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

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 706

11 June 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

Educators in Schooling

Registered by NSB 05, Education, Training and Development, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at www.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, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 13 July 2004*. All correspondence should be marked **Standards Setting – SGB for Educators in Schooling** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

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JOE SAMUELS**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Professional Diploma: Education

| SAQA QUAL ID | QUALIFICATION TITLE | |
|------------------------|--|-----------------------|
| 48877 | National Professional Diploma: Education | |
| SGB NAME | SGB Educators Schooling | |
| ABET BAND | PROVIDER NAME | |
| Undefined | | |
| QUALIFICATION CODE | QUAL TYPE | SUBFIELD |
| EDU-5-National Diploma | National Diploma | Schooling |
| MINIMUM CREDITS | NQF LEVEL | QUALIFICATION CLASS |
| 360 | Level 5 | Regular-ELOAC |
| SAQA DECISION NUMBER | REGISTRATION START DATE | REGISTRATION END DATE |
| | | |

PURPOSE OF THE QUALIFICATION

The NPDE is a qualification that has as its purpose the upgrading of currently un- and under-qualified school and technical college educators, with a view to improving the quality of teaching and learning in schools and colleges. The NPDE will provide these educator-learners with the opportunity of becoming fully qualified professionals (REQV 13) It does not have the purpose of providing an alternative access route to an initial educator qualification.

The NPDE will be practice-based, have a strong classroom focus and will equip educators with the foundational, practical and reflexive competences required for further study at NQF Level 6. It will be directed at Foundation, Intermediate and Senior Phase educators, as well as those who teach in the FET band.

Rationale for Qualification

The principal rationale for this qualification is to improve the quality of teaching and learning in General Education and Training (GET) Grades R-9 schools and Further Education and Training (FET) Grades 10-12 (General) and FET colleges. The award of the qualification must rest on the Accredited Provider's judgement that the candidate has indeed improved in respect to their competence and commitment as a professional educator.

According to the Norms and Standards for Educators, previous teacher education certificates, diplomas, higher diplomas and further diplomas will be phased out. There is, however, a large number of currently serving educators who are still in possession of such diplomas and certificates. Provision has been made for some of these educators to improve their existing qualifications via the new framework for professional qualifications for educators in schools (Refer Norms and Standards for Educators, page 26). However, currently serving educators with qualifications classified as REQV 12 or lower need an alternative access route into the new qualifications framework, and the main purpose of the NPDE is to provide such access. It is not available for the purposes of initial teacher education.

The original NPDE (registered by the SAQA Board in October 2000) provides access only for currently serving educators in schooling in the GET phase classified as at REQV 11 and 12. But there are additional currently serving educators who need to be provided with this access route. This revised NPDE replaces the original NPDE (as amended) and now provides access to the following categories of currently serving professionally un- or under-qualified educators:

- > Professionally underqualified Grades R-12 educators classified as REQV 11 or 12;

- > Some professionally unqualified Grades R-12 educators classified as at REQV 10;
- > Professionally un- or under-qualified Grade R teachers or Grade R teachers with professional qualifications not recognized by the Department of Education. (Many of whom are currently being recruited from the informal sector);
- > Professionally un- or under-qualified teachers of technical subjects in FET Grades 10-12 (General), and FET college educators. (Many of whom have qualifications and experience that are the equivalent of a year's post-school education, and, although they receive personal salaries that are equivalent to those for qualified educators with REQV 13, they are not eligible for promotion or for further access to post-professional study.)

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that educators will be able to read, write, speak and understand the language of instruction, and communicate confidently in one other South African language, have at least five years of teaching experience, and the competences developed by a NQF Level 4 qualification. Educators of technical subjects should also be in possession of practical work experience and a trade certificate in their particular field of specialization, eg engineering or business studies or utility services.

Recognition of prior learning and articulation possibilities

This qualification may be achieved in part through the recognition of prior learning and experience. Providers are required to develop structured means for the assessment of educator-learners against the exit level outcomes of the qualification. The following RPL requirements apply:

- > In-service educators classified as REQV 10 may be credited with a maximum of 120 credit points through assessment for recognition of prior learning.
- > In-service educators classified as REQV 11 or 12 will automatically be credited with 120 credit points on the basis of their previous professional qualification, and may be credited with a further 120 credit points through assessment for recognition of prior learning.
- > Entrants from other sub-fields (for example, ABET, ECD) may be credited with a maximum of 120 credit points through assessment for recognition of prior learning.

