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

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

574	Standards Generating Bodies: National Standards Body 07 for Human and Social Studies	3	26326
575	do.: do	8	26326
576	do.: do	13	26326
577	do.: Standards Generating Body (SGB) for Occupational Health and Safety	20	26326
578	do.: Standards Generating Body NSB 03 for Business, Commerce and Management Studies	41	26326
579	do.: Standards Generating Body (SGB) for Translation, Interpreting and Language Editing	44	26326
580	do.: Standards Generating Body (SGB) for South African Sign Language	60	26326

GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

No. 574

7 May 2004

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 07, Human and Social Studies, invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

In addition, the 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 **7 June 2004**. All correspondence should be marked **SGB for Religious Studies and Multi-Religion Education** and be addressed to:

The Director: Standards Setting and
Development
SAQA

Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145

or faxed to 012 – 431-5119
dmphuthing@saqa.co.za

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 their 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.
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**PUBLIC NOTICE BY NSB 07, HUMAN AND SOCIAL STUDIES, TO AMEND
AND EXTEND THE BRIEF OF THE STANDARDS GENERATING BODY (SGB)
FOR RELIGIOUS STUDIES AND MULTI-RELIGION EDUCATION**

The National Standards Body (NSB) 07 hereby reregisters the brief of the SGB for Religious Studies and Multi-Religion Education in the sub-field of Religious and Ethical Foundations of Society from 1 April 2004 until 31 March 2007.

BRIEF OF THE SGB

1. Identify transformation, development, access and equity issues relevant to Religious Studies and Multi-Religion Education and develop mechanisms to include these issues within the standards and qualifications as envisaged in (4) below *[Regulation 24 (1)(e)]*.
2. Develop learning and career pathways for potential unit standards and qualifications in Religious Studies and Multi-Religion Education from NQF levels 6 to 8 *[Regulation 24 (1)(e)]*.
3. Review, add to and update existing qualifications and unit standards *[Regulation 24 (1)(b)]*.
4. Generate the following exit level outcomes qualifications and unit standards in the sub-field Religious and Ethical Foundations of Society for NQF levels 6 to 8 in accordance with Authority requirements *[Regulation 24 (1)(a)]*.
 - First Degree in Religious Studies (level 6)
 - Honours Degree in Religious Studies (level 7)
 - Masters Degree in Religious Studies (level 8)
 - Doctorate in Religious Studies (level 8+)
5. Recommend the qualifications and/or standards generated under 3 and 4 above to NSB 07 *[Regulation 24 (1)(c)]*.
6. Liaise with other Standard Generating Bodies (SGBs) in the sub-fields whose briefs mandate them to generate Religious Studies and Multi-Religion Education qualifications *[Regulation 24 (1)(a) & (e)]*.
7. Recommend criteria for the registration of assessors and moderators or moderating bodies *[Regulation 24 (1)(d)]*.
8. Review these qualifications and unit standards and effect the necessary changes *[Regulation 24 (1)(b)]*.
9. Accept and perform other related functions as requested by NSB 07 *[Regulation 24 (1)(e)]*.

Composition of the SGB

Name of Nominee	Workplace	Nominating Body	Qualifications/Experience
Amin, Manila	University of Western Cape	University of Cape Town.	Currently completing PhD: Multi-cultural education. Long involvement in religious education.
Chidester, D	University of Cape Town	University of Cape Town	Long involvement in religious education.
Clasquin, M	University of South Africa	University of South Africa	D Litt et Phil in Religious Studies (Oriental Religion). Experience in teaching religion at tertiary level.
Dadoo, Yousuf	University of South Africa	University of South Africa	Professor. Lecturing experience in Qur'anic studies.
Faller, BP	Catholic Institute of Education	Catholic Institute of Education	BA. National Coordinator of Religious Education: Catholic Institute of Education, Experience in teaching
Ferguson, Rene	University of Witwatersrand: Education Campus	University of Witwatersrand: Education Campus	M.Ed, BA Hons (Biblical Studies), BA (Biblical and Religious Studies). Principal Tutor, Senior lecturer, Teaching and research experience.
Ginsberg, C	University of South Africa	University of South Africa	Experience in the field of Judaica.
Jhazbhay, MID	University of South Africa	University of South Africa	Senior Lecturer in Islamic Studies.
Kgatla ST	University of South Africa	University of South Africa	Professor of Religious Studies. Lecturing experience in the field.
Kruger, JS	University of South Africa	University of South Africa	Professor. Long involvement in Religious Studies and religious education.
Kumar, P	University of South Africa	University of South Africa	Professor. Lecturer, Specialising in Asian Religions.
Lubbe, GJ	University of South Africa	University of South Africa	Associate Professor. Lecturer in Religious Studies.
Nomvete, T	Centre for Technological Education, Western Cape	National Spiritual Assembly of the Baha'is of South Africa	Registered for a D Phil. Involvement in the development of Baha'I Studies curricula.
Rathete, BM	University of the	University of the	Lecturer in Religious Studies.

	North	North	
Roux, CD	University of Stellenbosch	University of South Africa	Senior Lecturer in Religious Studies and Didactics, Experience in teaching
Steyn, H.Christina	University of South Africa	University of South Africa	D Litt et Phil (Religious Studies). Senior lecturer.

No. 575

7 May 2004

*Established in terms of Act 58 of 1995*

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 07, Human and Social Studies, invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

In addition, the 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 **7 June 2004**. All correspondence should be marked **SGB Islamic Studies** 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 – 431-5119
dmphuthing@saqa.co.za

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:

- generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- update and review standards;
- recommend standards and qualifications to National Standards Bodies;
- recommend criteria for the registration of assessors and moderators or moderating bodies; and
- perform such other functions as may from time-to-time be delegated by their 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 07, HUMAN AND SOCIAL STUDIES, TO EXTEND
THE BRIEF OF THE STANDARDS GENERATING BODY (SGB) FOR ISLAMIC
STUDIES**

The National Standards Body (NSB) 07 hereby reregisters the brief of the SGB for Islamic Studies in the sub-field of Religious and Ethical Foundations of Society from 1 April 2004 until 31 March 2007.

BRIEF OF THE SGB

1. Identify transformation, development, access and equity issues relevant to Islamic Studies and develop mechanisms to include these issues within the standards and qualifications as envisaged in (4) below [Regulation 24 (1)(e)].
2. Develop learning and career pathways for potential standards and qualifications in Islamic Studies from NQF levels 1 to 8 [Regulation 24 (1)(e)].
3. Review, add to and update existing qualifications and standards [Regulation 24 (1)(b)].
4. Generate the following qualifications and standards in the sub-field Religious and Ethical Foundations of Society for NQF levels 1 to 8 in accordance with Authority requirements, for the following areas [Regulation 24 (1)(a)].
 - National Certificate in Islamic Studies (NQF levels 2-4)
 - National Certificate in Islamic Studies (NQF level 5)
 - National Diploma in Islamic Studies (NQF level 5)
 - Bachelors Degree in Islamic Studies (NQF level 6)
 - Honours Degree in Islamic Studies (NQF level 7)
 - Masters Degree in Islamic Studies (NQF level 8)
5. Recommend the qualifications and/or standards generated under 3 and 4 above to NSB 07 [Regulation 24 (1)(c)].
6. Liaise with other Standard Generating Bodies (SGBs) in the sub-fields whose briefs mandate them to generate Islamic Studies qualifications [Regulation 24 (1)(a) & (e)].
7. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24 (1)(d)].
8. Review these qualifications and unit standards and effect the necessary changes [Regulation 24 (1)(b)].
9. Accept and perform other related functions as requested by NSB 07 [Regulation 24 (1)(e)].

Composition of the SGB

Name of Nominee	Workplace	Nominating Body	Qualifications/Experience
Suleman Dangor	University of Durban-Westville (UD-W)	University of Durban-Westville (UD-W)	BA; BA Honours; Masters (Islamic); D. Litt et Phil (Islamic); Higher Diploma in Arabic; Professor
Ighsan Fortune	Madrasah al-Falah	Madrasah al-Falah	'Alim Fadil; BA; BA Honours; Higher Diploma of Education; Experience as Teacher and Lecturer
Khalid Dhorat	Rand Afrikaans University (RAU)	Rand Afrikaans University (RAU)	PhD (Islamic Studies); Masters (Islamic Studies); BA Honours; Experience as Research fellow, Teacher and Senior Lecturer.
Edris Hassim Khamissa	Roshnee Islamic School	Roshnee Islamic School	BA (Education); Higher Diploma in Education; B.Ed; Experience as Teacher, Principal and Headmaster
Abdun Nabi Hamidi	Sultan Bahu Institute	Sultan Bahu Institute	Hifz; Experience as Imam/Teacher
Ashraf E Dockrat	Rand Afrikaans University (RAU)	Rand Afrikaans University (RAU)	'Alim Fadil; BA Honours (Islamic); MA (Islamic); Experience as lecturer and coordinator
Mohamed Faruk Hoosain	Myclass guide	Myclassguide	BA (English and History); Curriculum Studies, Educational Technology; MA; University Diploma in Education
Fathima Latiff	Islamic Educational Organisation of South Africa	Islamic Educational Organisation of South Africa	BA; Higher Diploma in Education; Experience as Head of History, Methodology and Psychology
Riaz Cassim Jamal	South Coast Madrassah Primary School	South Coast Madrassah Primary School	B.Ed; MA (Islamic Studies); 'B.Ed; UHDE; Experience as Teacher,
Moegamat Abdurahghiem Paulsen	Central Islamic Trust	Central Islamic Trust	BA (Arabic and Islamic); BA Honours (Islamic); MA (Islamic); Higher Diploma; Experience as Principal

Nazreen Dasoo	Rand Afrikaans University (RAU)	Rand Afrikaans University (RAU)	M.Ed; B.Ed; B. Comm; Higher Diploma in Education; Experience as Teacher, Facilitator and Lecturer
Nasiema Cassiem	Portavu Primary	Portavu Primary Governing Body	B.Theology (Islam); Experience as Teacher.
Ismael Suliman Variava	Jamiat ul-Ulama (Radio Islam)	Jamiat ul-Ulama	Teachers' Diploma Secondary; Diploma in Remedial Education
Mohammad Tauha Karaan	Dar Al-Ulum Al-Arabiyyah Al-Islamiyyah	Dar Al-Arabiyyah Al-Islamiyyah	Post-Graduate Diploma (Islamic Studies); Experience as Principal, Member of the Fatwa Committee of the Muslim Judicial Council; Executive of Muslim Personal Law Board
Waheeda Maria Carvello	Al Yhazali College	Al Yhazali College	B.Secondary Education; B.Comm; Experience as Researcher, Facilitator and Programme Developer

No. 576

7 May 2004



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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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 **7 June 2004**. All correspondence should be marked **SGB Christian Theology and Ministry** 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 – 431-5119
dmphuthing@saga.co.za

SGB INFORMATION

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- 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 their 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 07, HUMAN AND SOCIAL STUDIES, TO EXTEND
THE BRIEF OF THE STANDARDS GENERATING BODY (SGB) FOR
CHRISTIAN THEOLOGY AND MINISTRY**

The National Standards Body (NSB) 07 hereby reregisters the brief of the SGB for Christian Theology and Ministry in the sub-field of Religious and Ethical Foundations of Society from 1 April 2004 until 31 March 2007.

