from semi-skilled workers with little or some formal education.

A qualifying learner will operate as a valuable team member within refractory installation or maintenance procedures. This will provide valuable training, embedded knowledge and fundamental experience towards a refractory construction career that will be beneficial to an individual and also the economy / industry.

This qualification provides the learner with accessibility to be employed within the construction industry and especially within the refractory installation domain and will be providing portability and articulation possibilities within the building construction and civil engineering construction contexts.

The long history of refractory installers in the construction context adds value to the refractory construction specialisation and also seeks to gain formal recognition and acknowledgement of these individuals which is absolutely necessary and essential for career development and portability value within the civil engineering and building construction context.

**Purpose of the qualification**

This qualification will allow a person to advance to learning for a refractories masonry or equivalent type of qualification at NQF 3 within the construction context. This qualification will contribute to the full development of the learner within the construction environment by providing recognition, further mobility and transportability within building and civil engineering field.

The skills, knowledge and understanding demonstrated within this qualification are essential for social and economic transformation and contribute to the progression and economic growth within the construction fraternity.

A person acquiring this qualification will be able to communicate project actions to team members, build refractory construction units using monolithic materials, mortars and shaped refractory products, as well as use and care for tools and equipment whilst adhering to safety, risk, quality and environmental requirements and specifications under supervision to reduce environmental impact in terms of air pollution and other related factors.

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

Access to this qualification is open to all personnel in the construction industry.

#### **Learning assumed to be in place**

A knowledge, comprehension and application of language, mathematics, natural science and technology on NQF 1. A GETC in Fundamental Construction Practices NQF 1 will be an advantage.

#### **Exit level Outcomes**

The outcomes are specified in terms of specific and critical cross-field outcomes.

##### **Exit level 1:**

Explain, interpret and use knowledge in performing tasks related to refractory product, materials and processes.

##### **Exit level 2:**

Collect, analyse, organise and critically evaluate information by interpreting engineering drawings.

##### **Exit level 3:**

Use science and technology required for refractory linings installation procedures during mixing of refractory monolithics, cutting of pre-formed refractories materials and packing of refractory bricks.

##### **Exit level 4:**

Maintain safety, health, environmental and good manufacturing practices in a construction context.

#### **Associated assessment criteria**

The assessment criteria of the qualification are embodied in the unit standards. The knowledge, skills and understanding will be assessed across several specialised contexts and are clearly defined within the relevant specific outcomes, assessment criteria and range statements within these unit standards

#### **International comparability**

The qualification has been benchmarked against international standards and qualifications against the NVQ from Britain and New Zealand qualifications.

Basically, international comparability could not be found for a similar qualification on this level in terms of the qualification outcomes, notional learning time and degree of difficulty due to differing framework levels. Although no direct international comparability can be found, the construction sub-field needs to acknowledge the proposed qualification to establish articulation and portability options as well as formal recognition for individuals within these fields.

#### **Integrated Assessment**

The applied competence (practical, foundational and reflexive competencies) of this qualification will be achieved if a candidate is able to achieve all the exit level outcomes of this qualification.

The assessor should ensure that the assessment methods and tools must use a combination of practical, foundational and reflexive competencies in order to guarantee whole persons development and integration of applied knowledge and skills. In essence, the assessor assesses



the identification and solving of problems; working as a team; organising one-self; the use of applied science; and determining the implication of actions and reactions in the world as a set of related systems is assessed in a combined manner.

Applicable assessment tool(s) to establish the foundational, reflective and embedded knowledge to problem solving and application of the world as a set of related systems within the refractories installation and maintenance field.

A detailed portfolio of evidence is required to prove practical, applied and foundational competencies of the learner.

Assessors and moderators should develop and conduct their own integrated assessment by making use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. The assessor should make use of both formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflective competencies when conducting integrated assessments.

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

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. A learner wishing to be assessed towards this qualification may arrange to do so without attending any further training or education. The assessor and the learner will jointly decide on the most appropriate method to be taken.

#### **Articulation possibilities**

This qualification will allow a person to advance to learning for a refractory qualification at NQF level 3 or a similar qualification at this level. The qualification provides the learner with flexibility to pursue different careers in the refractory construction industry and articulation within the engineering industries. The level of flexibility with the range of electives will allow the individual to pursue further learning within the construction industry.

#### **Criteria for registration of assessors**

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

Interpersonal skills, subject matter expertise and assessment experience.

The assessor needs to be competent in the planning and conducting assessment of learning outcomes as described in the unit standards Plan and conduct assessment of learning outcomes NQF level 5. The subject matter experience must be well developed with in the field of refractories construction and maintenance and quality assurance practices.

The assessor must have completed:

- A similar qualification or from the same family of qualifications, at or above NQF 3, or
- National certificate in Refractories Masonry NQF 3 or construction supervision NQF 4.

The subject matter experience of the assessor can be established by recognition of prior learning. Assessors need to be registered with the relevant Education and Training Quality Assurance Body.

#### **Moderation Options**

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQAs policies and guidelines for assessment and moderation; in terms of agreements

reached around assessment and moderation between ETQAs (including professional bodies); and in terms of the moderation guideline detailed immediately below.

- Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, exit level outcomes as well as the integrated competence described in the qualification.

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

### NATIONAL CERTIFICATE IN REFRACTORIES INSTALLATION NQF 2

Fundamental	NLRD	L	C	Core	NLRD	L	C	Elective (choose a min of 24 credits)	NLRD	L	C
<b>Field of Communication and Language</b>				<b>Techniques</b>				<b>Equipment</b>			
Maintain and adapt oral communication	8962	2	5	Identify and describe different materials used in construction	To be registered	2	4	Lift and move materials and equipment by means of a forklift	9599	2	3
Access and use information from texts	8963	2	5	Cut pre-formed refractories		2	4	Erect, use and dismantle access equipment	9967	3	4
Write for a defined context	8964	2	5	Pack refractory bricks to complete refractory linings.		2	10	Operating cranes	8039	3	10
Use Language and Communication in Occupational learning programmes	8967	2	5	Mix refractory monolithics		2	4	<b>People leading and developing</b>			
<b>Field of Physical, Mathematical, Computer and Life Sciences</b>				Interpret the composition, construction sequence and processes of the construction industry	To be registered	2	3	Maintain records on a construction site	To be registered	2	2
Demonstrate understanding of rational and irrational numbers, and number systems, within the context of relevant calculations	8982	2	3	<b>Safety and environment</b>				<b>Business concepts</b>			
Use mathematics to investigate and monitor the financial aspects of personal and community life	8983	2	2	Apply Health and Safety to a work area	9964	2	3	Demonstrate an understanding of contracts and their sources	To be registered	1	2
Apply basic knowledge of statistics in order to investigate life and work related problems	9009	2	4	<b>Equipment</b>				<b>Techniques</b>			
Identify, describe, compare, classify, explore shape and motion in 2- and 3-dimensional shapes in different contexts	9008	2	3	Operate and monitor machinery	12374	2	12	Handle, transport, store, utilise flammable gases	To be registered	2	4
Work with a wide range of patterns and basic functions and solve related problems	9007	2	5	Use and care for tools and equipment	12377	2	10	Perform basic welding/joining of metals	12382	2	8
				Read and interpret basic engineering drawings	9882	2	8				
Demonstrate effective self management skills.	7503	1	2								
<b>Total</b>			<b>38</b>				<b>58</b>				<b>33</b>