Note:

- > For educators who have level 4 or 5 qualifications from other subfields, a minimum of 240 new credit points of the NPDE must be earned.

QUALIFICATION RULES

The NPDE is a 360-credit NQF level 5 qualification.

The exit level outcomes for the NPDE describe the foundational, practical and reflexive competences that, together, constitute the applied competence required of educators at this level.

The Exit Level Outcomes have been grouped into fundamental, core and elective to allow for ease of articulation with qualifications in other sub-fields. The Table that follows indicates the Credit Points (at NQF Levels 4 and 5) allocated to each component of the qualification:

Components and Exit Level Outcomes:

Fundamental

- > Literacy (Level 4: 24 Credit Point allocations, Level 5: 12 Credit Point allocations)
- > Numeracy (Level 4: 24 Credit Point allocations)

Elective (Level 4: 60 Credit Point allocations, Level 5: 84 Credit Point allocations)

- > Knowledge base
- > Designing, implementing and evaluating learning programmes

Core (Level 4: 36 Credit Point allocations, Level 5: 60 Credit Point allocations)

- > Teaching and learning strategies
- > Classroom management
- > Assessment

Core (Level 5: 36 Credit Point allocations)

- > Commitment to the teaching profession
- > Core values and HIV and AIDS
- > Capacity to function responsibly

Provider discretion (Level 5: 24 Credit Point allocations)

TOTAL CREDIT POINTS

- > Level 4: 144 credits
- > Level 5: 216 credits

The Norms and Standards for Educators stipulates that professional teacher qualifications must comply with the requirements of the National Curriculum Statement for a particular phase(s) of schooling (teaching and learning) (as amended from time to time) The following are the current requirements in respect to the content of the elective component of the three phase specialisations within the GET band, and the two pathway specialisations within the FET band:

Foundation Phase (Grades R to 3)

- > A study of the learning programmes as prescribed by the national curriculum. These must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- > Expertise in the development of early literacy, particularly reading competence.
- > Expertise in the development of early numeracy.
- > Expertise in the development of life-skills.

Intermediate Phase (Grades 4 to 6)

- > A study of the learning programmes as prescribed by the national curriculum. These must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.
- > Expertise in the development of reading competence, particularly reading comprehension.
- > Expertise in the development of numeracy.
- > Expertise in the development of life-skills.

Senior Phase learning area specialist (Grades 7 to 9)

- > A study of at least two subjects which meet the requirements of the learning area specializations as prescribed by the national curriculum.
- > The studies must include the disciplinary bases of content knowledge, methodology and relevant pedagogic theory.

In addition

- > A study of one out of the learning areas of:
 - Mathematical Literacy, Mathematics and Mathematical Sciences
 - Natural Sciences
 - Technology

This study must be in a learning area not taken elsewhere in the curriculum.

Further Education and Training

FET (Grades 10 to 12) (General)

- > A study of one or more subjects which meet the requirements of the learning field specialisations as prescribed by the national curriculum and are suitable for this pathway.
- > This study must include the disciplinary bases of content knowledge, skills, methodology and relevant pedagogic theory.

Further Education and Training: General Vocational and Trade Occupation specific: FET Colleges

- > A study of one or more subjects/learning programmes which meet the requirements of the learning field specialisations as suitable for the spread of programmes across NQF Levels 1 to 5.

> This study must include the disciplinary bases of content knowledge, skills, methodology and relevant didactical knowledge for a mix of early post school youth, mature youth and adult learners.

EXIT LEVEL OUTCOMES

Exit level outcomes are grouped into four components that together reflect the work of a professional educator. The critical outcomes are integrated into the exit level outcomes. Under each component, two or more of the roles, as defined in the Norms and Standards for Educators have been integrated. Guidelines for assessing integrated and applied competence related to each exit level outcome are provided. See also the assessment criteria, which deals with integrated assessment. For a definition of the content requirements for particular specializations, please see the specialist requirements.

Component 1: Competences relating to fundamental learning

The focus in this component is on the role of Scholar, researcher and lifelong learner. However, there is some reference in the application of the literacy and numeracy competences to the roles of Learning mediator; Leader, administrator and manager; and Assessor.

Exit level outcome 1.1 (Literacy)

> Demonstrate competence in reading, writing and speaking the language/s of instruction in ways that facilitate their own academic learning and their ability to facilitate learning in their classrooms.