BRIEF OF THE SGB

1. As stated in the original brief, the SGB will continue to identify transformation, development, access and equity issues relevant to Christian Theology and Ministry and develop mechanisms to include these issues within the standards and qualifications as envisaged in (4) below [*Regulation 24 (1)(e)*].
2. Continue to develop learning and career pathways for potential standards and qualifications in Christian Theology and Ministry from NQF levels 1 to 8 [*Regulation 24 (1)(e)*].
3. Because of the changing social and spiritual needs it may become necessary for the Standards Generating body for Christian Theology and Ministry to review existing Qualifications and Unit Standards, add to and update existing qualifications and standards as determined by the social and spiritual needs of our society [*Regulation 24 (1)(b)*].
4. Generate the following qualifications and standards in the sub-field Religious and Ethical Foundations of Society for NQF levels 1 to 8 in accordance with Authority requirements, for the following areas: Biblical Studies (Old Testament, New Testament and languages); Church History; Dogmatics; Ethics; Missiology; Practical Theology; Polity; Ecumenism; Spirituality; Liturgy; Conflict Resolution; HIV/AIDS; Church Administration /Management; Biblical Archaeology; Philosophy; Homiletics; Development Studies; Finance, Marketing; Leadership Development and Skills, Gender Management; Congregational Ministry; Ecology, Transformation Management, African Theology [*Regulation 24 (1)(a)*].
 - National Certificate in Christian, Theology, and Ministry (NQF levels 2-4)
 - National Certificate in Christian Theology and Ministry (NQF level 5)
 - National Diploma in Christian Theology and Ministry (NQF level 5)
 - Bachelors Degree in Christian Theology and Ministry (NQF level 6)
 - Honours Degree in Christian Theology and Ministry (NQF level 7)
 - Masters Degree in Christian Theology and Ministry (NQF level 8)
 - Doctoral Degree in Christian Theology and Ministry (NQF level 8+)
5. Recommend the qualifications and/or standards generated under 3 and 4 above to NSB 07 [*Regulation 24 (1)(c)*].

6. Evaluate and emend Qualifications and Unit Standards generated by private providers and to recommend them to the NSB [*Draft regulation*].
7. Liaise with other Standard Generating Bodies (SGBs) in the sub-fields whose briefs mandate them to generate Christian Theology and Ministry qualifications [*Regulation 24 (1)(a) & (e)*].
8. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24 (1)(d)*].
9. Review these qualifications and unit standards and effect the necessary changes [*Regulation 24 (1)(b)*].
10. Accept and perform other related functions as requested by NSB 07 [*Regulation 24 (1)(e)*].

Composition of the SGB

Name of Nominee	Workplace	Nominating Body	Qualifications/Experience
Akunda, Athanasius (New Nominee)	Orthodox Archdiocese of Johannesburg and Pretoria	SA Council for Theological Education (SACTE) representing Church based seminaries and institutions.	D. Div M. Div, Dip. Theology, Dip. Teaching. Orthodox Priest.
Bekker, Corne	Rhema Ministries	SA Council for Theological Education (SACTE): representing Church based Seminaries and Institutions	Education of candidates for ministry.
Britz, Rudolph	University of the Free State	Forum for Theological Education (FUTE)	D.Theology, B.Theology, Diploma in Tertiary Education, Experience as Senior Lecturer, Associate Professor, Curriculum Design in Church History and programme development
Chetty, Irvin	Bethesda College of the Full Gospel Church of God	SA Council for Theological Education (SACTE) representing University and Technikon faculties / departments of Theology	B.A. Hons Psychology. B.Theol., M.Theol., D.Min., D.Phil Experience at tertiary level in Theological education and ministerial formation
Cloete, Daan	University of Western Cape	SA Council for Theological Education (SACTE): representing critical interest groups (ministerial formation)	Professor in Theology, Teaching and lecturing experience.
Draper, Jonathan	University of Natal	Forum for Theological Education (FUTE)	PhD; BD; BA Honours; Faculty of Arts and Human Sciences Rules Committee; Experience in Curriculum Design, teaching and management
Fawcett, Jason	Hebron Bible College	SA Council for Theological Education (SACTE) representing Independent Colleges	D.Th, Dipl. Theo. Principal of Hebron Theological College, Ordained Minister, Missionary service experience, Experience in company management.

Fletcher, Lynn	SA Council for Theological Education (SACTE)	SA Council for Theological Education (SACTE) representing the churches	B.A., Dipl Business Management. Secretary of the SA Council for Theological Education (SACTE), Secretary for the Association of Southern African Theological Institutions.
George, Maliga	Bethesda College	Bethesda College	MBA; Diploma in Theology; Registrar of Bethesda College; Involved in Curriculum Development
Hayes, Stephen	Freelance Writer and Missiological Consultant	SA Council for Theological Education (SACTE) representing the churches	D.Th. in Missiology, M.Th. (cum laude) in Missiology, Diploma in Theology. Training experience, Supervisor of students, Mission Adviser, Editor of study material, Motivator, Experience in facilitating training courses for supporting priests and deacons in the diocese.
Kretzchmar, Louise	University of South Africa (UNISA)	SA Council for Theological Education (SACTE): representing Universities/Technikons	PhD in Religious Studies, Mphil in Theology, HDE (PG) in Education. Professor of Theological Ethics, Teaching experience from secondary school to PhD levels.
Maluleke, Tinyiko	University of South Africa (UNISA)	SA Council for Theological Education (SACTE): representing Universities and Technikons	Professor of Theology Lecturing experience in Theology, Experience in Contextual Theology and Community development.
Masenya, Madipoane	University of South Africa (UNISA)	SA Council for Theological Education (SACTE): representing critical interest groups (gender equity)	Lecturing experience in Theology, Experience in Contextual Theology and Women's Studies.
Massey, James	Theological Education by Extension College	SA Council for Theological Education (SACTE): Church Based Seminaries and Institutions	MA, BA Honours, BA, B.Sc. Principal of Theological Education by Extension College, Trainer at Probationer and Lay Ministers, Ministered at various Methodist Churches of Southern Africa, Lecturer at Federal Theological Seminary.
Mogashoa, Humphrey	University of South Africa (UNISA) (Department of Church History)	SA Council for Theological Education (SACTE): representing Universities and Technikons	M.Th, B.Th. Senior lecturer in Church History.

Morgan, Charmaine	John Wesley College	SA Council for Theological Education (SACTE): Church Based Seminaries and Institutions	B.Th Hons, Ordained as Methodist Minister, B Logopedics. Lecturer at John Wesley College, Coordinator of Training for the Ordained Ministry, Speech & Hearing Therapist for National Department of Education
Munday, Douglas	Retired	Sunday School Association	National Diploma in Engineering (Mechanical); National Teachers' Diploma in Technical; National Higher Diploma in Mechanical Engineering.
Ndala, William	Baptist Convention College	Church Based Seminaries and Institutions	Currently completing PhD at the University of Pretoria, MA (Theology), BA Education, Diploma in Theology (BBI). Pastor of a Church, Taught at High School level, Involved in Adult Basic Education and Training (ABET).
Slater, Sister Jennifer	St John Vianney Seminary and CCLT	SA Council for Theological Education (SACTE): representing critical interest groups (gender equity)	Nun, Lecturing and teaching experience, Vocational training and practical theology.
Swanepoel, Francois	University of South Africa (UNISA)	SA Council for Theological Education (SACTE): representing Independent Colleges.	Director of CB Powell Bible Centre, Lecturer in Biblical Studies, Consultant.
Tshabalala, Mshengu (new nominee)	Benevolence Institute	SA Council for Theological Education (SACTE): representing Independent Colleges	BA Ed, Diploma in Theology. Director of Studies, Teaching experience, Founder and Bishop of Believers in Christ, Distance Education (levels 1-4), Literacy training.
Verryn, Paul	Methodist Church of South Africa	SA Council for Theological Education (SACTE): representing Church group	BA, BD. Bishop, pastor and seminary lecturer, Experience in supervising training of ministers of Methodist church, Involvement in community organisations.
Viljoen, Sylvia	Amos Agrimin	SA Council for Theological Education (SACTE): representing other interest groups (mission field training and community development)	D.Litt.et Phil: Sociology, MA: Sociology, BA (Hons) Sociology, Nine Modules in Theology. Training Manager: Amos Agrimin, Lecturing experience, Community involvement.

No. 577

7 May 2004

**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

Occupational Health and Safety

Registered by NSB 09, Health Sciences and Social Services, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification. The full qualification and unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield.

Comment on the unit standards should reach SAQA at the address *below and no later than 7 June 2004*. All correspondence should be marked **Standards Setting – SGB Occupational Health and Safety** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: dmphuthing@saqa.co.za

JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITYEstablished in terms of Act 58 of 1995

Qualification Title: National Certificate in Occupational Safety, Hygiene and Environment (NQF Level 2)
NQF Level: 2
Field: Health Sciences and Social Services
Sub-field: Preventive
SGB: Occupational Health and Safety
Credits: 138 (minimum)

Rationale

Learners credited with this qualification are likely to be working in the occupational safety, hygiene and environmental disciplines. For attainment of the Unit Standards, learners are required to integrate practical skills with essential knowledge, and to obtain the qualification they are required to integrate the competencies credited in the Unit Standards that the qualification is based on.

In South Africa and internationally, the social and economic impact of occupational safety, hygiene, health, and environment is great. Direct costs that result from poor workplace safety, hygiene, health, and environments include human and economic costs. Indirect costs are also incurred and can include poor morale, poor productivity, downtime, etc. Improved workplace safety, hygiene, health, and environments could influence the South African economy in direct costs alone to the value of millions of Rands each year. This qualification aims to meet the demand for learners that are able to facilitate a safe, healthy and productive occupational environment.

There is a critical need in the industry to recognise learner competence regarding essential operations associated with a healthy, safe and productive working environment. This qualification is the entry level to a career path in one of the areas of specialisation in Occupational Safety, Hygiene and Environment (SHE). It is generic enough to allow maximum mobility within the field of application. Skills, knowledge, values and attitudes (competencies) reflected in the qualification are building blocks towards a level 4 qualification.

Purpose of the qualification

This qualification enables learners to identify and evaluate occupational safety, hygiene and environmental factors, in occupational environments, which may have a detrimental effect on the health and safety of learners in such environments. Learners credited with this qualification are able to perform essential measurements and functions that promote a culture of health and safety in occupational environments. The qualification is designed to be flexible and accessible.