Qualification total: 120 credits minimum



**Proposed qualification framework**

8	PROFESSIONAL DEGREE: ENGINEERING & OTHER RELATED QUALIFICATIONS
7	NATIONAL HIGHER DEGREE: REFRACTORIES ENGINEERING & OTHER RELATED QUALIFICATIONS
6	NATIONAL DEGREE: REFRACTORIES ENGINEERING & OTHER RELATED QUALIFICATIONS
5	NATIONAL DIPLOMA: REFRACTORIES ENGINEERING & OTHER RELATED QUALIFICATIONS
4	NATIONAL CERTIFICATE IN CONSTRUCTION SUPERVISION / FIRST LINE MANAGEMENT: CIVIL ENGINEERING
3	NATIONAL CERTIFICATE IN REFRACTORIES MASONRY
2	NATIONAL CERTIFICATE IN REFRACTORIES INSTALLATION
1	GETC IN FUNDAMENTAL CONSTRUCTION PRACTICES

**NATIONAL CERTIFICATE IN REFRACTORIES INSTALLATION NQF2****UNIT STANDARDS AT NQF LEVEL 2**

**Title 1:** Cut pre-formed refractories

**Title 2:** Pack refractory bricks to complete refractory linings

**Title 3:** Mix refractory monolithics

**UNIT STANDARDS AND SPECIFIC OUTCOMES IN NATIONAL CERTIFICATE IN REFRACTORIES INSTALLATION NQF2****UNIT STANDARDS AT NQF LEVEL 2****1. Title: Cut pre-formed refractories**

**Specific outcome 1.1:** Plan and prepare for work activities

**Specific outcome 1.2:** Cut pre-formed refractories

**Specific outcome 1.3:** Perform quality control and assurance activities

**Specific outcome 1.4:** Perform end of work activities

**2. Title: Pack refractory bricks to complete refractory linings**

**Specific outcome 2.1:** Plan and prepare for work activities

**Specific outcome 2.2:** Pack refractory bricks

**Specific outcome 2.3:** Perform quality control and assurance activities

**Specific outcome 2.4:** Perform end of work activities

**3. Title: Mix refractory monolithics**

**Specific outcome 3.1:** Plan and prepare for work activities

**Specific outcome 3.2:** Mix refractory monolithics

**Specific outcome 3.3:** Perform quality control and assurance activities

**Specific outcome 3.4:** Perform end of work activities

No. 1190

20 September 2002

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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Comment on the unit standards should reach SAQA at the address ***below and no later than 21 October 2002***. All correspondence should be marked **Standards Setting – SGB Legal Education and Training** and addressed to

The Director: Standards Setting and Development  
SAQA

*Attention: Mr. D Mphuthing*

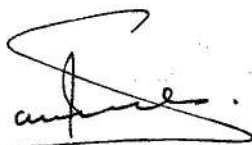
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pp **SAMUEL B.A. ISAACS**  
**EXECUTIVE OFFICER**

<b>Title:</b>	Bachelor of Laws, NQF Level 7 (NLRD ID: 22993)
<b>Field:</b>	Law, Military Science and Security
<b>Sub-field:</b>	Justice in Society
<b>Credits</b>	480

## **RATIONALE**

There is a crucial need in South Africa for capacity building in the sub-field of Justice in Society to promote the principles contained in the Bill of Rights in the Constitution with a view to addressing past and current injustices and to ensure the sustained development of a just and democratic society based on the rule of law. The generation of a generic LLB qualification will provide an opportunity to promote the establishment of curricula with an innovative approach to legal education in order to achieve the aims of not only inculcating knowledge in a learner, but also imparting skill and values essential for lawyers living in a democratic society.

## **THE PURPOSE OF THE QUALIFICATION**

The purpose of this generic LLB qualification is to assist employers, professional associations, curriculum developers and learning-programme providers, education and training bodies, accrediting bodies and moderators, and students and their families, to understand factors determining the level and nature of the LLB qualification.

The term 'generic' is not synonymous with 'general'. The term generic means that the essential minimum-required outcomes and their assessment criteria have been identified in an abstract way, and are not linked to a preconceived curriculum (content). The qualification, therefore, sets a minimum standard of outcomes with which all LLB qualifications of at least 480 credits<sup>1</sup> within the 'career-focused track' of the NQF would have to comply for accreditation.

This qualification does not seek to make all LLB degrees identical but rather to provide a framework within which providers can be innovative and stakeholder-driven in a liberated way.

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480 credits are made up of 120 credits per year for four years. Each credit amounts to 10 notional hours of work which includes contact time, preparation time, assignments, tests, mentoring, and on the job training where applicable.

Further aims of the qualifications are:

To produce law graduates who have a systematic and coherent body of knowledge and an understanding of relevant concepts and principles; a high level of cognitive and other generic skills including problem-solving and the practical application of principles; written and spoken communication and computer literacy; and competence in applying knowledge through basic research methods and practice.

To equip the law graduate for employment:

- in legal practice, either in the public or private sector;
- as legal advisors in the commercial or public sector or in non-governmental organisations; or
- in an academic career.

To provide law graduates with sufficient depth of knowledge and skills for continued and lifelong personal intellectual growth, including postgraduate study.

To provide suitably qualified law graduates having initiative, responsibility, and the requisite ethical standards to participate in promoting the administration of justice and the development of legal institutions in South African society.

To provide the South African community with lawyers who are empowered to accept their responsibility towards the realisation of a just society based on a constitutional democracy and the rule of law within an international legal order.

## ACCESS TO THE QUALIFICATION

Access to the qualification must be strongly guided by the learning assumptions in place, and can be based on a minimum of a formal qualification equivalent to a Senior Certificate, usually with endorsement, or a Further Education and Training Certificate at NQF Level 4 (see NOTE). Other qualifications, which may be developed in the future, may be suitable for recognition for access to this qualification e.g. Bridging or Foundation Certificates. The level of achievement in a language of instruction in HET is essential (see NOTE). Recognition of prior learning (formal, informal or non-formal) must be included in the consideration of access to the qualification.