Exit level outcome 1.2 (Numeracy)

> Demonstrate competence in interpreting and using numerical and elementary statistical information to facilitate their own academic learning and their ability to administer teaching, learning and assessment.

Component 2: Competences relating to the subject and content of teaching

The focus in this component is on the roles of Learning mediator; Interpreter and designer of learning programmes and materials; and Learning area/subject/discipline/ phase specialist.

Exit level outcome 2.1

> Demonstrate competence with regard to the knowledge base underpinning the learning areas or subjects they will be teaching.

Exit level outcome 2.2

> In their area/s of specialization (phase and subject/learning area), demonstrate competence in planning, designing, and reflecting on learning programmes as prescribed in current national policy, and appropriate for their learners and learning context.

Component 3: Competences relating to teaching and learning processes

The focus in this component is on the roles of Learning mediator; Interpreter and designer of learning programmes and materials; Leader administrator and manager; Assessor; as well as the Community, citizenship and pastoral role.

Exit level outcome 3.1

> In their area of specialization, demonstrate competence in selecting, using and adjusting teaching and learning strategies in ways that meet the needs of the learners and the context.

Exit level outcome 3.2

> Demonstrate competence in managing and administering their learning environments and learners in ways that are sensitive, stimulating, inclusive, democratic and well organized.

Exit level outcome 3.3

> Demonstrate competence in monitoring and assessing learner progress and achievement in their specialization.

Component 4: Competences relating to the profession, the school and the community**Exit level outcome 4.1**

- > Demonstrate a respect for and commitment to the educator profession.

Exit level outcome 4.2

- > Demonstrate knowledge of the core values of South African education, and competence in, and commitment to, dealing with the effects of the HIV and AIDS pandemic on and in the education system.

Exit level outcome 4.3

- > Demonstrate a capacity to function responsibly within the education system, a learning institution, and the community in which the institution is located.

ASSOCIATED ASSESSMENT CRITERIA**1.1**

- > Read and view with understanding a range of texts for both pleasure and information;
- > Write coherent and logical factual and imaginative texts;
- > Communicate confidently and appropriately;
- > Read aloud and narrate stories appropriate to the level of their learners (applicable in the case of only Foundation and Intermediate Phase teachers);
- > Use the main language of instruction to explain, describe and discuss key concepts in their area of specialization ;
- > Use an additional language to explain, describe and discuss key concepts in a conversational style;
- > Demonstrate a hands-on competence in the basic use of computers;
- > Use basic information and communications technology to further their own learning and facilitate the learning of others;
- > Read and interpret with understanding written and graphic materials relating to their area of specialization;
- > Read academic and professional texts critically, in order to integrate and use the knowledge in their own studies and in their teaching;
- > Select and use study methods appropriate to their own needs as well as the demands of the specialization.

1.2

- > Apply their understanding of numeracy and elementary statistics to manage classroom resources and monitor learner attendance;
- > Apply their understanding of numeracy and elementary statistics to record, interpret and report on the academic progress and achievement of their learners;
- > Interpret and understand numerical data relating to psychological assessment of learners;
- > Use elementary procedures for financial management, including budgeting;
- > Interpret with understanding numerical information in their learning area, subject or discipline;
- > Apply numerical and elementary statistical knowledge to educational issues, cross-curricular activities, and their own learning.

2.1

- > Demonstrate a basic understanding of the fields of knowledge which underpin their subject/s or learning area/s of specialization;
- > Know how to access sources of knowledge in the relevant fields of knowledge;
- > Show some understanding of the kinds of evidence, modes of argument and/or criteria of adequacy appropriate to the fields of knowledge in their area/s of specialization;
- > Use the characteristic language, terminology and concepts of their subject/s or learning area/s appropriately, and with confidence;
- > Show an appreciation of the values and principles which characterize the relevant fields of knowledge;
- > Be able to discuss the content of curricular knowledge in their area/s of specialization;
- > Be able to interpret curricular knowledge in practice, in their area/s of specialization, in terms of a broader understanding of the relevant knowledge field;
- > Be able to evaluate what learning material (including textbooks) should be selected, at what level, in what sequence, and how it should be assessed, in their area of specialization (phase and subjects/learning areas).