Learners credited with this qualification are capable of:

- Communicating effectively using visual, mathematic and language skills in the modes of oral and written presentation
- Solving mathematic problems related to finances, patterns, statistics, shape and motion using numbers and number systems
- Describing concepts and principles in science and the natural environment
- Operating personal computers and computer systems

- Collecting, analysing, organising and critically evaluating information about occupational hygiene, safety and environmental conditions and elements using science and technology effectively and critically to measure them
- Identifying and solving problems to make responsible decisions regarding workplace hazards and risks
- Ensuring safe, healthy workplace environments and conduct
- Working effectively with others as a member of a team, group, organisation or community to attain generic occupational, as well as specialised occupational safety or hygiene or environment operational competence

Access to the qualification

Access to this qualification is open.

Assumptions of learning already in place

This qualification was designed based on the assumption that learners embarking on learning towards this qualification have already attained the language, communication, and mathematic literacy competencies required at NQF Level 1, including that they are able to:

- Engage in a range of speaking and listening interactions for a variety of purposes
- Explore and use a variety of strategies to learn
- Identify and respond to selected literary texts
- Read and respond to a range of text types
- Write for a variety of different purposes Analyse cultural products and processes as representations of shape, space and time
- Collect, analyse, use and communicate numerical data
- Critically analyse how mathematics is used in social, political and economic relations
- Demonstrate an understanding of and use the numbering system
- Describe and represent objects and the environment in terms of shape, space, time and motion
- Describe, represent and interpret mathematic models in different contexts
- Use algebraic notation, conventions and terminology to solve problems
- Use maps to access and communicate information concerning routes, location and direction
- Work with measurement in a variety of contexts
- Work with patterns in various contexts
- Working with numbers in various contexts

Rules of Combination

All Fundamental component Unit Standards are compulsory (52 credits must be attained):

- 20 credits for Communication and Language
- 16 credits for Mathematic Literacy
- 7 credits for Natural Sciences
- 9 credits for Computer Literacy

All Core component Unit Standards are compulsory (66 credits must be attained).

The Elective Component consists of 27 Unit Standards, totalling 95 credits, from which at least 20 credits must be attained.

Exit level Outcomes and Associated Assessment criteria

Exit level Outcome 1: Communicate effectively using visual, mathematic and language skills in the modes of oral and written presentation

Associated Assessment criteria

- Information from texts is accessed and used appropriately and effectively for specific contexts
- Oral communication is maintained and adapted according to specific contexts
- Writing is appropriate for defined contexts

Exit level Outcome 2: Solve mathematic problems related to finances, patterns, statistics, shape and motion using numbers and number systems

Associated Assessment criteria

- Related problems are solved using patterns and basic mathematic functions
- Life and work related problems are investigated using relevant statistics
- Rational and irrational numbers and number systems are used effectively
- Shape and motion in 2- and 3-dimensional space are describe and represented accurately
- Financial aspects of personal and community life are investigated and monitored effectively for specified contexts

Exit level Outcome 3: Describe concepts and principles in science and the natural environment

Associated Assessment criteria

- The concept of science is described correctly
- Fundamental concepts and principles in the natural sciences are described correctly
- Human systems are accurately described
- The relationship between society and the natural environment is accurately described

Exit level Outcome 4: Operate personal computers and computer systems

Associated Assessment criteria

- Personal computer systems and operating systems are used effectively for specified contexts
- Personal computer systems and operating systems are used correctly
- Use of personal computer systems and operating systems meet security requirements

Exit level Outcome 5: Collect, analyse, organise and critically evaluate information about occupational hygiene, safety and environmental conditions and elements using science and technology effectively and critically to measure them

Range: Measurement of mass, pressure, noise levels, air velocity, volume flow rate, illumination levels, environmental thermal conditions, impact of industrial processes on environmental receptors, ventilation, gases etc. are included.

Associated Assessment criteria

- Identification and description of occupational hygiene, safety and environmental conditions and elements are accurate
- Relevant principles of measurement are accurately identified and described
- Measurements are accurate
- Measurements selected are appropriate for specified contexts
- Instruments and technologies selected for measurement are appropriate for specified contexts and purposes
- Relevant legal and other context-specific requirements are adhered to

Exit level Outcome 6: Identify and solve problems to make responsible decisions regarding workplace hazards and risks

Range: Risks include sexually transmitted diseases such as HIV/AIDS

Associated Assessment criteria

- Occupational safety, hygiene and environment principles are accurately described
- Workplace hazards and risks are accurately identified
- Workplace hazards and risks are addressed according to specified procedures and requirements
- Workplace hazards and risks are recorded according to specified recording procedures
- Workplace hazards and risks are reported according to specified reporting procedures
- Corrective and/or mitigation measures are taken where necessary
- Corrective and/or mitigation measures are appropriate for specified context

Exit level Outcome 7: Ensure safe, healthy workplace environments and conduct

Range: Qualifying learners are required to take responsibility for their own conduct

Associated Assessment criteria

- Workplace safety, health and environmental principles and procedures are accurately described
- Workplace safety, health and environmental requirements are adhered to at all times
- Personal protective and monitoring equipment is used correctly and when appropriate

Exit level Outcome 8: Work effectively with others as a member of a team, group, organisation or community to attain generic occupational, as well as specialised occupational safety OR hygiene OR environment operational competence.

Associated Assessment criteria

- Explanations and descriptions related to concepts of South African citizenship are accurate

Range: Concepts include: diversity, change, development, social justice, equity, democracy, rights and responsibilities of individuals under the South African Constitution, structures that reinforce and support human rights, etc.

- The role and impact of technology and information technology in society is described and evaluated
- Planning of time is effective
- Life decisions are based on knowledge of self
- Workplace safety and security requirements are adhered to
- Principles of safety, hygiene and environment management are adhered to
- Analysis is accurate

Range: Analysis of, for example, dust samples, energy related activities, life sustainability of refuge bays, etc. is included

- Inspections meet specified requirements

Range: Inspections include, for example, inspection of percussion rock drills, and safety inspections

- Sampling and measurements are accurate and meet specified requirements

Range: Sampling and measurement of, for example, water content, temperature, radioactive contamination, radiation, cooling power, low air velocities, air, water and barometric pressure, thermal conditions, personal equivalent noise exposure levels, environmental pollution, etc.

International comparability

This qualification and component Unit Standards for this qualification have been compared with other countries. The qualification does not exist at the equivalent level on frameworks in New Zealand, United Kingdom, and Australia. However, the design of the qualification addresses equivalent areas of competence.

On the Australian framework, occupational health, safety and environment qualifications fall within the Vocational Education and Training sector, which recognises skills and knowledge that meet nationally endorsed industry/enterprise competency standards as agreed for those qualifications by the relevant industry, enterprise, community or professional group. The available qualifications also include literacy and numeracy, communication, working in teams (critical cross field outcome on the South African NQF), workplace technology, and industry specific competencies. Various programs are available, including a Certificate III in Occupational Health and Safety, Certificate IV in Auditing Occupational Health and Safety Systems, Certificate IV in Occupational Health and Safety, and a Diploma of Occupational Health and Safety. Certificate III is year 12, or equivalent to the South African NQF Level 4.

In the United Kingdom, no equivalent for the South African NQF Level 2 qualification exists. A Foundation certificate in Health and safety in a workplace is available, within the Hospitality sector. In addition, National Vocational Qualifications exist for Security, Safety and Loss Prevention at Level 2, Occupational Health and Safety at Level 3 (Grade 12 or NQF Level 4 equivalent in South Africa), Occupational Health and Safety Practice at Levels 4 and 5 and Health and Safety Regulation at Level 5. Other than these, health, safety and environmental issues are integrated within most other relevant qualifications, such as general science (equivalent to NQF Level 1 in South Africa), design, and engineering. In Scotland, two Vocational qualifications are provided, namely, Occupational Health and Safety Practice at Level 3, and Occupational Health and Safety Practice at Level 4.

The New Zealand NQF places occupational health and safety within the fields of Health, Manufacturing (Dairy Workplace Health and Safety) and Planning and Construction (Construction Health and Safety and Injury Prevention). The South African equivalent is in the field of Health, specifically Occupational Health and Safety. The South African NQF Level 4 is the equivalent of the New Zealand NQF Level 3. Two qualifications are registered in the field of Health, on the New Zealand NQF, namely, a National Certificate in Occupational Health and Safety (Co-ordination) (Level 4), and a National Certificate in Occupational Health and Safety (Workplace Safety) (Level 3).

Unit standards on the New Zealand NQF are all at a higher level than this qualification, and include the following:

Title	Level	Credits
Protect health and safety in a workplace	1	1
Assist in evaluating occupational health and safety standards and practice	4	15
Assist in hazard identification and control for occupational health and safety practice	4	10
Demonstrate knowledge of health and safety management requirements for contractors working on site	4	8
Explain the establishment and operation of a workplace health and safety committee	4	5
Explain the requirements of the health and safety in employment act (HSE) 1992	4	2
Maintain standards of practice in an occupational health and safety practice	5	5
Develop and implement workplace occupational health and safety policy and standards	5	10

Develop systems for occupational health and safety management practice	6	20
Evaluate occupational health and safety standards and practice	6	30
Facilitate hazard management in an occupational health and safety practice	6	30
Plan and evaluate programs to promote occupational health and safety practice	6	20
Implement workplace health and safety management requirements	4	25
Manage workplace management health and safety	5	10

Integrated assessment

For awarding of this qualification, a learner must achieve all core and fundamental Unit Standards, and at least 20 credits from elective Unit Standards for one of the specialisation areas (Safety, Hygiene, or Environment). The assessment criteria in the Unit Standards are performance-based, assessing applied competence rather than only knowledge, or skills. In addition, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to the environmental conditions in occupational contexts, to qualify. Evidence is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and thus its purpose, at the time of the award of the qualification. Workplace experience can be recognised when assessing towards this qualification.

Recognition of prior learning (RPL)

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

Articulation possibilities

This qualification can provide access to learners to progress to higher-level qualifications in the discipline of Occupational Safety, Hygiene and Environment, and in various industrial sectors and related sub-fields. Most qualifications on the NQF requires competence regarding this discipline, and thus provide an access point to, for example qualifications in the Physical Planning and Construction field, the Manufacturing, Engineering and Technology field, the Business, Commerce and Management Field, etc.

The qualification, through the fundamental component for communication and mathematic literacy, articulates horizontally with all NQF registered qualifications at NQF Level 2, and vertically up and down with NQF Levels 1 and 3. In addition, Fundamental Unit Standards relating to Natural Sciences and Computer Literacy form part of many other NQF qualifications.

Moderation options

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

- Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the Unit Standards that make up this qualification must also be accredited through the relevant ETQA accredited by SAQA.

- The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed here.
- Moderation must include both internal and external moderation of assessments for the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the qualification.
- Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.
- Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

Criteria for assessors

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for the National Certificate in Occupational Safety, Hygiene and Environment (NQF Level 2). Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the assessment of learners for the qualification and any of the Unit Standards that make up this qualification.