The normal minimum duration of a programme leading to the LLB qualification is four years. However, accredited providers may stipulate that learners holding any bachelor's degree qualification can undertake an appropriate programme meeting the exit-level outcomes and assessment criteria of the LLB qualification, in order to acquire the LLB qualification with only three years of learning after access. Learners holding a bachelor's degree qualification with sufficient credits in the discipline of law may be permitted to complete a programme for the LLB qualification with only two years of learning after access.

Learners who have successfully completed the National Diploma or National Certificate in Paralegal Practice at an accredited higher education service provider can access the qualification and will be given appropriate recognition for the applicable prior learning thus obtained.

**NOTE:**

**MINIMUM FORMAL QUALIFICATIONS REQUIRED MAY BE CURRENTLY DEMONSTRATED BY:**

1. A SENIOR CERTIFICATE WITH MATRICULATION ENDORSEMENT WITH MINIMUM LEVEL OF ACHIEVEMENT EQUIVALENT TO AT LEAST 50% AT STANDARD GRADE IN AT LEAST ONE LANGUAGE;
2. SUCCESSFUL COMPLETION OF A RECOGNISED ACCESS, BRIDGING OR FOUNDATION COURSE AT AN ACCREDITED HIGHER EDUCATION PROVIDER AT AN ACHIEVEMENT LEVEL EQUIVALENT TO 1 ABOVE;
3. SUCCESSFUL COMPLETION OF A FURTHER EDUCATION AND TRAINING CERTIFICATE WITH AT LEAST ONE LANGUAGE AT NQF LEVEL 4 AT A LEVEL OF ACHIEVEMENT EQUIVALENT TO 1 ABOVE

**LEARNING ASSUMED TO BE IN PLACE**

Learners who register for this qualification must:

- possess or have sufficient potential to develop good communication skills, both orally and in writing;
- be able to learn from predominantly written material and have basic information-gathering, analysis and presentation skills;
- be able to communicate what they have learned coherently, accurately, and comprehensively in the required medium of instruction;
- be able to take responsibility for their own learning and its progress within a well-structured and managed learning environment;
- have some ability to evaluate their own performance against given criteria.

**LEVEL, CREDITS AND LEARNING COMPONENTS ASSIGNED TO QUALIFICATION**

There will be a minimum of 480 credits awarded for the qualification from an entry level at Level 5 (immediately post-Level 4). There should be a minimum of 120 credits at the exit level, that is, at Level 7 on the NQF

It is expected that programmes of learning for the LLB Qualification will also give due consideration to the learner's breadth of knowledge and an appreciation of how the discipline of the law interacts with other academic disciplines and the general needs of society.

The curriculum of the programme of any accredited provider leading to the LLB qualification must comply with the exit-level outcomes and assessment criteria of this qualification. These providers are best placed to decide on the final number of credits to be allocated to *fundamental learning*, *core learning* and *elective learning*, based on the broad allocation indicated under Core, Fundamental and Electives in the included



matrix and the best combination of these three components of learning in the light of the purpose, exit-level outcomes and degree of specialisation of their specific learning programmes<sup>2</sup>. In writing this qualification the breaking down of the qualification into the three learning components and tying these to specified credit ratings has therefore been avoided, as this would amount to over-specifying curriculum design for what is a generic qualification. However, as well as the need to ensure that learners have a breadth of knowledge (see above), students must satisfy minimum standards in legal reasoning, communication skills in the context of the discipline of law and associated skills. These competencies are fundamental to achieving the purpose of this qualification.

## EXIT-LEVEL OUTCOMES

### Note:

An LLB graduate is a well-rounded, educated person who is prepared for further study or the professional work environment. Key attributes of an LLB graduate can be defined in terms of both specific outcomes and critical cross-field outcomes. Both these types of outcomes describe the meaning of the achievement of becoming a law graduate and include discipline knowledge, skills and values, and general personal developmental outcomes that should be integrated into the LLB qualification. In this qualification the critical cross-field outcomes and the specific outcomes are integrated and designated as exit-level outcomes. However, some specific outcomes are mentioned so as to distinguish the qualification from other generic qualifications. These exit-level outcomes are contextualised in terms of this qualification by their associated assessment criteria. Providers of programmes leading to this qualification should ensure that all critical cross-field outcomes are appropriately embedded in the modules which constitute those programmes.

These exit level outcomes will be measured by the performance of tasks such as written and oral assignments, tutorials, projects, case studies, moot courts, examinations, role plays, mock trials, client counselling exercises, observation of work in live client clinics, assessment of written work done in live client clinics, all with an emphasis on problem solving.

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<sup>2</sup> There is no specific ratio stipulated for the number of credits to be allocated to each category (fundamental, core and elective) for NQF post level 5 qualifications, however, it is recommended that there is a balance between them. Since the LLB falls within this category, this rule applies.

**EXIT LEVEL OUTCOMES****Exit level outcomes 1**

The learner will have acquired a coherent understanding of, and ability to analyse fundamental legal concepts, principles, theories and their relationship to values critically

**Supporting specific outcomes**

- 1.1 The learner has acquired knowledge and understanding of the law.
- 1.2 The learner has acquired the ability to analyse and comment upon the law critically.
- 1.3 The learner has acquired knowledge and understanding of, and ability to critically analyse and comment upon current and controversial legal issues.
- 1.4 The learner has developed an understanding of how legal principles operate in practice.
- 1.4 The learner has developed the ability to explain, critically analyse and comment upon the relationship between law and society.

**ASSOCIATED ASSESSMENT CRITERIA**

- The learner can demonstrate an integrated understanding of legal principles, concepts, theories and values also in relation to societal issues.

**Exit level outcomes 2**

The learner will have acquired an understanding and application of the relevant methods, techniques and strategies involved in legal research and problem solving in theoretical and applied situations.

**Supporting specific outcomes**

- 2.1 The learner can conduct research using different methods, such as comparative, historical and empirical, research in a social context.
- 2.2 The learner can use research using appropriate techniques such as review written and oral literature, electronic information search and retrieval and statute and case analysis.
- 2.3 The learner can act responsibly and ethically as researcher and a scholar.
- 2.4 The learner can understand, interpret and apply relevant conventions and guidelines applicable to research and scholarship.

**Associated Assessment Criteria**

The learner can demonstrate an understanding and application of legal research responsibility and ethically using different research methods and techniques.