2.2

- > Demonstrate a knowledge of the range of learning materials (including textbooks) available in their area/s of specialization, and an ability to select appropriate resources for learning;
- > Select appropriate teaching and learning strategies in planning lessons and other learning experiences within teaching programmes;
- > Apply knowledge and understanding of a range of theories about teaching, learning, personal development and curriculum to the selection and design of learning programmes;
- > Design coherent learning programmes and lessons appropriate for the learners, context and specialization, taking into account national, regional and school curriculum policies, learner contexts, and learner differences;
- > Evaluate learning programmes, lessons and materials in terms of the approaches to teaching and the knowledge base underpinning the relevant learning areas or subjects being taught.

3.1

- > Convey the content of their area of specialization in written, graphic and other forms which are appropriate to the developmental level/s and language ability of the learners in their care;
- > Foster interactive communication with learners through the use of non-judgmental language, supportive replies, constructive feedback, acknowledgment of feelings and demonstration of mediation skills;
- > Embody theoretical knowledge and understanding in discussions and debates about teaching and learning strategies;
- > Select and use teaching and learning strategies appropriate to the subject, phase and topic and on the basis of careful assessment, appropriate to their learners;
- > Create expectations which make appropriate demands on the learners;
- > Select and use teaching and learning strategies which motivate learners to meet those demands and to take initiative;
- > Accommodate differences in learning style, pace and ability in the planning and use of teaching and learning strategies;
- > Identify and assist learners with special needs and barriers to learning and development;
- > Facilitate occasions where learners are taught in groups, pairs and as individuals;
- > Make judgements on the effect that language has on learning and make the necessary adjustments to the teaching and learning strategies;
- > Adjust teaching and learning strategies to cater for cultural, gender, ethnic, language and other differences among learners;
- > Use teaching and learning support materials to facilitate learner progress and development;
- > Assess the teaching and learning strategies used in a particular context in the light of the extent to which the outcomes of the learning experience have been achieved.

3.2

- > Demonstrate knowledge of principles and procedures which underlie establishing and maintaining orderly and creative teaching and learning environments;
- > Create and maintain learning environments which are safe as well as conducive to learning;
- > Manage learning environments democratically and in ways that foster creative and critical thinking;
- > Discipline learners in ways that are firm, growth-promoting but fair;
- > Create a learning environment that is sensitive to cultural, linguistic and gender differences;
- > Resolve conflict situations within classrooms in an ethical and sensitive way;
- > Perform administrative duties required for the effective management of the learning environment;
- > Assist learners to manage themselves, their time, physical space and resources;
- > Take appropriate action to assist learners in the solution of personal or social problems;
- > Monitor the effectiveness of classroom management strategies, and adjust them where necessary.

3.3

- > Demonstrate understanding of the principles that underpin various assessment approaches and methods;
- > Select, adapt and/or design assessment tasks and strategies appropriate to the specialization and learning context;
- > Explain the link between the method of assessment, the overall assessment purpose and the outcomes being assessed;
- > Design and administer assessment tasks using clear language and instructions;
- > Collect, from a variety of sources, evidence of learner competence;
- > Use a range of assessment strategies to accommodate differences in learning style, pace and context;
- > Evaluate their own assessment strategies in terms of their validity, fairness, reliability and sensitivity to gender, culture, language and barriers to learning and development;

- > Assess, and systematically record, the progress of individual learners;
- > Use assessment results to provide feedback in educationally constructive ways on learner progress and achievement;
- > Interpret and use assessment results to inform future teaching, learning and assessment strategies.

4.1

- > Have a thorough understanding of the SACE Code of Professional Ethics;
- > Demonstrate that they have made the Code part of their daily professional life;
- > Show a capacity to reflect on their own professional learning by compiling a professional portfolio;
- > Show a commitment to continuing professional development by constructing a realistic on-going professional growth plan;
- > Act in ways that enhance the status of professional educators.

4.2

- > Articulate a critical understanding of the values embodied in the Constitution;
- > Demonstrate in their own professional activities that they understand the practical implications of the core values of South African education, especially in respect to human rights and the transformation of education;
- > Demonstrate a basic knowledge of HIV and AIDS and how they impact on all aspects of our schooling and society;
- > Demonstrate a competence in the teaching approaches and styles appropriate to teaching about HIV and AIDS to learners;
- > Demonstrate that they have the personal capacities and confidence needed by professional educators in coping with HIV and AIDS in the daily life of educational institutions;
- > Demonstrate that they exercise the appropriate collegial attitudes and values to contribute to the maintenance of a caring and compassionate climate in the school and other settings of their professional activities.