To register as an assessor, the following are required:

- Detailed documentary proof of relevant qualification/s, practical training completed, and experience gained (a Portfolio of Evidence)
- NQF recognised assessor credits

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

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

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

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

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

- Appropriate: The method of assessment is suited to the performance being assessed.
- Fair: The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- Manage: The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.

- **Integrate into work or learning:** Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- **Valid:** The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
- **Direct:** The activities in the assessment mirror the conditions of actual performance as close as possible.
- **Authentic:** The assessor is satisfied that the work being assessed is attributable to the learner being assessed.
- **Sufficient:** The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- **Systematic:** Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- **Open:** Learners can contribute to the planning and accumulation of evidence. Learners for assessment understand the assessment process and the criteria that apply.
- **Consistent:** The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors

Learning Components

Sum of Credits	NQF Level				Total Credits
Component	1	2	3	4	
Fundamental	7	45			52
Core	18	16	28	4	66
Elective	33	22	18	22	95
Total	58	83	46	26	213

Component	NLRD Nr	Unit Standard Title	Level	Credits
Fundamental	7507	Demonstrate an understanding of the concept of science	1	2
Fundamental	14110	Demonstrate an understanding of fundamental concepts and principles in the natural sciences	1	5
Fundamental	8963	Access and use information from texts	2	5
Fundamental	8962	Maintain and adapt oral communication	2	5
Fundamental	8967	Use language and communication in occupational learning programs	2	5
Fundamental	8964	Write for a defined context	2	5
Fundamental	14086	Work with a wide range of patterns and basic functions and solve related problems	2	5
Fundamental	14085	Apply basic knowledge of statistics in order to investigate life and work related problems	2	3
Fundamental	7480	Demonstrate understanding of rational and irrational numbers and number systems	2	2
Fundamental	7479	Describe, represent and informally analyse shape and motion in 2- and 3-dimensional space	2	4
Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2
Fundamental	7547	Operate a personal computer system	2	6
Fundamental	7548	Use personal computer operating system	2	3
Core	14656	Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS	1	5
Core	7489	Show, explain, discuss and analyse the relationship between society and natural environment	1	4
Core	110075	Apply basic fire fighting techniques	1	3
Core	9823	Perform basic life support and/or first aid procedures in emergencies	1	5
Core		Issue and retrieve personal monitoring equipment	1	1
Core		Implement workplace safety, health and environmental principles and procedures	2	6
Core		Conduct preliminary investigations into workplace health, safety, and environment incidents	2	2
Core		Negotiate health and safety agreements	2	3
Core		Measure workplace illumination levels	2	1
Core		Establish mitigation measures for the use of natural environmental resources	2	2
Core		Identify environmental elements using geographical positioning systems (GPS)	2	2
Core		Detect gases present in places of work	3	6
Core		Address workplace hazards and risks	3	6
Core		Control workplace hazardous substances	3	4
Core		Determine levels of ventilation	3	6
Core		Determine particle content of samples of air	3	6
Core		Measure ventilation system pressures	4	4
Elective	14664	Demonstrate knowledge of diversity within different relationships in the South African society	1	3
Elective	7502	Discuss and explain social diversity, human rights and alternative perspectives	1	2
Elective	7486	Explain diversity, change and development in societies	1	4
Elective	15091	Plan to manage one's time	1	3

Component	NLRD Nr	Unit Standard Title	Level	Credits
Elective	7504	Demonstrate skills that relate to a safe and secure environment	1	2
Elective	14443	Demonstrate a critical understanding of the role and impact of technology in society	1	3
Elective	14092	Understand and apply technological knowledge and skills in systems and control	1	3
Elective	14096	Understand and apply technological knowledge and skills in Processes	1	2
Elective	14097	Know, select and use materials, tools and equipment safely for technological purposes	1	3
Elective	7487	Discuss the interrelationships between social justice, equity and democracy	1	4
Elective	7489	Show, explain, discuss and analyse the relationship between society and natural environment	1	4
Elective	11816	Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution	2	2
Elective	11817	Demonstrate knowledge and understanding of the structures that reinforce and support human rights in South Africa	2	3
Elective	11813	Apply knowledge of self in order to make a life decision	2	3
Elective	7546	Describe the application and impact as well as social implications of information technology	2	5
Elective		Inertise coal dust	2	5
Elective		Control the propagation of coal dust explosions	2	2
Elective		Measure virgin rock temperature	2	2
Elective		Measure air, water and barometric pressures	2	
Elective		Monitor workplace compliance to safety, health and environmental requirements	3	5
Elective		Measure workplace noise levels	3	4
Elective		Determine environment thermal conditions	3	4
Elective		Analyse water sample content	3	5
Elective		Measure radioactive contamination and radiation	4	4
Elective		Plan environmental sampling and analysis	4	6
Elective		Manage waste in accordance with national legislation and standards	4	6
Elective		Establish mitigating measures for energy efficiency	4	6

Existing Unit Standards

Component	Number	Unit Standard Title	Level	Credits
Fundamental	7507	Demonstrate an understanding of the concept of science	1	2
Fundamental	14110	Demonstrate an understanding of fundamental concepts and principles in the natural sciences	1	5
Fundamental	8963	Access and use information from texts	2	5
Fundamental	8962	Maintain and adapt oral communication	2	5
Fundamental	8967	Use language and communication in occupational learning programs	2	5
Fundamental	8964	Write for a defined context	2	5
Fundamental	14086	Work with a wide range of patterns and basic functions and solve related problems	2	5
Fundamental	14085	Apply basic knowledge of statistics in order to investigate life and work related problems	2	3
Fundamental	7480	Demonstrate understanding of rational and irrational numbers and number systems	2	2
Fundamental	7479	Describe, represent and informally analyse shape and motion in 2- and 3-dimensional space	2	4
Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2
Fundamental	7547	Operate a personal computer system	2	6
Fundamental	7548	Use personal computer operating system	2	3
Core	14656	Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS	1	5
Core	7489	Show, explain, discuss and analyse the relationship between society and natural environment	1	4
Core	110075	Apply basic fire fighting techniques	1	3
Core	9823	Perform basic life support and/or first aid procedures in emergencies	1	5
Elective	14664	Demonstrate knowledge of diversity within different relationships in the South African society	1	3
Elective	7502	Discuss and explain social diversity, human rights and alternative perspectives	1	2
Elective	7486	Explain diversity, change and development in societies	1	4
Elective	15091	Plan to manage one's time	1	3
Elective	7504	Demonstrate skills that relate to a safe and secure environment	1	2
Elective	14443	Demonstrate a critical understanding of the role and impact of technology in society	1	3
Elective	14092	Understand and apply technological knowledge and skills in systems and control	1	3
Elective	14096	Understand and apply technological knowledge and skills in Processes	1	2
Elective	14097	Know, select and use materials, tools and equipment safely for technological purposes	1	3
Elective	7487	Discuss the interrelationships between social justice, equity and democracy	1	4
Elective	7489	Show, explain, discuss and analyse the relationship between society and natural environment	1	4
Elective	11816	Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution	2	2
Elective	11817	Demonstrate knowledge and understanding of the structures that reinforce and support human rights in South Africa	2	3
Elective	11813	Apply knowledge of self in order to make a life decision	2	3
Elective	7546	Describe the application and impact as well as social implications of information technology	2	5

New Unit Standards

Component	Unit Standard Title	Level	Credits
Core	Detect gases present in places of work	3	6
Core	Implement workplace safety, health and environmental principles and procedures	2	6
Core	Address workplace hazards and risks	3	6
Core	Conduct preliminary investigations into workplace health, safety, and environment incidents	2	2
Core	Control workplace hazardous substances	3	4
Core	Negotiate health and safety agreements	2	3
Core	Determine levels of ventilation	3	6
Core	Measure workplace illumination levels	2	1
Core	Establish mitigation measures for the use of natural environmental resources	2	2
Core	Issue and retrieve personal monitoring equipment	1	1
Core	Identify environmental elements using geographical positioning systems (GPS)	2	2
Core	Measure ventilation system pressures	4	4
Core	Determine particle content of samples of air	3	6
Elective	Monitor workplace compliance to safety, health and environmental requirements	3	5
Elective	Measure workplace noise levels	3	4
Elective	Determine environment thermal conditions	3	4
Elective	Inertise coal dust	2	5
Elective	Control the propagation of coal dust explosions	2	2
Elective	Measure radioactive contamination and radiation	4	4
Elective	Measure virgin rock temperature	2	2
Elective	Analyse water sample content	3	5
Elective	Plan environmental sampling and analysis	4	6
Elective	Manage waste in accordance with national legislation and standards	4	6
Elective	Establish mitigating measures for energy efficiency	4	6
Elective	Measure air, water and barometric pressures	2	2

1. UNIT STANDARD TITLE: DETECT GASES PRESENT IN PLACES OF WORK**Specific Outcomes**

- Specific Outcome 1: Select methods and instruments for detecting gases that are appropriate for specified contexts
- Specific Outcome 2: Assess the functionality of instruments used for detecting gases to ensure safety, health and productivity
- Specific Outcome 3: Test for the presence of gases using appropriate instruments
- Specific Outcome 4: Analyse results of testing for the presence of gases

2. UNIT STANDARD TITLE: IMPLEMENT WORKPLACE SAFETY, HEALTH AND ENVIRONMENTAL PRINCIPLES AND PROCEDURES**Specific Outcomes**

- Specific Outcome 1: Explain emergency preparedness and response in terms of specified requirements
- Specific Outcome 2: Use workplace personal protective and/or monitoring equipment to ensure safety, health and productivity
- Specific Outcome 3: Apply workplace safety, health and environmental principles and procedures to ensure safety, health and productivity
- Specific Outcome 4: Exercise workplace safety, health and environmental responsibilities appropriate for specified contexts
- Specific Outcome 5: Manually handle workplace materials safely

3. UNIT STANDARD TITLE: MONITOR WORKPLACE COMPLIANCE TO SAFETY, HEALTH AND ENVIRONMENTAL REQUIREMENTS**Specific Outcomes**

- Specific Outcome 1: Explain the specified requirements to monitor workplace compliance to safety, health and environment
- Specific Outcome 2: Monitor workplace compliance to safety, health and environmental requirements against specified requirements
- Specific Outcome 3: Evaluate performance of workplace safety activities required by safety, health and environmental management programs
- Specific Outcome 4: Remedy workplace non-compliance to and non-performance in terms of safety, health and environmental requirements and programs when necessary

4. UNIT STANDARD TITLE: ADDRESS WORKPLACE HAZARDS AND RISKS**Specific Outcomes**

- Specific Outcome 1: Explain the legal and specified requirements to conduct safety inspections, and identify and address workplace hazards
- Specific Outcome 2: Plan pre-use and audit inspections, and workplace hazard identification
- Specific Outcome 3: Conduct pre-use and audit inspections to identify hazards
- Specific Outcome 4: Report on inspections, and remedy workplace hazards and associated risks