**Exit level outcomes 3**

The learner is able to collect, organise, analyse and critically evaluate information and evidence from a legal perspective.

**Supporting specific outcomes**

- 3.1 The learner can use library, internet facilities and other resources effectively to locate relevant material.
- 3.2 The learner can analyse and critically evaluate all relevant material and to sort and select relevant material applicable to the particular legal issues.
- 3.3 The learner can act responsibly and ethically, with due regard for applicable conventions.

**Associated assessment criteria**

The learner can demonstrate the ability to research, analyse and evaluate information from a legal perspective.

**Exit level outcomes 4**

The learner will have acquired the ability to communicate effectively in a legal environment by means of written, oral, persuasive methods and sustained discourse.

**Supporting specific outcomes**

- 4.1 The learner is able to analyse, communicate, understand, argue different points of view coherently and persuasively, evaluate and substantiate legal argument by using relevant authorities.
- 4.2 The learner is able to take and record instructions and counsel client.
- 4.3 The learner is able to draft relevant legal documents.

**Associated assessment criteria**

The learner can demonstrate that he/she can effectively communicate by written and oral means as required in the legal environment.

**Exit level outcomes 5**

The learner can solve complex and diverse legal problems creatively, critically, ethically and innovatively.

**Supporting specific outcomes.**

The learner is able to:

- 5.1 Find the relevant sources and authorities to solve legal problems.
- 5.2 Select the most authoritative legal sources to solve problems.
- 5.3 Consider and critically evaluate different solutions to a problem having regard to practical considerations, legal policy, systems and problems do not exist in isolation.

**Associated assessment criteria**

The learner demonstrates professional responsibility, creativity and innovation when providing appropriate legal advice.

**Exit level outcomes 6**

The learner is able to work effectively with colleagues and other role players in the legal process as a team or group and contribute significantly to the group output.

**Supporting specific outcomes**

- 6.1 The learner will be able to use effective communication skills within the group.
- 6.2 The learner will have respect and tolerance for the legal opinion of others.
- 6.3 The learner will be able to communicate the deliberations of group work effectively.
- 6.4 The learner will be able to work effectively with members of other professions or disciplines.

**Associated assessment criteria**

The learner provides evidence of successful interaction with colleagues, other role players in the legal process, members of other professions and disciplines, and demonstrates the ability to report effectively on group work without bias.

**Exit level outcomes 7**

The learner will have acquired computer literacy to effectively communicate, retrieve and process relevant data in a legal environment.

**Supporting specific outcomes**

- 7.1 Communicate by using electronic mail.
- 7.2 Search and retrieve information over the Internet using search engines and electronic facilities.
- 7.3 Use word-processing software
- 7.4 The learner will be able to:
  - 7.4.1 Manage and organise advanced electronic systems

- 7.4.2 Use advanced word-processing features as well as spreadsheet programmes.

**Associated assessment criteria**

The learner can demonstrate the computer skills required in a legal environment.

**Exit level outcomes 8**

The learner is able to manage and organise her or his life and professional activities in the legal field responsibly and effectively.

**Supporting specific outcomes**

- 8.1 The learner is able to assess their own strengths and weaknesses and develop coping strategies.
- 8.2 The learner is able to use creatively various learning strategies which suit their personal situations and contexts.
- 8.3 The learner is able to cope with a variety of different areas of law and to effectively integrate these areas.
- 8.4 The learner has acquired ethical standards and values to guide and assist him or her to organize their life and professional conduct.

**Associated assessment criteria**

The learner demonstrates the different learning strategies and is able to integrate these strategies and organize his or her own life.

**Exit level outcomes 9**

The learner can participate as a responsible citizen in the promotion of a just society and a democratic and constitutional state under the rule of law.

**Supporting specific outcomes**

- 9.1 The learner has understood that the law has to balance the competing interests of the state, individuals and groups in society.
- 9.2 The learner is able to promote the constitutional principles and values.
- 9.3 The learner is able to promote tolerance of diversity within their community and South Africa.
- 9.4 The learner is able to respect different opinions.
- 9.5 The learner is able to explain the functions of all the role players in the legal processes in a constitutional state.
- 9.5 The learner is able to accept his/her responsibility to take part in legal development at a local, provincial, national, regional and international sphere.

**Associated assessment criteria**

- The learner can demonstrate the ability to promote a just society in which diversity and different opinions are tolerated and to participate in the development of the law in all spheres.
- The learner can demonstrate an understanding of how the law balances competing interests in society and the functions of all the role players in the legal processes in a constitutional.

**Exit level outcomes 10**

The learner has acquired legal skills and knowledge which enable him or her to solve problems responsibly and creatively in a given legal and social context.

- **Supporting specific outcomes**

- 10.1 The learner has the ability to identify the legal principles and their underlying values applicable to a given situation.
- 10.2 The learner has the ability to relate everyday situations to the law.
- 10.3 The learner is able to identify legal problems in real-life or simulated factual situations.
- 10.4 The learner is able to present different perspectives on the same legal problem.
- 10.5 The learner is able to use his or her knowledge base to evaluate critically different options in solving a practical legal problem.
- 10.6 The learner is able to appreciate problems at a community, national, regional and international spheres and is able to suggest a responsible course of action in order to solve the problems.

**Associated assessment criteria**

The learner demonstrates the ability to:

- Identify legal problems in the South African context;
- Apply their understanding of relevant South African legal principles and their underlying values to resolve these problems;
- Compare and critically evaluate solutions in other legal systems, as well as international trends, in order to resolve the identified problems.

**Exit level outcomes 11**

The learner is able to understand the different employment and income generating opportunities in the legal field, including outside the legal profession.



**Supporting specific outcomes**

11.1 The learner is able to understand the relationship between the knowledge, skills and attitudes acquired in studying towards the LLB degree and educational, career and entrepreneurial opportunities.

11.2 The learner will have a realistic view of his or her own worth and value to contribute to society, and project that value, confidently, to others.

**Associated assessment criteria**

- The learner demonstrates that he/she can describe the different educational, career and entrepreneurial opportunities in the legal field, including outside the legal profession.
- The learner is able to formulate personal development plans that demonstrate that he or she understands the relationship between the knowledge, skills and attitudes acquired in studying towards the LLB degree and educational, career and entrepreneurial opportunities.
- The learner demonstrates that he or she has a realistic view of their own ability to contribute to society.

**INTERNATIONAL COMPARABILITY**

The Level Descriptors for NQF Level 7, which have been agreed by SAQA as internationally benchmarked criteria, were used for the initial phase of the design of this qualification standard. These Level Descriptors have been based upon published work of the National Quality Assurance bodies in England, Scotland, Northern Ireland, New Zealand and Australia. The Draft Level Descriptors in the NAP Document for NQF Level 8 PG1 have also been consulted.