4.3

- > Demonstrate knowledge of education policies, procedures and systems which impact on institutions and learning sites, as well as on the national education and training landscape;
- > Maintain a sense of respect towards others in the learning environment;
- > Co-operate professionally with colleagues in an institutional setting;
- > Co-operate in maintaining orderly learning environments;
- > Initiate and maintain effective, professional communication with parents, guardians and other members of the community and involve them in institutional affairs;
- > Engage critically with policies, procedures and systems which impact on their institution and classrooms;
- > Work with colleagues to organize curricular, cross curricular and extra curricular activities.

Integrated Assessment

In the assessment strategy as a whole, evidence must be demonstrated through a variety of options: case studies, problem-solving assignments, teaching practice in simulated and in situ contexts, portfolios of learning materials, projects, written and oral examinations. Some of these options are more suited to the assessment of foundational competence, rather than practical and reflexive competence.

However, the final integrated assessment needs to have the following characteristics:

- > It should assess the extent to which learners can teach competently and effectively in South African schools or further education and training institutions.
- > It should measure the extent to which learners have integrated the roles and the knowledge and skills delivered through the different courses/modules that make up the educator development programme.
- > It should be designed in such a way that the seven roles are assessed through the specialism.
- > It should measure applied competence. In other words, it should assess whether learners are able to integrate the ability to perform important teaching activities competently (a practical competence), understand the theoretical basis for these activities (foundational competence), and reflect on and make changes to teaching practices (reflexive competence)

The assessment criteria and evidence requirements are as follows:

In a practical teaching and learning situation, a simulated situation, or a situation that combines the practical, the simulated and the written, the learner will:

- > Generate, explore and consider options for appropriate action;
- > Identify the most appropriate course of action in relation to the particular context, topic, learner group, level of learning and resources available;
- > Explain the reasons for that particular selection as well as what was taken into account in making the selection;
- > Perform the identified action, while continuously monitoring and adapting performance as required;
- > Explain the reasons for the performance;
- > Evaluate his/her performance and identify areas for improvement;
- > Reflect on the learning and performance;
- > Develop a plan or strategy for future action that reflects an integration of what has been learnt through reflection.

INTERNATIONAL COMPARABILITY

Together with the Norms and Standards for Educators, as regulated by the Department of Education on 4 February 2000, the SGB has consulted Guidelines for Initial Teacher Education Courses in Scotland from the Scottish Office Education and Industry Department (October 1998).

ARTICULATION OPTIONS

See Learning assumed in place.

MODERATION OPTIONS

The accredited provider that awards the qualification carries the responsibility for quality-assuring the assessment processes and practices. The results of assessment (ie student achievement) must be monitored and moderated by one or more external moderators. External moderators should provide written reports on the fairness and consistency of assessment, and the validity of the assessment design in terms of the Exit Level outcomes.

Both the assessment procedures and the records of assessment are subject to monitoring and the approval of the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

See Moderation options.

NOTES

Notes on the procedures followed in developing this submission:

- > Although this qualification is recommended as a replacement for the current NPDE, it incorporates all the key elements of the current NPDE, and no student who has competed, or is registered for, the current NPDE will be in any way disadvantaged.
- > The Revised NPDE took the current NPDE (as registered, and amended) as the basis, and merely introduced additions to make it accessible to, and suitable for, three additional categories of currently serving teachers.
- > Tessa Welch, Martiens Loots and Wally Morrow developed a first draft of the Revised NPDE.
- > That draft was discussed at a formal meeting (2 December 2003) of the DoE Teacher Development Directorate, and amendments were made in the light of comments at this meeting.
- > The Revised draft was discussed at a meeting (19 February 2004) of the (Education) Deans' Forum, and, again amendments were made in the light of comments.
- > The re-revised draft was subsequently discussed at the workshop (24 March 2004) to consider the Evaluation Report on materials used in the current NPDE.

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)



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

Education Management and Leadership

Registered by NSB 05, Education, Training and Development, publishes the following qualifications and unit standards for public comment.