5. UNIT STANDARD TITLE: CONDUCT PRELIMINARY INVESTIGATIONS INTO WORKPLACE HEALTH, SAFETY, AND ENVIRONMENT INCIDENTS**Specific Outcomes**

- Specific Outcome 1: Describe requirements for preliminary workplace safety, health and environment incident investigation
- Specific Outcome 2: Select approaches for preliminary incident investigations appropriate for specified contexts
- Specific Outcome 3: Gather data for preliminary workplace safety, health and environment incident investigation that is accurate
- Specific Outcome 4: Record and report workplace safety, health and environment incident investigation data accurately and as specified

6. UNIT STANDARD TITLE: CONTROL WORKPLACE HAZARDOUS SUBSTANCES**Specific Outcomes**

- Specific Outcome 1: Describe the legal and specified requirements for identifying and dealing with workplace hazardous substances
- Specific Outcome 2: Identify workplace hazardous substances in specified contexts
- Specific Outcome 3: Identify risks associated with workplace hazardous substances in specified contexts
- Specific Outcome 4: Control workplace hazardous substances in specified contexts

7. UNIT STANDARD TITLE: NEGOTIATE HEALTH AND SAFETY AGREEMENTS**Specific Outcomes**

- Specific Outcome 1: Describe legislation pertaining to health and safety representatives
- Specific Outcome 2: Explain the specified requirements for participating in the establishment, implementation and monitoring of health and safety agreements.
- Specific Outcome 3: Participate in the negotiation of health and safety agreements through consultation
- Specific Outcome 4: Monitor the implementation of health and safety agreements against agreed criteria

8. UNIT STANDARD TITLE: DETERMINE PARTICLE CONTENT OF SAMPLES OF AIR**Specific Outcomes**

- Specific Outcome 1: Select, prepare and assemble equipment that is fit-for-purpose for sampling
- Specific Outcome 2: Sample air to determine particle content for analysis
- Specific Outcome 3: Accurately analyse particle content of air
- Specific Outcome 4: Report findings of air sample analysis as specified

9. UNIT STANDARD TITLE: INERTISE COAL DUST**Specific Outcomes**

- Specific Outcome 1: Describe the specified requirements for collecting and analysing dust mixture samples
- Specific Outcome 2: Collect dust mixture samples following specified procedures
- Specific Outcome 3: Prepare dust mixture samples for analysis
- Specific Outcome 4: Analyse samples correctly

10. UNIT STANDARD TITLE: ANALYSE WATER SAMPLE CONTENT**Specific Outcomes**

- Specific Outcome 1: Select water sampling points, methods, and apparatus that are appropriate for specified sampling purposes
- Specific Outcome 2: Collect water samples for content analysis
- Specific Outcome 3: Record and analyse water sample content to determine acceptability and quality
- Specific Outcome 4: Report regarding water sample content and quality

11. UNIT STANDARD TITLE: PLAN ENVIRONMENTAL SAMPLING AND ANALYSIS**Specific Outcomes**

- Specific Outcome 1: Make arrangements for sampling and analysis for environmental assessments
- Specific Outcome 2: Assess the environmental media to be sampled and analysed by gathering information
- Specific Outcome 3: Identify approved and appropriate sampling and analytical methods and procedures
- Specific Outcome 4: Identify suitable laboratories and determine their sampling requirements
- Specific Outcome 5: Prepare for environmental sampling and analysis that meet specified requirements

12. UNIT STANDARD TITLE: CONTROL THE PROPAGATION OF COAL DUST EXPLOSIONS**Specific Outcomes**

- Specific Outcome 1: Explain the specified requirements pertaining to the installation of explosion barriers
- Specific Outcome 2: Identify explosion barrier installation equipment appropriate for specified contexts
- Specific Outcome 3: Identify explosion barrier installation sites
- Specific Outcome 4: Install explosion barriers to control explosions

13. UNIT STANDARD TITLE: DETERMINE LEVELS OF VENTILATION**Specific Outcomes**

- Specific Outcome 1: Explain the specified requirements for determining velocity, and volume flow rate of air, and cooling power relevant for specified contexts
- Specific Outcome 2: Select positions, methods, equipment and measurement instruments for air velocity, volume flow rate and cooling power measurement relevant for specified contexts
- Specific Outcome 3: Determine air velocity, calculate volume flow rate of air and measure cooling power using appropriate instruments
- Specific Outcome 4: Evaluate air velocity and volume flow rate results against acceptable limits

14. UNIT STANDARD TITLE: MEASURE WORKPLACE ILLUMINATION LEVELS**Specific Outcomes**

- Specific Outcome 1: Select appropriate positions, equipment, methods and instruments for illumination level measurement
- Specific Outcome 2: Measure illumination levels using equipment as specified
- Specific Outcome 3: Analyse illumination level measurement results in terms of recommended workplace illumination levels
- Specific Outcome 4: Report regarding workplace illumination levels according to specified requirements

15. UNIT STANDARD TITLE: MANAGE WASTE IN ACCORDANCE WITH NATIONAL LEGISLATION AND STANDARDS**Specific Outcomes**

- Specific Outcome 1: Categorise, store and label waste for disposal in accordance with national legislation and standards
- Specific Outcome 2: Dispose of waste to an applicable permitted waste disposal facility and audit waste disposal facilities to ensure compliance with legislation governing the disposal of waste
- Specific Outcome 3: Develop waste disposal procedures in line with current national standards and international agreements and best developed and available technology

16. UNIT STANDARD TITLE: MEASURE WORKPLACE NOISE LEVELS**Specific Outcomes**

- Specific Outcome 1: Select appropriate positions, equipment, methods and instruments for noise level measurement
- Specific Outcome 2: Measure noise levels for analysis
- Specific Outcome 3: Analyse noise level measurement results against criteria for acceptable levels Instruments are retrieved, examined and re-calibrated according to specified requirements
- Specific Outcome 4: Report regarding workplace noise levels to improve safety, health and productivity

17. UNIT STANDARD TITLE: ESTABLISH MITIGATING MEASURES FOR ENERGY EFFICIENCY

Specific Outcomes

- Specific Outcome 1: Identify energy related activities in particular settings
- Specific Outcome 2: Determine the extent of energy consumption as a result of energy related activities
- Specific Outcome 3: Calculate the air pollution potential of energy related activities based on energy consumption
- Specific Outcome 4: Pose mitigation measures and compile energy efficiency procedures for energy related activities according to specified requirements

18. UNIT STANDARD TITLE: MEASURE RADIOACTIVE CONTAMINATION AND RADIATION

Specific Outcomes

- Specific Outcome 1: Select position, instruments and methods for radioactive surface contamination and low-level gamma radiation rates measurement according to specified requirements
- Specific Outcome 2: Measure radioactive surface contamination and low level gamma radiation dose rates for analysis
- Specific Outcome 3: Analyse radioactive surface contamination and low level gamma radiation dose rates in terms of specified limits and allowable levels
- Specific Outcome 4: Report radioactive surface contamination and low level gamma radiation dose rates to improve health, safety and productivity

19. UNIT STANDARD TITLE: DETERMINE ENVIRONMENT THERMAL CONDITIONS

Specific Outcomes

- Specific Outcome 1: Select appropriate positions, equipment, instruments and methods for measurement of thermal conditions
- Specific Outcome 2: Determine thermal conditions using instruments correctly
- Specific Outcome 3: Analyse thermal condition measurement results for identifying sub-standard conditions
- Specific Outcome 4: Report thermal condition measurement results to improve health, safety and productivity

20. UNIT STANDARD TITLE: ESTABLISH MITIGATION MEASURES FOR THE USE OF NATURAL ENVIRONMENTAL RESOURCES

Specific Outcomes

- Specific Outcome 1: Identify the use of natural environmental resources in specified contexts
- Specific Outcome 2: Quantify the use of natural environmental resources in specified contexts
- Specific Outcome 3: Compare the extent of use of natural environment resources in specified contexts to national goals aimed at reducing their use
- Specific Outcome 4: Pose mitigation measures for the use of natural environmental resources in specified contexts

21. UNIT STANDARD TITLE: MEASURE VIRGIN ROCK TEMPERATURE

Specific Outcomes

- Specific Outcome 1: Select techniques, equipment and positions for measuring virgin rock temperature according to requirements
- Specific Outcome 2: Measure virgin rock temperature using appropriate techniques and equipment
- Specific Outcome 3: Record and analyse virgin rock temperature measurements according to specified requirements
- Specific Outcome 4: Report regarding virgin rock temperature according to specified requirements

22. UNIT STANDARD TITLE: ISSUE AND RETRIEVE PERSONAL MONITORING EQUIPMENT

Specific Outcomes

- Specific Outcome 1: Explain the specified requirements pertaining to personal monitoring equipment
- Specific Outcome 2: Issue personal monitoring equipment to ensure safety, health and productivity
- Specific Outcome 3: Retrieve personal monitoring equipment following specified procedures

23. UNIT STANDARD TITLE: IDENTIFY ENVIRONMENTAL ELEMENTS USING GEOGRAPHICAL POSITIONING SYSTEMS (GPS)

Specific Outcomes

- Specific Outcome 1: Accurately distinguish between man-made and natural environmental elements
- Specific Outcome 2: Identify environmental elements using a Geographical Positioning System (GPS)
- Specific Outcome 3: Locate environmental elements using a Geographical Positioning System (GPS) in specified contexts
- Specific Outcome 4: Record environmental elements in specified contexts using a Geographical Positioning System (GPS) in specified contexts

24. UNIT STANDARD TITLE: MEASURE VENTILATION SYSTEM PRESSURES

Specific Outcomes

- Specific Outcome 1: Select equipment and instruments appropriate for measuring ventilation system pressures
- Specific Outcome 2: Select positions for measuring ventilation system pressures that meet specified requirements
- Specific Outcome 3: Measure ventilation system pressures according to specified requirements
- Specific Outcome 4: Analyse ventilation system pressures to address unacceptable conditions

25. UNIT STANDARD TITLE: MEASURE AIR, WATER AND BAROMETRIC PRESSURES

Specific Outcomes

- Specific Outcome 1: Explain the process and concepts of measuring pressure relevant for specific contexts
- Specific Outcome 2: Select instruments, equipment and positions appropriate for measurement of specified pressures
- Specific Outcome 3: Measure compressed air, water and barometric pressures accurately
- Specific Outcome 4: Analyse pressure measurement results to ascertain acceptability

No. 578

7 May 2004

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Established in terms of Act 58 of 1995

21 April 2004

The South African Qualifications Authority in terms of the National Standards Bodies Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby gives notice of additional members of the following Standards Generating Body:

NSB 03

Business, Commerce and Management Studies

Additional members for the SGB for Project Management

NOMINEE	WORKPLACE	NOMINATING BODY	QUALIFICATIONS/ EXPERIENCE
Mr Peter E Cooke	S A Breweries Ltd: Beer Division	SAB Miller plc	<p>Holds a BSc Project Management degree and is a Certified Cost Accountant</p> <p>Is treasurer of the South African section of the Association of Cost Engineers International</p> <p>Was president of the Cost Engineering of Southern Africa Professional Institution in 1995, 1996, 1997 & 1998</p> <p>Is the Capital Projects Commercial Manager for SA Breweries</p>
Mr Abraham J Els	Freelance provider of Cost Engineering Courses	ELPAVO Training Consultancies	<p>Holds the following qualifications:</p> <ul style="list-style-type: none"> • Transvaal Education Diploma • B Com • Interim Cost Consultant Certificate • Certified Cost Engineer Certificate <p>Served as a teacher and a</p>

			<p>principal of a school for learners with special needs in the TED from 1968 to 1999</p> <p>Received the TED award for exceptional service in 1992</p> <p>Is a private provider of cost engineering courses</p>
Mr Willem J Viljoen	SASOL (SASTECH)	Marwillcor Project Control Services (Pty) Ltd	<p>Is a qualified Fitter and turner and holds an NTS4 Certificate</p> <p>Has worked in the project management field since 1981.</p> <p>Is presently the manager of project controls at SASOL (SASTECH)</p>
Mr Jon Jackson	FLUOR Southern Africa	Association for the Advancement of Cost Engineering International (AACE International)	<p>Holds the following qualifications:</p> <ul style="list-style-type: none"> • Advanced Cost Engineering Certificate (AACE) • Higher National Certificate in Process Plants Engineering • Technician Certificate in Process Plant & Construction Engineering Applications issued by the Engineering Construction Training Board <p>Has worked for various organisations in project and cost management since 1986 and is presently the cost Engineer responsible for change Management at FLUOR</p>
Mr Theodorus G Swart	Retired	CEASA Project Control and Support Services	<p>Holds the following qualifications:</p> <ul style="list-style-type: none"> • B Com • MBL • CFA (SA) • Final Diploma: Institute of Bankers • Chartered Institute of Secretaries Diploma <p>Worked in the Banking sector from 1969 to 2002 mainly in property development and supply management.</p>

Mr John Dixon	Bateman Engineered Technologies (Pty) Ltd	Bateman Engineered Technologies (Pty) Ltd	<p>Holds a BSc (Mechanical Engineering) degree</p> <p>Has worked in Project Management since 1983</p>
Mr Nicholas D Bennett	Planning and Cost Engineering Services	Planning and Cost Engineering Services	<p>Holds a Project management Diploma</p> <p>Is a member of the Cost Engineering Association of SA and a past president of the Kwa-Zulu Natal region of CEASA</p> <p>Has worked in Cost Engineering, Project Planning and Project Cost Estimation since 1972</p> <p>Is currently a project control specialist</p>
Mr Livio Talocchino	Exclusive Technical Services (Pty) Ltd	Exclusive Technical Services (Pty) Ltd	<p>Holds the following qualifications:</p> <ul style="list-style-type: none"> • NTC 5 (Mechanical) • Project Management Diploma <p>Has worked in Project Management for 30 years in South Africa as well as 13 other countries in Africa, Europe, Asia and Australasia.</p>

No. 579

7 May 2004

**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

Translation , Interpreting and Language Editing

Registered by NSB 04, Communication Studies and Language, publishes the following qualification and unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 7 June 2004***. All correspondence should be marked **Standards Setting – SGB for Translation , Interpreting and Language Editing** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

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or faxed to 012 – 431-5144

e-mail: dmphuting@saqa.co.za

JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

21 April 2004

NSB 04: Communication Studies and Language
South African Qualifications Authority

Dear NSB

RE: NQF Level 4 Unit Standards in the National Diploma in Specialised Translation, NQF Level 7

This communiqué is in anticipation of concerns about the number of NQF Level 4 Unit Standards in the National Diploma in Specialised Translation, NQF Level 7. These Level 4 Unit Standards comprise part of the National Certificate in Technical Translation, NQF Level 6, which in turn, comprises part of the National Diploma in Specialised Translation, NQF Level 7.

NQF Level 4 Unit Standards		
	National Certificate in Technical Translation, NQF 6	
		National Diploma in Specialised Translation, NQF Level 7

Translation, as a field of practice, requires competence in two languages, a source and target language. However, translators will in all probability, in an effort to enhance their skills and marketability, desire to develop competence in a **third language**. It stands to reason that the level of competence for this newly acquired third language will be lower than the two languages that they routinely deal with. It is for this reason that a third language, at three levels lower than the qualification is included in this qualification, as an **elective option**.

The core component of this qualification also contains 10 Credits at NQF Level 4. The reason for this is that the translation of text relevant to the NQF Level 4 Unit Standards, refer to a **second field or sub-field**. As illustration, if a learner is already translating medical psychiatry text, the additional field or sub-field at the lower level of competence (that the Level 4 Unit Standards in the core cover) may refer to, for example, legal text.

Kindly note that all but 10 Credits in the core Unit Standards of this NQF Level 7 qualification are at Levels 6 or 7. A learner will obtain at least 251 credits at Levels 6 or 7. Should a learner opt for the Level 4, third language elective, the level 4 component of the qualification is, at a maximum, 11.5% of the Level 7 qualification.

It is the opinion of the body that generated this qualification standard that the NQF Level 4 Unit Standards in this NQF Level 7 is both appropriate and in the interest of all stakeholders.

Kind regards

Translating, and Interpreting and Language Editing Standards Generating Body

**NATIONAL DIPLOMA IN SPECIALISED TRANSLATION (NQF LEVEL 7)**

- a) **Qualification Title: National Diploma in Specialised Translation (NQF Level 7)**
- b) **Field: Communication Studies and Language**
Sub-field: Language
- c) **Credits: 303 minimum**
- d) **Rationale**

A National Diploma in Specialised Translation (NQF Level 7) is required because there is a need for improved competence and recognition for competence in the area of specialised translation. The qualification is intended to build on general translation competence, and allows progression to areas of competence at NQF Level 8.

The attainment of a qualification in specialised translation allows the transfer of specialised knowledge by the translator to specialised audiences. Applying specialised translation competence fosters and promotes the implementation of principles for language in education, contemplated in the National Language Policy framework, and the accessibility of specialised text for specialised readers is improved. Specialised translation facilitates social relationships and empowerment by making accessible specialised information and knowledge.

This qualification is aimed at providing access to professional accreditation for specialist translators. The qualification has also been designed to provide access to education and training by means of Recognition of Prior Learning within the competence areas. The qualification design includes a planned combination of outcomes aimed at meeting the demand for:

- Increased employability of qualifying learners
- Enhanced quality of products in all the fields (for example, manuals)
- Reader involvement
- Improved sales impact by improving readability, resulting in marketing and sales value, for example, financial information well translated can improve stakeholder and shareholder confidence

The qualification is set to improve employment opportunities for learners in this field. Learners include users of all official South African and any other languages. Qualifying learners are required to have specialised knowledge of at least one field of information. Fields include agriculture and nature conservation; culture and arts; business, commerce and management; communication studies and language; education, training and development; manufacturing, engineering and technology; human and social sciences; law, military science and security; health sciences and social services; physical, mathematical, computer and life sciences; services; physical planning and construction. Qualifying learners are able to find employment in companies, universities, and government departments, and also as freelancers.

e) Purpose of the qualification

The purpose of this qualification is to enable learners to render technical text in specialised contexts professionally and ethically. The impact of errors when translating specialised text between (two) languages for specialised readership can have serious negative consequences, and attention to detail is essential. The status of specialised translating in the South African economy and earning ability of qualifying learners can be improved. Qualifications that promote this are in accordance with the NQF philosophy of facilitating social upliftment whilst simultaneously meeting societal needs through lifelong learning.

The qualification requires of learners to be able to use computers in the context of specialised translating, collect the information required for specialised translating, build up data based information resources and networks, and earn a living by providing quality specialised translation services professionally, ethically and with a focus on customer service.

Qualifying learners can contextualise text within a target culture when translating specialised text, to ensure an autonomous text. Competent specialised text translators are able to involve specialised readers, translate between two cultures, edit between two languages, proof read, and analyse specialised text by consulting references and sources.

Specialised translation facilitates equal access to specialised text in a variety of languages. This improved access results in, for example, improved judicial system, nursing, and health service delivery, improved occupational safety and health, improved productivity, and better informed share -and stakeholders.

Qualifying learners are capable of:

- Decoding technical information of source text
- Analysing technical information of source texts
- Reformulating specialised information for any audience
- Exploring research problems
- Formulating research plans

To qualify, a learner has to be competent in specialised translation in at least one field, with competence in specialised translation relating to this field as part of the core of the qualification. In addition, the qualifying learner is equipped to pursue related career paths and contribute economically, by electing to attain outcomes for:

- A third language (or a fourth language, if the learner has already been credited for a third language as part of another qualification), and/or
- Additional field-specific specialised translation competence and/or
- Writing technical copy (text) within a specific context or field and/or
- Managing delivery of specialised translation products

f) Assumptions of learning already in place

The qualification design is based on the assumption that the following competencies have already been attained prior to learning towards this qualification:

- Building information resources
- NQF level 6 competence in at least one technical field
- Writing various texts in different contexts in source language
- Assessing source text
- Adapting source text
- Transforming text types in source language
- Processing general (pragmatic) texts in source language
- Writing various texts in different contexts in target language
- Assessing target text
- Adapting target text

- Transforming text types in target language
- Processing general (pragmatic) texts in target language

Because of the impact of language and technical field competence of the effectiveness of specialised translation, it is assumed that learners have attained the above NQF Level 5 translation competence in two languages. Credit can be attained through recognition of prior learning.

g) Rules of combination

This qualification is designed as follows:

- The qualification does not contain Fundamental Unit Standards
- All Core Unit Standards (261 Credits) are compulsory
- At least 42 credits must be attained from the Elective Unit Standards in the following three areas of competence, without duplication of credits in the National Certificate in Specialised Translation (the Level 6):
 1. Communicate proficiently in an additional language:
 - Engage in sustained oral communication and evaluate spoken texts (5 Credits)
 - Read, analyse and respond to a variety of texts (5 Credits)
 - Write for a wide variety of texts (5 Credits)
 - Use language and communication in occupational learning programs (5 Credits)
 2. Manage HR in the delivery of specialised translation products:
 - Implement systems to meet the flow of information in a team, department or division (3 Credits)
 - Draft an employment contract (3 Credits)
 - Recruit and select candidates to fill defined positions (9 Credits)
 - Conduct a disciplinary hearing (5 Credits)
 - Facilitate the resolution of employee grievances (5 Credits)
 3. Manage delivery of specialised translation products:
 - Investigate and explain marketing communications concepts (8 Credits)
 - Implement project administration processes according to requirements (5 Credits)
 - Identify and interpret related legislation and its impact on the team, department or division and ensure compliance (4 Credits)
 - Develop and manage an organisational records system (5 Credits)

Structure of the qualification

Minimum credits required at each NQF level:

Credits	NQF Level				
	4	5	6	7	Total
Core	10	-	106	145	261
Elective	25	27	15	-	42
Total	35	27	121	145	303

h) Access to the qualification

This qualification is based on Unit Standards. Therefore, any learner who demonstrates competence as required by the fundamental, core and elective components as stated in the qualification will have access to this qualification.

i) Exit level outcomes and associated assessment criteria

Exit Level Outcome	Assessment Criteria- Evidence shows that:
1. Write and transfer specialised text within a specific context using standardised language	<ul style="list-style-type: none"> • Specialised text transfer is efficient, effective, appropriate and relevant • Language structures used are based on recognised text conventions of technical writing • Target text meets requirements of standardised language of the relevant field • Information is transferred correctly in terms of brief • Information is transferred in a way to optimise ease of reader processing • Content is relevant in terms of ease of reader processing • Words are selected based on ease of reader processing • Information is transferred correctly in terms of recognised principles of textuality
2. Select correct technical terminology showing responsibility to others - <i>Range: terminology includes both target text and source text</i>	<ul style="list-style-type: none"> • Technical terminology selected is from recognised sources, for various levels, clients, texts, readers and tools • Brief is adhered to • Technical terminology selected is based on target conventions • Selected terminology meets context requirements
3. Solve specialised translation problems	<ul style="list-style-type: none"> • Identification of problems is justified in terms of relevant text types • Selected problem solving strategies result in effective and efficient text • Target text meets the requirements of the brief
4. Collect, analyse, organise and critically evaluate field-specific technical information in relation to the field	<ul style="list-style-type: none"> • Information collected is from recognised field-specific sources • Methods of analysis are appropriate for purpose of analysis • Organising systems are in place • Organising systems are accessible for future use • Target text reflects encoding and decoding strategies based on relevant evaluated information
5. Work within the context of a group of role players to encode technical information into the target language - <i>Range: role players include experts, clients, colleagues, etc.</i>	<ul style="list-style-type: none"> • Technical text translation is relevant for briefed purpose • Translation reflects consultation with relevant role players • Translation reflects use of appropriate resources <i>Range: resources include tools for consultation e.g. e-mail, telephone, PC</i> • Agreement about process of translation reflects awareness of agreed organisational roles • Style adheres to organisational conventions • Conduct in relation to the group is not unethical
6. Identify and contextualise technical information taking into account relationships between source language and target language systems - <i>Range: system can include culture, norms, genre conventions, political systems, etc</i>	<ul style="list-style-type: none"> • Conventions used are justified in relation to target language and source language norms • Contextualisation of technical information/language is accurate in terms of source language conventions and no misinterpretations and mistranslations are present • Vocabulary, idiom, and register is appropriate for context, target language and target language system • Identified technical information is coherent in terms of target language system

7. Contribute to translation research in a specific field	<ul style="list-style-type: none"> • Identification of research problems are appropriate for the context within a specific field • Existing information sources consulted are appropriate for the field • Processes followed to develop a rationale are well described in the field • Hypotheses formulated are appropriate for specific research questions • Research methodologies employed to collect information is from the existing body of knowledge within the relevant field • Analysis and evaluation of results are in terms of stated hypotheses • Communication of results is appropriate for specific familiar, predetermined audiences
8. Decode technical information of source text using background information and consultation with sources	<ul style="list-style-type: none"> • Conventions used are justified in relation to source language norms • Decoding of technical information/language is accurate in terms of source language conventions • Primary sources consulted are appropriate for the field of specialised information • Background information is relevant in terms of field, context, and scope of the brief
9. Encode technical information taking into account relationships between source language and target language systems - <i>Range: system can include culture, norms, genre conventions, political systems, etc</i>	<ul style="list-style-type: none"> • Strategies selected to create new terminology are appropriate for transfer of information • Conventions used are justified in relation to target language norms • No misinterpretations and mistranslations are present • Vocabulary, idiom, and register are appropriate for context, target language and target language system • Encoded technical information is coherent in terms of target language system
10. Plan contributions to existing bodies of knowledge through research	<ul style="list-style-type: none"> • Research fields or areas are delineated within a specific field of enquiry • Selected research focus can contribute to an existing body of knowledge • Rationales for research are developed following observable processes • Research plans are feasible within specific fields
11. Contribute to existing bodies of knowledge through research	<ul style="list-style-type: none"> • Methodological approaches are constructed and theoretical frameworks identified that address context-specific research problems and questions • Research data is gathered following approaches appropriate to relevant contexts • Information/data collected is appropriate for the purpose of the research • Analysis and evaluation of results are in terms of stated hypotheses using recognised techniques • Recording and dissemination of findings are outside immediate sphere of familiarity • Evaluation of contribution to existing body/bodies of knowledge in a relevant field is reported

Elective Exit Level Outcome (42 Credits required to qualify)	
12. Communicate effectively using language skills in the mode of written presentation in a third language	<ul style="list-style-type: none"> • Text types, text features and text functions are correctly identified, selected and verified in relation to parallel texts • Texts designed are based on context-specific requirements • The writing process is planned effectively • Errors in text are accurately identified and analysed • Feedback regarding text is obtained and provided • Linguistic or textual features are accurately assessed • Text assessment findings are justified • Strategies selected to improve and transform text are context-appropriate and justified • Comparison of own composition with similar text types is relevant • Text quality is improved where relevant • Adaptations of text for different readerships is appropriate for specific readership profiles • The conceptual level of text is adjusted to correct readership level
13. Translate specialised text in an additional field or sub-field	<ul style="list-style-type: none"> • Specialised text is written correctly within a specific field • Technical information is contextualised in terms of the field • Decoding of technical information of source text is relevant for the brief, field, context, scope and readers
14. Manage HR in the delivery of technical translation products	<ul style="list-style-type: none"> • Employees are recruited, selected and contracted in line with legal requirements • Employment contracts are complied within the framework of relevant legislation • Recruitment and selection of required human resources is conducted ethically • Grievance and disciplinary hearings are appropriately dealt with • All related legislation is complied with
15. Manage delivery of technical translation products	<ul style="list-style-type: none"> • Systems are implemented to meet the flow of information • Investigation of marketing communications concepts is appropriate for purpose of communication • Cost budgets are accurately prepared and estimated • All actual costs are monitored and controlled against budgets • Project schedules are communicated to all relevant persons • Monitoring and evaluating of project schedules is against agreed criteria and meets project objectives • Project administration processes are according to requirements

j) International comparability

These standards have been developed in line with international standards for the same level of learning and application. Specific comparisons have been made with the standards employed in New Zealand, Australia and Scotland.

New Zealand

The New Zealand National Qualifications Framework has ten levels of progression. Relevant Unit Standards (no qualification exists on the New Zealand framework) are registered at Levels 6 and 7. Level 6 is described as involving carrying out processes that require a command of wide-ranging, highly specialised technical or scholastic skills, a wide choice of standard and non-standard procedures, often in non-standard combinations, in highly variable routine and non-routine contexts. This is the equivalent of the South African NQF Level 5 or 6.

- The New Zealand standards also include credits for Management practice at Level 6
- The New Zealand standards include 20 credits each at Level 7 for conference interpreting, court and legal interpreting, and interpreting in health care settings
- The New Zealand standards include translating literary text (Level 7) from one language to another, assigned 15 credits
- Credits assigned to each unit standard are generally higher for the South African standards.

Australia

Australia has one Translation qualification, which compares to the present qualification, namely, an Advanced Diploma of Translating. The Advanced Diploma recognises capacity for initiative and judgement across a broad range of technical and/or management functions. It is as specialised as the National Diploma in Specialised Translation (NQF Level 7) and signifies skill and knowledge of the same complexity and level of personal accountability.

Scotland

Scotland provides a range of registered Unit Standards that comprise a Scottish Vocational Qualification in Translation. The Unit Standards, which compare well to this qualification's Unit Standards include:

- Mandatory Unit Standards: Translate technical texts; and Translate creative texts
- Optional Unit Standards: Research, prepare and present information for translation purposes, and Assess the requirements for the translation service

Other

Other countries that have qualifications in translation that compare well with this qualification include France and Canada. These countries have a range of qualifications across a range of levels.

k) Integrated assessment

Before qualifying, the learner will be expected to demonstrate competence, as specified in the exit level outcomes and assessment criteria, that integrates the assessment of all specific outcomes, for all Unit Standards, for example, applying competence in a practical scenario. This will require learners to translate specialised text in at least one language combination. In addition, during the learning process to attain the outcomes of each Unit Standard, learners will be expected to give evidence that they have attained the embedded knowledge and specific skills contained in specific outcomes for the relevant Unit Standard.

l) Recognition of prior learning (RPL)

Learners who have met the requirements of any Unit Standard in this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant will be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standard or Unit Standards. A qualification will be awarded should a learner demonstrate that all the exit level outcomes have been attained.

m) Articulation possibilities

- Vertical articulation upwards is possible with Masters level degrees.
- Vertical articulation downwards is possible with Bachelor degrees.
- Horizontal articulation on the NQF is possible with various Honours degrees.

n) Moderation options

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for the National Diploma in Specialised Translation (NQF Level 7). The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor or moderator with the ETQA. Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed below.

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

To register as an assessor, the following are required:

- Detailed documentary proof of relevant qualification/s, practical training completed, and experience gained (a portfolio of evidence)
- NQF recognised assessor credit

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

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

o) Learning components

Unit Standard Title	Level	Credits	Component	
1. Select technical terminology	7	10	Core	
2. Use standardised technical language	6	10		
3. Contextualise technical information of source text	6	10		
4. Decode technical information of source text	6	10		
5. Identify field-specific technical information of source text	6	10		
6. Analyse technical information of source texts	7	20		
7. Plan the encoding process for specialised translation	6	20		
8. Encode specialised information	7	20		
9. Reformulate specialised information for any audience	7	25		
10. Write technical text within a specific field	6	10		
11. Describe research problems	6	20		
12. Conceptualise research requirements (10081)	6	10		
13. Explore research problems	7	30		
14. Formulate research plans	7	20		
15. Set research policy (10105)	7	10		
16. Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget (10134)	4	6		
17. Monitor, evaluate and communicate project schedules (10143)	4	4		
18. Generate alternative opportunities (10099)	7	10		
19. Apply the principles of ethics and professionalism to a business environment (14505)	6	6		
Subtotal: Core 261				
Elective area: Communicate proficiently in an additional language				
20. Engage in sustained oral communication and evaluate spoken texts (8974)	4	5	Elective	
21. Read, analyse and respond to a variety of texts (8975)	4	5		
22. Write for a wide variety of texts (8976)	4	5		
23. Use language and communication in occupational learning programs (8979)	4	5		
Elective area: Manage HR in the delivery of technical translation products:				
24. Implement systems to meet the flow of information in a team, department or division (15226)	5	3		
25. Draft an employment contract (11907)	5	3		
26. Recruit and select candidates to fill defined positions (12140)	5	9		
27. Conduct a disciplinary hearing (10985)	6	5		
28. Facilitate the resolution of employee grievances (12139)	6	5		
Elective area: Manage delivery of technical translation products				
29. Investigate and explain marketing communications concepts (10064)	5	8		
30. Implement project administration processes according to requirements (10139)	4	5		
31. Identify and interpret related legislation and its impact on the team, department or division and ensure compliance (15225)	5	4		
32. Develop and manage an organisational records system (110483)	6	5		
Subtotal: Elective 42				