Attempts to date to locate comparable qualification standards for the LLB approved by foreign National Quality Assurance Bodies have been unsuccessful. Nevertheless, in drafting this standard, access requirements, duration and level of studies and credits required for the LLB qualification at reputable Australian, New Zealand and Scottish universities have been taken into account.

There is extensive international experience in the South African university sector through, *inter alia*, many universities having specific formal agreements with reputable foreign universities which promote active staff and student exchange programmes in the field of legal studies. Student exchange includes credit accumulation and transfer where international students at South African universities are given credit by their 'home' university for the courses taken at South African universities. Furthermore, many of the academic staff in Law Faculties in South African universities have taught and worked in foreign universities. This collective experience of universities and individual South African academic lawyers has been used to produce this LLB Qualification Standard.

**INTEGRATED ASSESSMENT**

Learning and assessment should be integrated. Ongoing formative assessment is required so that learners are given feedback on their progress in the achievement of

specific learning outcomes. Summative assessment is concerned with the judgement of the learning in relation to the exit-level outcomes of the qualification. Such judgement must include 'integrated assessment(s)' which test the learners' ability to integrate the larger body of knowledge, skills and attitudes, which are represented by the exit-level outcomes as a whole. Integrated assessments must be designed to achieve the following:

- an integration of the achievement of exit-level outcomes in a way which demonstrates a 'deep' approach to learning and shows that the purpose of the qualification as a whole has been achieved;
- judgement of learner performance which can provide evidence of applied competence or capability;
- an emphasis on criterion-referenced assessment which is more transparent to the learners and which is capable of being applied to the recognition of prior learning.

NOTE: THE INTEGRATION OF KNOWLEDGE, SKILLS AND ATTITUDES HAPPENS MOST NATURALLY IN SUPERVISED SIMULATED REAL-WORLD LIVE CLIENT CONTEXTS AND IN PROBLEM-BASED RESEARCH SITUATIONS. THESE, AMONGST OTHERS, WOULD PROVIDE, UNDER CAREFUL SUPERVISION, SUITABLE VEHICLES FOR INTEGRATED ASSESSMENTS IN THE LLB QUALIFICATION.

## ARTICULATION POSSIBILITIES

Articulation by learners who have commenced a programme for the LLB at one provider to the programme of another provider prior to obtaining the LLB qualification and recognition of credits already obtained will depend on the requirements for access and recognition of credits of the latter provider<sup>3</sup>.

Learners with the LLB qualification will be able to articulate vertically to programmes for the LLM qualification and appropriate postgraduate diplomas.

Entry into the legal profession in the private or public sector is subject to further entry requirements regarding practical legal training, which are set by the branch of the profession concerned.

## RECOGNITION OF PRIOR LEARNING (RPL)

### Formal prior learning

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

<sup>3</sup> As the generic LLB is a level 7 qualification, it does not matter whether a student achieves a particular exit level outcome in year one, two, three or four of the LLB. It also does not matter in which year a student studied a particular course. In all cases a student should be given relevant credit and exemption for courses equivalent already completed at other institutions.

### **Non-formal and informal prior experiential learning**

An applicant who falls outside of the formal qualifications system but who can demonstrate (through the production of substantial and satisfactory evidence) experiential or work-based learning or a non-formal qualification (or a combination) which has taken the learner to a level equivalent to a qualification specified in Section 5 Note 1 above, may be considered for admission and/or for the recognition of prior learning for the achievement of the qualification in part or in full. An applicant who, after such assessment, is deemed to have sufficient potential but is in need of further academic development, must be directed to other suitable learning programmes prior to admission or to parallel programmes after admission.

**NOTE: THE NATURE OF RPL IS BOTH A LEARNING-PROGRAMME ISSUE AND ONE WHICH MUST BE APPLIED TO POTENTIAL LEARNERS AS INDIVIDUALS. THIS QUALIFICATION STANDARD PROMOTES THE FLEXIBLE USE OF RPL WHERE IT REFLECTS THE PRINCIPLES OF THE NQF AND IS TO THE BENEFIT OF THE LEARNER.**

### **MODERATION**

The ETQA system for HET (the HEQC) is not fully developed but moderation procedures for learner achievement must be fully compatible with such national systems as they evolve. Moderation of learners' achievements and the overall award of the qualification at the exit level must be based on the well established procedures of using accredited/registered external examiners (external to the provider). The external examiners should be recognised experts in their field with qualifications in the relevant discipline at least at Master of Laws level or equivalent<sup>4</sup>.

#### **1. Notes**

Computer Literacy and practical training will be offered within three models:

- Institutions may have the capacity and facilities to provide the full training service as an "in house" / residential service
- Cooperative agreements may be reached with other institutions, should the required capacity and facilities not be available "in house". In such instances, the required training may be offered as a joint venture between the relevant institutions.
- Learners may receive the requisite training at the work place, at practicing attorneys or Legal Aid centres. In such instances, the onus will be on the learner to provide acceptable proof of learning and competence.

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<sup>4</sup> This aspect might change depending on the outcome of the provisions in the proposed Legal Practice Bill concerning the Legal Practice Council.

No. 1191

20 September 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

**Life Skills**

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards upon which qualifications are based. The unit standards can be accessed via the SAQA web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar street, Brooklyn, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 21 October 2002***. All correspondence should be marked **Standards Setting – SGB for Life Skills** 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**

**UNIT STANDARDS FOR ABET LIFE ORIENTATION**

<b>SGB:</b>	Life Skills
<b>Field:</b>	Human and Social Studies
<b>Sub-field:</b>	People/Human-Centred Development
<b>Level:</b>	NQF level 1 (ABET level 4)

**UNIT STANDARD TITLES AT ABET level 4**

- Title 1:** Apply principles for financial well-being
- Title 2:** Demonstrate knowledge of the self to make life decisions
- Title 3:** Demonstrate an understanding of a healthy lifestyle
- Title 4:** Demonstrate an understanding of HIV/AIDS and sexually transmitted diseases.
- Title 5:** Establish and maintain sound relationships in society
- Title 6:** Demonstrate an understanding of a national identity.
- Title 7:** Prepare oneself for the world of work.
- Title 8:** Participate and progress in the workplace.

**UNIT STANDARD TITLES AND SPECIFIC OUTCOMES AT ABET level 4****1. Title: Apply principles for financial well-being**

- Specific outcome 1.1:** Understand the value of financial management.
- Specific outcome 1.2:** Investigate various options to manage finances.
- Specific outcome 1.3:** Develop a budget to plan for family or own finance.
- Specific outcome 1.4:** Evaluate financial management and expenditure.