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Comment on the unit standards should reach SAQA at the address ***below and no later than 13 July 2004***. All correspondence should be marked **Standards Setting – SGB for Education Management and Leadership** 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
mmphuthing@saqa.co.za

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Advanced Certificate: Education (School Management and Leadership)

| SAQA QUAL ID | QUALIFICATION TITLE | |
|----------------------------|--|-------------------------|
| 48878 | Advanced Certificate: Education (School Management and Leadership) | |
| SGB NAME | SGB Education Management and Leadership | |
| ABET BAND | PROVIDER NAME | |
| Undefined | | |
| QUALIFICATION CODE | QUAL TYPE | SUBFIELD |
| EDU-6-National Certificate | National Certificate | Schooling |
| MINIMUM CREDITS | NQF LEVEL | QUALIFICATION CLASS |
| 120 | Level 6 | Regular-Unit Stds Based |
| SAQA DECISION NUMBER | REGISTRATION START DATE | REGISTRATION END DATE |
| | | |

PURPOSE OF THE QUALIFICATION

The ACE (School Management and Leadership) does not qualify candidates as professional educators in schooling.

Its target audience is qualified educators who:

- > Are already members of the school management team (principal/deputy principal or head of department) but are either not qualified as managers or are qualified inappropriately; OR
- > Would like to be principals/deputy principals or heads of departments; OR
- > Are departmental officials involved in the evaluation, monitoring and/or support of schools and school educators.

Its purpose is to develop in these educators the fundamental knowledge, skills, and values/attitudes/attributes so that they can lead and manage schools effectively and contribute to improving the delivery of education across the school system. The programmes leading to the qualification should have an impact not only on individuals, but on the school as well as the system as a whole.

Within this broad purpose, the more specific purposes are:

- > For principals/deputy principals:

To provide the leadership and management which enables the school to give every pupil high quality education and which promotes the highest possible standards of achievement.

- > For HODs:

To provide professional leadership and management for subject areas/learning areas/phase coordination to secure high quality teacher and effective use of resources and ensure improved standards of achievement for all learners.

- > For district officials:

to develop a greater understanding of management, leadership and governance of schools so that they can monitor, assist and guide those responsible for school management and governance.

The ACE (School Management and Leadership) is conceived of as a form of continuing professional education which has the purpose of equipping educators for the positions they currently occupy, or enabling educators to move into an education management career path.

The ACE (School Management and Leadership) can be used for upgrading from NQF level 5 to NQF level 6. However, it can also be used by educators with qualifications at NQF level 6 or above who wish to learn the fundamentals of school management and leadership.

Rationale for the qualification

The ACE is a level 6 qualification aimed at developing leadership and management competence for those in leadership positions in schools or in the department or those aspiring to such leadership positions.

Current school management qualifications tend to concentrate predominantly on foundational knowledge about education management, rather practical and reflexive management competence. In addition, many existing qualifications are not aligned either with individual or with national needs. Finally, the delivery and assessment of learners on most of the existing qualifications takes place removed from the site of practice and is often not informed by the practical realities on the ground.

A new qualification is needed to develop both applied school leadership and management competence for the target learners and to set standards for practice-based assessment of this competence.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

This qualification assumes that the learner:

- > Is competent in the language of instruction of the provider
- > Has knowledge and skills of teaching, learning and assessment in schools
- > Has some knowledge and practical experience of schools, the school system and the broader profession

Recognition of prior learning

The generic ACE qualification for Educators in Schooling (NLRD 20473) states:

'This qualification may be achieved in part through the recognition of relevant prior learning and/or experience as a practitioner in one of the sub-fields of Education, Training and Development. For the purposes of recognising prior learning, providers are required to develop structured means for the assessment of individual candidates against the exit level outcomes on a case by case basis. Such procedures, and the assessment of individual cases, are subject to moderation by independent assessors.'

This qualification is aligned with the generic ACE in allowing only part of the qualification to be achieved through recognition of prior learning, for the same reasons as advanced by the Schooling SGB. It goes further than the generic ACE, however, in stipulating which standards are available for assessment for recognition of prior learning, and which are not. A basic premise of this qualification is that the core unit standards cannot be disaggregated - they are interconnected, and must be taught and assessed together.

The fundamental and elective unit standards may be achieved through assessment for recognition of prior learning:

- > Demonstrate basic computer literacy in school management.
- > Demonstrate effective language skills in school management and leadership.
- > Plan and conduct assessment.
- > Moderate assessment.
- > Mentor school managers and manage mentoring programmes in schools.

The following unit standards (reflecting the core of the qualification and the means whereby it is assessed) may not be achieved through assessment for recognition of prior learning:

- > Develop a portfolio to demonstrate leadership and management competence.
- > Understand school leadership and management.
- > Lead and manage people.
- > Manage organizational systems and physical and financial resources.
- > Manage policy, planning, school development and governance.
- > Manage teaching and learning.
- > Lead and manage a learning area, subject or phase.