**NATIONAL DIPLOMA IN SPECIALISED TRANSLATION (NQF LEVEL 7):
UNIT STANDARDS**

A. Existing Unit Standards

Registered Unit Standard Title	Level	Credits	Component
Conceptualise research requirements (10081)	6	10	
Set research policy (10105)	7	10	
Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget (10134)	4	6	
Monitor, evaluate and communicate project schedules (10143)	4	4	
Generate alternative opportunities (10099)	7	10	
Apply the principles of ethics and professionalism to a business environment (14505)	6	6	
Engage in sustained oral communication and evaluate spoken texts (8974)	4	5	
Read, analyse and respond to a variety of texts (8975)	4	5	
Write for a wide variety of texts (8976)	4	5	
Use language and communication in occupational learning programs (8979)	4	5	
Implement systems to meet the flow of information in a team, department or division (15226)	5	3	
Draft an employment contract (11907)	5	3	
Recruit and select candidates to fill defined positions (12140)	5	9	
Conduct a disciplinary hearing (10985)	6	5	
Facilitate the resolution of employee grievances (12139)	6	5	
Investigate and explain marketing communications concepts (10064)	5	8	
Implement project administration processes according to requirements (10139)	4	5	
Identify and interpret related legislation and its impact on the team, department or division and ensure compliance (15225)	5	4	
Develop and manage an organisational records system (110483)	6	5	

New unit standards: National Diploma in Specialised Translation (NQF Level 7)

1. Title: Select technical terminology
2. Title: Use standardised technical language
3. Title: Contextualise technical information of source text
4. Title: Decode technical information of source text
5. Title: Identify field-specific technical information of source text
6. Title: Analyse technical information of source texts
7. Title: Plan the encoding process for specialised translation
8. Title: Encode specialised information
9. Title: Reformulate specialised information for any audience
10. Title: Write technical text within a specific field
11. Title: Describe research problems
12. Title: Explore research problems
13. Title: Formulate research plans

New unit standards with Specific Outcomes: National Diploma in Specialised Translation (NQF Level 7)

1. Title: Select technical terminology

- Specific outcome 1: Consult specialised sources relevant to the context
- Specific outcome 2: Distinguish between standardised and non-standardised terms for classification purposes
- Specific outcome 3: Select strategies to translate terms for specific contexts and purposes
- Specific outcome 4: Generate terms for specific contexts
- Specific outcome 5: Justify strategies for identifying and selecting terms

2. Title: Use standardised technical language

- Specific outcome 1: Identify register and style of source text to be used appropriate for specific contexts
- Specific outcome 2: Evaluate text/context/genre-specific structures in terms of recognised target text purpose
- Specific outcome 3: Transfer structure, register, and style to reflect target text and language norms and conventions
- Specific outcome 4: Compare source language and target language conventions within the same field
- Specific outcome 5: Select register, style, and convention for target language to meet reader requirements

3. Title: Contextualise technical information of source text

- Specific outcome 1: Collect and collate existing background information from secondary sources
- Specific outcome 2: Consult parallel texts from the same field
- Specific outcome 3: Extract existing background information relevant to specific technical translations
- Specific outcome 4: Consult role players that are relevant to specific technical translations regarding technical translation context

4. Title: Decode technical information of source text

- Specific outcome 1: Collect and collate new information from primary sources
- Specific outcome 2: Consult parallel texts from the same field
- Specific outcome 3: Extract new information relevant to specific technical translations
- Specific outcome 4: Consult role players that are relevant to specific technical translations regarding technical translation context

5. Title: Identify field-specific technical information of source text

- Specific outcome 1: Describe the technical data/information of source text within a specific field (context)
- Specific outcome 2: Explain the content of the source text based on observable evidence
- Specific outcome 3: Identify problematic technical information appropriate in terms of subject field and purpose of source text
- Specific outcome 4: Describe the language structures of technical source text in terms of recognised source language structures

6. Title: Analyse technical information of source texts

- Specific outcome 1: Analyse the technical data/information of source text within more than one field or sub-field
- Specific outcome 2: Explain the content of the source text based on observable evidence
- Specific outcome 3: Assess problematic technical information and technical translation problems, appropriate in terms of subject field and purpose of source text
- Specific outcome 4: Analyse the language structures of technical source text in terms of recognised source language structures

7. Title: Plan the encoding process for specialised translation

- Specific outcome 1: Determine linguistic (lexical/ words), stylistic and syntactic conventions (terms, style, register) appropriate for the target language
- Specific outcome 2: Interpret the technical translation brief for planning encoding
- Specific outcome 3: Select translation approaches appropriate for specific contexts
- Specific outcome 4: Select encoding strategies in terms of specific briefs

8. Title: Encode specialised information

- Specific outcome 1: Synthesise message of source text in relation to specialised target audience
- Specific outcome 2: Adapt given source language structures to target language structures to ensure independence of translations
- Specific outcome 3: Solve technical translation encoding problems appropriate to specific target audiences
- Specific outcome 4: Ensure quality of translation products, based on selected criteria

9. Title: Reformulate specialised information for any audience

- Specific outcome 1: Reformulate message of source text in target text in relation to target audience
- Specific outcome 2: Adapt given source language structures to target language structure, style and register to ensure accessibility
- Specific outcome 3: Adapt technical information in terms of target language norms
- Specific outcome 4: Generate solutions for problems encountered during reformulation processes appropriate to any specialised target audience
- Specific outcome 5: Ensure quality of translation products based on self generated criteria

10. Title: Write technical text within a specific field

- Specific outcome 1: Determine intention (skopos) of technical text in terms of the relevant context
- Specific outcome 2: Identify register, mood, and tenor of discourse within a specific field
- Specific outcome 3: Select text type functions and features appropriate for function and context
- Specific outcome 4: Design text format and layout in line with specific requirements

11. Title: Describe research problems

- Specific outcome 1: Identify research problems within the context of a specific field
- Specific outcome 2: Survey existing information in appropriate sources
- Specific outcome 3: Develop rationale for research problems following an acceptable process
- Specific outcome 4: Formulate hypotheses appropriate for research questions

- Specific outcome 5: Collect information by employing research methodologies from existing body of knowledge in the field
- Specific outcome 6: Analyse and evaluate results in terms of stated hypotheses
- Specific outcome 7: Communicate research results to familiar, predetermined audiences

12. Title: Explore research problems

- Specific outcome 1: Identify research problems within the context of a specific field
- Specific outcome 2: Develop rationales for research problems following an acceptable process
- Specific outcome 3: Gather research data following approaches appropriate to relevant contexts
- Specific outcome 4: Analyse research data using recognised techniques
- Specific outcome 5: Record and disseminate findings outside immediate sphere of familiarity
- Specific outcome 6: Evaluate contribution to existing body/bodies of knowledge in a relevant field

13. Title: Formulate research plans

- Specific outcome 1: Scope a research field or areas within a field of enquiry
- Specific outcome 2: Identify research focus that can contribute to an existing body of knowledge
- Specific outcome 3: Construct methodological approaches and theoretical frameworks to address research questions
- Specific outcome 4: Propose research plans that are feasible within specific fields

No. 580

7 May 2004

Established in terms of Act 58 of 1995**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

South African Sign Language

Registered by NSB 04, Communication Studies and Language, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The 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, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 7 June 2004***. All correspondence should be marked **Standards Setting – SGB for South African Sign Language** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: dmphuthing@saqa.co.za

JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

Title: Engage in short conversations with a Deaf person on a familiar topic using SASL

Level: 4

Credit: 6

Specific outcome 1: Introduce yourself and others using SASL.

Range: To include greetings and farewells

Specific outcome 2: Provide information about yourself and ask information of others using SASL.

Range: examples of information include - name, address, age, likes, dislikes, work and/or study, interests, family, friends, school attended, place of birth, where you live.

Specific outcome 3: Hold a short conversation with a Deaf person on a familiar topic.

Specific outcome 4: Hold a conversation with a group of signers, using SASL.

Title Perform everyday communicative tasks using South African Sign Language

Level: 4

Credits: 4

Specific outcome 1: Ask permission of a Deaf person using SASL.

Specific outcome 2: Offer thanks and apologies involving a Deaf person using SASL.

Specific Outcome 3: Make a request of a Deaf person, using SASL.

Specific Outcome 4: Offer assistance to a Deaf person, using SASL.

Title: Deliver a monologue for a known audience on a familiar topic using South African Sign Language

Level: 4

Credit: 10

Specific outcome 1: Prepare a monologue for a known audience on a familiar topic, using SASL.

Specific outcome 2: Deliver a monologue for a known audience on a familiar topic, using SASL.

Specific outcome 3: Ask questions on a signed monologue on a familiar topic, using SASL.

Specific outcome 4: Answer signed questions on a received signed monologue, using SASL.

Specific outcome 5: Describe familiar people, places and events, using SASL.

Title: Demonstrate the production and reception of regional South African Fingerspelling

Level: 4

Credit: 4

Specific outcome 1: Demonstrate production of fingerspelling for different purposes

Range: purposes include communicating proper nouns, introducing unfamiliar vocabulary, eliciting understanding of unfamiliar vocabulary, and communicating where the sign is unknown or does not exist.

Specific outcome 2: Demonstrate reception of fingerspelling in different communicative contexts

Range: Reception to take place within a discourse i.e. not limited to the reception of isolated vocabulary

Title	Give and ask for directions to places and locations, using South African Sign Language
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Level: 4

Credits: 4

Specific outcome 1: Give directions to a familiar place and location, using SASL.

Specific outcome 2: Ask for and receive directions to a specific place and location, using SASL.

Title:	Inform and explain about simple arrangements and processes using South African Sign Language
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Level: 4

Credit: 10

Specific outcome 1: Inform a group of people about simple arrangements, using SASL.

Specific outcome 2: Prepare an explanation of a simple process, using SASL.

Specific outcome 3: Explain a simple process, using SASL.

Title:	Demonstrate knowledge of Deaf culture, the Deaf community and technology, services and education for the Deaf in South Africa
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Level: 4

Credit: 8

Specific outcome 1: Describe communication behaviours of Deaf people.

Specific outcome 2: Describe Deaf culture in South Africa.

Range: To include a description of a particular aspect of Deaf culture

Specific outcome 3: Describe the Deaf community and services in South Africa.

Specific outcome 4: Demonstrate knowledge of Deaf education in South Africa.

Specific outcome 5: Demonstrate knowledge of technology for the Deaf in South Africa.

Range: *visual aids, telecommunication devices, assistive devices.*

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