**2. Title: Demonstrate knowledge of the self in order to make life decisions**

- Specific outcome 2.1:** Draw up a personal profile.
- Specific outcome 2.2:** Identify critical areas for personal development.
- Specific outcome 2.3:** Identify his/her role in and contribution to society.
- Specific outcome 2.4:** Determine personal goals for life.

**3. Title: Demonstrate an understanding of a healthy lifestyle**

- Specific outcome 1.1:** Demonstrate an understanding of hygiene and cleanliness.
- Specific outcome 1.2:** Demonstrate an understanding of body composition and functions.
- Specific outcome 1.3:** Demonstrate an understanding of healthy and nutritious diet plan.
- Specific outcome 1.4:** Demonstrate an understanding of healthy and balanced life style.

**4. Title: Demonstrate an understanding of HIV/AIDS and sexually transmitted diseases.**

- Specific outcome 2.1:** Demonstrate an understanding of the nature and transmission of HIV/AIDS and sexually transmitted diseases.
- Specific outcome 2.2:** Demonstrate an understanding of measures to live with HIV/AIDS and sexually transmitted diseases.
- Specific outcome 2.3:** Demonstrate an understanding of legal rights of individuals with AIDS and sexually transmitted diseases.

**5. Title:** Establish and maintain sound relationships in society.

- Specific outcome 1.1:** Define qualities of relationships in society.
- Specific outcome 1.2:** Identify one's role and responsibility with relationships.
- Specific outcome 1.3:** Communitate personal needs in interpersonal relationships.
- Specific outcome 1.4:** Maintain sustainable relationships in society.

**6. Title:** Demonstrate an understanding of a national identity.

- Specific outcome 2.1:** Identify fundamental differences in society.
- Specific outcome 2.2:** Understand the impact of a personal value system on diversity.
- Specific outcome 2.3:** Demonstrate an understanding of the country's constitution.
- Specific outcome 2.4:** Identify and appreciate the country's national symbols.

**7. Title:** Prepare oneself for the world of work.

- Specific outcome 1.1:** Research work opportunities in the formal and informal sectors of the economy.
- Specific outcome 1.2:** Identify career opportunities.
- Specific outcome 1.3:** Choose a career path through effective decision-making.
- Specific outcome 1.4:** Select an appropriate training and development programme.

**8. Title:** Participate and progress in the workplace.

- Specific outcome 2.1:** Recognise the necessity of work ethics and understand how these apply in an integrated way in the work environment.
- Specific outcome 2.2:** Understand rights and related responsibilities in the workplace.
- Specific outcome 2.3:** Recognise opportunities for self-development in the workplace.
- Specific outcome 2.4:** Demonstrate the relationship between productivity and self-management skills.



### Suggestions on a GETC qualification design to include the ABET (Level 4) Unit Standards for Life Orientation

An ABET or Industry-specific GETC qualification on NQF level 1 shall consist of the following:

- All certificate qualifications on NQF level 1 shall consist of a minimum of 120 credits.
- In order to qualify as a certificate on a particular level 72 credits must be on the level of the qualification or higher, in this case NQF 1.
- The fundamental component of an ABET GETC qualification shall consist of 20 credits from the field of language, literacy and communication and 16 credits from the field of mathematics and mathematical literacy.
- The core learning component of an ABET GETC qualification shall consist of a total of 54 credits spread across a minimum of four of the remaining 6 learning areas and
- The elective learning component of the ABET GETC qualification shall consist of a total of 30 credits assigned to unit standards from any of the 12 organizing fields of the NQF.

The following suggestions are a guideline on how to include the ABET Life Orientation Unit Standards in the design of an ABET GETC qualification.

- The ABET Life Orientation Unit Standards have been designed using the following five focus areas (Personal Development, Physical development, Health Promotion, Social Development and the World of Work) which is based on the revised Schooling National Curriculum Statements.
- The ABET Life Orientation Unit Standards can be used as core and/or elective components in the qualification.
- **Core Component:** A combination of ABET Life Orientation Unit Standards, with a minimum of 14 credits, can be included as Core. In addition to this further ABET Life Orientation standards can also be used as part of the elective component.
- **Elective Component:** The ABET Life Orientation Unit Standards can be used just as an elective component(s) of the qualification depending on the purpose and need portrayed in the qualification and/or the particular interests and needs of the learner.

NQF Level	Personal development	Credit	Physical development	Credit	Health promotion	Credit	Social Development	Credit	World of Work	Credit
1 (ABET Level 4)	Apply principles for financial well-being	5	Demonstrate an understanding of a healthy lifestyle	4	Demonstrate an understanding of HIV/AIDS and sexually transmitted diseases	3	Demonstrate an understanding of a national identity	4	Participate in and progress in the workplace	3
	Demonstrate knowledge of self in order to make life decisions	3					Establish and maintain sound relationships in society	3	Prepare oneself for the world of work	4

No. 1192

20 September 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

**Civil Engineering and Construction**

Registered by NSB 12, Physical Planning and Construction, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at [www.saqa.org.za](http://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 21 October 2002***. All correspondence should be marked **Standards Setting – SGB Civil Engineering and Construction** 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**

**NATIONAL CERTIFICATE IN REFRACTORIES MASONRY NQF 3**

**Field:** Physical Planning and Construction - NSB 12

**Sub-field:** Civil Engineering Construction

**Level:** 3

**Credits:** 120

**Issue date:**

**Review date:**

**Rationale of the qualification**

This qualification reflects the workplace-based needs of employers and employees within the civil engineering and construction disciplines and especially the refractories specialisation field, both now and for the future.

The range of typical learners are individuals that progressed using applied competencies such as mixing monolithics, cutting pre-formed refractory materials and packing refractory bricks.

A qualifying learner will operate as a valuable team member or leader within refractory installation or maintenance procedures. This will provide valuable training, embedded knowledge and fundamental experience towards refractory construction career that will be beneficial to an individual but also to the economy.

This qualification provides the learner with accessibility to be employed within the construction industry and especially within the refractory installation domain and providing portability and articulation possibilities within the building construction and civil engineering construction contexts.

The long history of refractory installers in the engineering context adds value to the refractory construction specialisation and recognises the need for formal recognition and acknowledgement of the individuals, which is absolutely necessary and essential for career development and portability value within the civil engineering and building construction context (see the National Certificate in Refractories Installation NQF 02).