The ACE may provide access to further study in a particular specialist area at Level 7. However, as stated in the Criteria for Recognition and Evaluation of Qualifications for Employment in Education (Government Gazette # 21565, 22 September 2000), 'It could be required of a student with an old 3-year DE and an ACE to do additional work in order to be admitted to the new B Ed Honours'.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

Fundamental learning

1. Communication and literacy
2. Computer literacy

Core learning

3. Understand school management and leadership
4. Develop a portfolio
5. Manage teaching and learning
6. Manage policy, planning, and school development
7. Lead and manage people
8. Manage organizational systems and physical and financial resources.

ASSOCIATED ASSESSMENT CRITERIA

1.1 Demonstrate competence in the reading, writing, listening, speaking and communication skills necessary for effective management in schools.

2.1 Use information and communication technology to improve professional and administrative efficiency.

3.1 Apply a basic understanding of school management and leadership in South Africa to an evaluation of own management and leadership practices.

4.1 Develop a reflective portfolio to present evidence of school management and leadership competence in the South African context.

5.1 Demonstrate the following personal qualities:

- > A passionate interest in teaching and learning and an ability to encourage this in both staff and learners.
- > An ability to model good teaching and learning and lead by example.
- > High expectations for achievement and the ability to set stretching targets for the whole school community.

> A commitment to enabling all learners to reach their full potential

5.2 Manage the planning, implementation and monitoring/evaluation of teaching and learning to ensure quality learning for all in the context of national, provincial and school policy.

5.3 Create, manage and sustain a safe, caring and disciplined environment and show commitment to following this through in the way in which teaching and learning is organized.

5.4 Understand and be able to apply relevant content knowledge reflectively in the design, implementation and evaluation of teaching and learning and the organization of the school environment.

6.1 Demonstrate the following personal qualities/abilities:

- > Ability to lead by example, and be a model of the values and vision of the school
- > An ability to think strategically
- > A commitment to following through the vision and mission in detailed planning for the day to day life of the school and its future direction
- > An ability to motivate and empower others to participate in the development of vision, school policies and plans, and carry these forward.
- > Commitment to cooperative governance of the school and involvement of parents and the community

6.2 Develop and communicate school values, vision, mission, policies and plans in a collaborative way and secure commitment to these.

6.3 Develop and maintain sound working relationships with the SGB, as well as parents, learners, the community and the department.

6.4 Understand and be able to apply reflectively relevant content knowledge in policy, planning, school development and governance

7.1 Demonstrate the following personal qualities:

- > Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- > Ability to challenge, influence and motivate others to achieve high goals

- > Commitment to democratic leadership and effective teamwork
 - > Commitment to continuous professional development for self and all others within the school.
- 7.2 Plan, allocate, support and evaluate work undertaken by groups, teams and individuals ensuring clear delegation of tasks and devolution of responsibilities.
- 7.3 Develop the professional skills of groups and individuals to enhance their performance and that of the school.
- 7.4 Create an environment conducive to collective bargaining, collaboration, negotiation and conflict resolution.
- 7.5 Understand and be able to apply reflectively relevant content knowledge in leading and managing people.
- 8.1 Demonstrate the following personal qualities/abilities:
- > Ability to seek and use information to guide judgement and decision-making
 - > Integrity and fairness in managing resources
 - > A systematic yet flexible approach to running an organization
 - > Ability to think creatively to anticipate and solve problems
 - > Awareness of the critical importance of informal and formal means of communication in the running of an organization.
- 8.2 Set up, implement, maintain and evaluate organizational systems for the management of the school, where possible making use of appropriate information and communication technology.
- 8.3 Manage the financial resources of the school in a transparent and accountable way.
- 8.4 Understand and be able to apply reflectively relevant content knowledge and skills in the management of organizational systems, and physical and financial resources.

Integrated assessment

The integrated assessment strategy is based on the Norms and Standards for Educators (as regulated by the Department of Education on 4 February 2000) and the generic ACE for Educators in Schooling (as registered by SAQA on 10 October 2001, NLRD no 20473).