**Purpose of the qualification**

This qualification will allow a person to advance to learning for construction supervision or equivalent type of qualification at NQF 4. This qualification will contribute to the full development of the learner within the construction environment by providing recognition, further mobility and transportability within the building construction and civil engineering field.

The skills, knowledge and understanding demonstrated within this qualification are essential for social and economic transformation and contribute to the progression and economic growth within the construction fraternity.

A person acquiring this qualification will be able to communicate project actions as a team leader, work independently, install and maintain refractory linings using different installation and maintenance techniques, whilst adhering to safety, risk, quality and environmental requirements and specifications to reduce environmental impact in terms of air pollution and other related factors.

### **Access to the Qualification**

Access to this qualification is open to construction personnel in general.

### **Learning assumed to be in place**

- A knowledge, comprehension and application of language, mathematics, natural science and technology on NQF 2.
- Safety, fundamental risk management and quality practices and procedures in the construction field and fundamental engineering practices,
- A National Certificate in Refractories Installation NQF 2 will be an advantage.

### **Exit level Outcomes**

The exit level outcomes are specified in terms of specific and critical cross-field outcomes.

#### **Exit level 1:**

Communicate with peers, customers and members of the supervisory/ management levels by demonstrating the ability to summarise information in a verbal or written form.

#### **Exit level 2:**

Explain, interpret scientific and technology systems, procedures and equipment required for refractory linings installations, using shaped brick/ blocks, monolithics and insulation materials

#### **Exit level 3:**

Execute roles and responsibilities by being able to solve contextual problems, estimate application processes through mathematical calculations, summarizing construction and engineering information and diagrams.

#### **Exit level 4:**

Lead and encourage team members using mentoring principles.

#### **Exit level 5**

Maintain safety, health, environmental, and quality assurance practices

### **Associated assessment criteria**

The assessment criteria of the qualification are embodied in the unit standards. The knowledge, skills and understanding will be assessed across several specialised contexts and are clearly defined within the relevant specific outcomes, assessment criteria and range statements within these unit standards.

### **International comparability**

Benchmarking against international standards and qualifications against the NVQ from Britain and New Zealand qualifications.

International comparability could be found for qualifications on this level in terms of the qualification outcomes, notional learning time and degree of difficulty.

#### **New Zealand Qualification framework:**

National Certificate in Masonry (Bricklaying) with strands in Brick and Block Laying, and Refractory Installation Level 3

NVQ

National Certificate Refractory Installations Level 2

**Integrated Assessment**

The applied competence (practical, foundational and reflexive competencies) of this qualification will be achieved if a candidate is able to achieve all the exit level outcomes of this qualification.

The identification and solving of problems, team working, organising one-self, the use of applied science, and the implication of actions and reactions in the world as a set of related systems must be assessed during any combination of practical, foundational and reflexive competencies in order for assessment methods and tools to determine the whole person's development and integration of applied knowledge and skills.

Applicable assessment tool(s) to be used to establish the foundational, reflective and embedded knowledge to problem solving and application of the world as a set of related systems within the refractories installation and maintenance field.

A detailed portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner.

Assessors and moderators should develop and conduct their own integrated assessment by making use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflective competencies.

**Recognition of prior learning**

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. A learner wishing to be assessed towards this qualification may arrange to do without attending any further training or education. The assessor and the learner will jointly decide on the most appropriate method to be taken.

**Articulation possibilities**

This qualification will allow a person to advance to learning for construction supervision at NQF level 4. The qualification provides the learner with flexibility to pursue different careers in the refractory construction industry and articulation within the engineering industries. The level of flexibility with the range of electives will allow the individual to pursue further learning within mentoring and leadership, logistics and certain refractory specialisations.

**Criteria for registration of assessors**

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

Interpersonal skills, subject matter expertise and assessment experience.

The assessor needs to be competent in the planning and conducting assessment of learning outcomes as described in the unit standards Plan and conduct assessment of learning outcomes NQF level 5.

The subject matter experience must be well developed within the field of refractories construction and maintenance and quality assurance practices and

The assessor must have completed:

- A similar qualification at or above this level or

- National certificate in construction supervision from the same family of qualifications on NQF 4 or above.

The subject matter experience of the assessor can be established by recognition of prior learning. Assessors need to be registered with the relevant Education and Training Quality Assurance Body.

#### **Moderation Options**

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQAs policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies); and in terms of the moderation guideline detailed immediately below.
- Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, exit level outcomes as well as the integrated competence described in the qualification.

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



# **NATIONAL CERTIFICATE IN REFRACTORIES MASONRY NQF 3**

<b>Fundamental</b>	<b>NLRD</b>	<b>L</b>	<b>C</b>	<b>Core</b>	<b>NLRD</b>	<b>L</b>	<b>C</b>	<b>Elective (choose a min of 22 credits)</b>	<b>NLRD</b>	<b>L</b>	<b>C</b>
<b>Field of Communication and Language</b>				<b>Materials</b>				<b>Processes</b>			
Accommodate audience and context needs in oral communication.	8968	3	5	Demonstrate an understanding of refractory materials and products		3	5	Install ceramic fibre		3	7
Interpret and use information from texts.	8969	3	5	<b>Processes and environment</b>				Handle and care for materials	12387	3	12
Write texts for a range of communicative context.	8970	3	5	Install and maintain refractory brickwork/blockwork	9658	3	12	<b>People leading and developing</b>			
Use language and communication in an occupational learning programmes.	8973	3	5	Install and maintain castable/mouldable refractory materials	9657	3	5	Support and Guide the Leame	7875	4	1
<b>Field of Physical, Mathematical, Computer and Life Sciences</b>				Install gunite materials for refractory linings	9659	3	10	Supervise work unit to achieve work objectives (individuals and teams)	10981	4	12
Demonstrate understanding of numbers and relationships among numbers and number systems and interpreter numbers in different ways	9010	3	2	<b>Safety and quality assurance</b>				Facilitate the preparation and presentation of assessment evidence by candidates	To be registered	4	4
Use mathematics to investigate and monitor the financial aspects of personal, business and national issues.	9011	3	5	Monitor and control quality assurance practices (to be sourced)		3	6	<b>Business concepts</b>			
Work with a wide range of patterns and basic functions and solve related problems.	9012	3	5	Maintaining Occupational Health, Safety And General Housekeeping	8016	3	8	Relate to the role of business, customers and markets (to be sourced)		3	5
Describe, apply, analyse and calculate shape and motion in 2 and 3 dimensional shapes in different contexts.	9013	3	4								
<b>Science</b>											
Read and interpret engineering drawings	9885	3	12								
Demonstrate knowledge of introductory principles of chemistry and physics.	9122	2	4								
<b>Total</b>			<b>52</b>				<b>46</b>				<b>41</b>

Qualification total: 120 credits minimum

**Proposed qualification pathway**

8	PROFESSIONAL DEGREE: ENGINEERING & OTHER RELATED QUALIFICATIONS
7	NATIONAL HIGHER DEGREE: REFRACTORIES ENGINEERING & OTHER RELATED QUALIFICATIONS
6	NATIONAL DEGREE: REFRACTORIES ENGINEERING & OTHER RELATED QUALIFICATIONS
5	NATIONAL DIPLOMA: REFRACTORIES ENGINEERING & OTHER RELATED QUALIFICATIONS
4	NATIONAL CERTIFICATE IN CONSTRUCTION SUPERVISION / FIRST LINE MANAGEMENT: CIVIL ENGINEERING
3	NATIONAL CERTIFICATE IN REFRACTORIES MASONARY
2	NATIONAL CERTIFICATE IN REFRACTORIES INSTALLATION
1	GETC IN FUNDAMENTAL CONSTRUCTION PRACTICES

**NATIONAL CERTIFICATE IN REFRACTORIES MASONRY NQF3****UNIT STANDARDS AT NQF LEVEL 3**

- Title 1:** Demonstrate an understanding of refractory materials and products
- Title 2:** Install and maintain refractory brickwork / block work
- Title 3:** Install and maintain castable / mouldable refractory materials
- Title 4:** Install gunite materials for refractory linings
- Title 5:** Install ceramic fibre

**UNIT STANDARDS AND SPECIFIC OUTCOMES IN NATIONAL CERTIFICATE IN REFRACTORIES MASONRY NQF3****UNIT STANDARDS AT NQF LEVEL 3****1. Title: Demonstrate an understanding of refractory materials and products**

- Specific outcome 1.1:** Demonstrate an understanding of the composition of materials and products used in refractory installations or repairs,
- Specific outcome 1.2:** Demonstrate an understanding of the purpose and function of materials or products used in refractory installations or repairs,
- Specific outcome 1.3:** Demonstrate an understanding of material specifications and regulations
- Specific outcome 1.4:** Demonstrate an understanding of equipment and mechanical aids used during refractory installation and maintenance procedures

**2. Title: Install and maintain refractory brickwork / blockwork**

- Specific outcome 2.1:** Collect information and organise activities for refractory brick work/block work installation and repair
- Specific outcome 2.2:** Install refractory bricks/blocks
- Specific outcome 2.3:** Remove and re-instate damaged refractory brickwork/blockwork
- Specific outcome 2.4:** Perform end of work activities

**3. Title: Install and maintain castable/mouldable refractory materials**

- Specific outcome 3.1:** Collect information and organise activities for castable/mouldable refractory materials installation and repair
- Specific outcome 3.2:** Install castable/mouldable refractory materials
- Specific outcome 3.3:** Remove and re-instate damaged castable/mouldable refractory materials
- Specific outcome 3.4:** Perform end of work activities

**4. Title: Install gunite materials for refractory linings**

- Specific outcome 4.1:** Collect information and organise activities for gunite material installation
- Specific outcome 4.2:** Install refractory gunite materials
- Specific outcome 4.3:** Perform quality control and assurance activities
- Specific outcome 4.4:** Perform end of installation activities

**5. Title: Install ceramic fibre**

**Specific outcome 5.1:** Collect information and organise activities for ceramic fibre materials installation

**Specific outcome 5.2:** Install ceramic fibre materials

**Specific outcome 5.3:** Perform quality control and assurance activities

**Specific outcome 5.4:** Perform end of installation activities.

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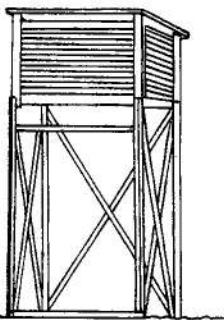
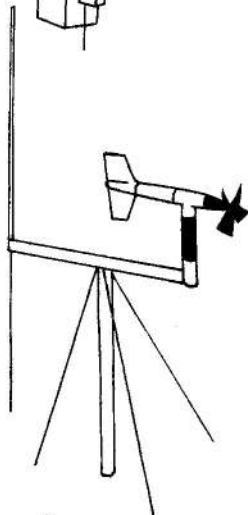
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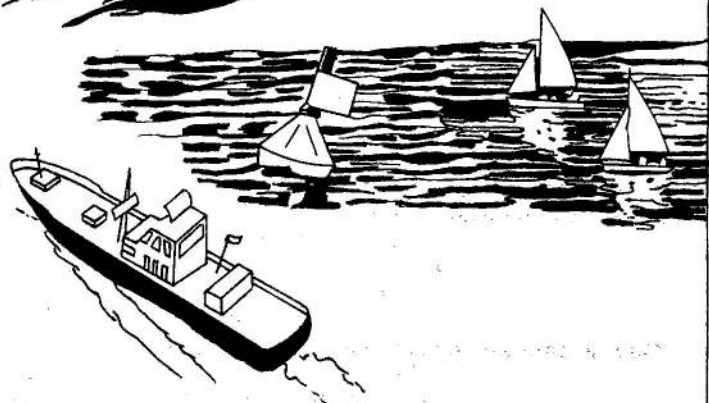
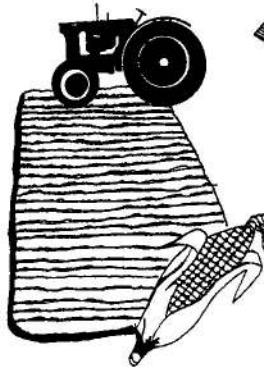
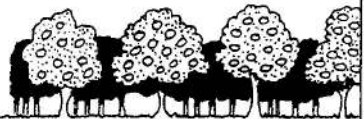
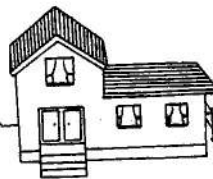
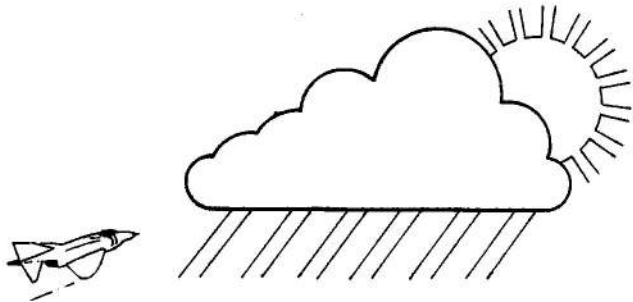
E-pos: [infodesk@nlsa.ac.za](mailto:infodesk@nlsa.ac.za)



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