1. In the assessment strategy as a whole, evidence must be demonstrated through a variety of options: case studies, problem-solving assignments, practice in simulated and in situ contexts, portfolios of resources and materials, projects, written and oral examinations. Options must be selected that are valid for the assessment of the different types of outcomes in the ACE (School Management and Leadership) - personal qualities, knowledge and skills.
2. The assessment strategy should measure applied competence. In other words, it should assess whether school managers are able competently to engage in appropriate practices (practical competence), to understand the theoretical bases for these practices (foundational competence), and reflect on and improve their engagement in such practices (reflexive competence).
3. It should measure the extent to which candidates have integrated the knowledge, skills, personal qualities taught and/or modelled through the different unit standards which make up the programme.
4. Part of the assessment should include on-site assessment of practical competence in management, so that it can assess the extent to which school managers can work competently, flexibly, responsively and effectively in authentic organizational contexts.
5. The following evidence is required for the demonstration of competence in school management:
 - 5.1 Assignments and/or examinations that provide evidence of ability to apply relevant knowledge to the reflective practice of management.
 - 5.2 Oral presentations (preferably in authentic contexts such as staff meetings, or parents' meetings) that provide evidence of communicative ability.
 - 5.3 Two or more work based projects capable of assessing the four core unit standards. Each project should be assessed on process as well as product, and be an authentic task.
For example, developing, implementing and monitoring
 - > A school/subject/departmental development plan
 - > An administrative system
 - > A professional development initiative
 - > A budget and financial reporting system
 - > A plan for improving the pastoral care and discipline in the school.

5.4 A portfolio in which the school managers provide evidence from a variety of sources that they have the personal qualities and abilities required to lead and manage South African schools. This portfolio will also draw on the assessment tasks completed for the constituent unit standards in this qualification. When seen against the assessment of leadership and management competence completed at the outset of the programme (see the unit standard 'Understand school leadership and management'), the portfolio will provide a means to assess the impact of the programme on student learning.

5.5 Evidence of peer assessment, self assessment, tutor assessment as well as on-site verification of practical management competence by a visitor to the school/departmental office.

6. The assessment criteria for the core and fundamental unit standards provide the framework for the development of more specific assessment criteria for judging the evidence listed in this section.

7. It cannot be assumed that managers know how to develop a portfolio that demonstrates their competence in leadership and management. A unit standard has therefore been included in the qualification that will guide the development of a module to assist with this.

INTERNATIONAL COMPARABILITY

Together with the Norms and Standards for Educators (as regulated by the Department of Education on 4 February 2000); Qualifications from the Educators in Schooling SGB (registered by the SAQA Board, 10 October 2001); A Draft Standards and Competence Framework for Leadership and Governance in Gauteng Schools (Matthew Goniwe School of Leadership and Governance); and Draft 4 ACE in School Management: Integrated Curriculum (Delta Foundation), the SGB has consulted:

> National College for School Leadership (UK), February 2004, National Standards for Headteachers: Proposals for the revised standards, Consultation Document.

> Scottish Executive, November 2002, Standard for Headship in Scotland

> Interstate School Leaders Licensure Consortium (ISLLC), School Administrator Standards, <http://www.jefferson.k12.ky.us/Departments/PD/CertKyAdminStand.html>.

> The Teacher Training Agency, July 1997, National Standards for Subject Leaders (Revised Draft), London: Teacher Training Agency.

ARTICULATION OPTIONS

See assessment criteria and recognition of prior learning.

MODERATION OPTIONS

School managers' results/performance should be moderated by one or more external moderators from other institutions. Moderators should report not only on the standard of candidates' achievement but also on the reliability and validity of the assessment methods and procedures in relation to the purpose and exit level outcomes of the qualification.

Providers may use their own qualified staff as assessors. They may also utilise the services of tutors, departmental advisory service staff, fully qualified educators acting as mentors and outside assessment agencies.

All of these assessors should be registered with the relevant ETQA and/or the accredited provider.

Any institution offering learning that will enable achievement of this qualification must be accredited as a provider through the Higher Education Quality Committee. In addition, the Department of Education will evaluate for employment in education programmes leading to this qualification in terms of their alignment with the Norms and Standards for Educators, and their suitability for school managers in public schools.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

See moderation.

NOTES

N/A

UNIT STANDARDS*(Note: A blank space after this line means that the qualification is not based on Unit Standards.)*

| | UNIT STANDARD ID AND TITLE | LEVEL | CREDITS | STATUS |
|-------------|---|--------------|----------------|-------------------------------|
| Core | 115441 Understand school management and leadership | Level 5 | 10 | Draft - Prep for P Comment |
| Core | 115434 Manage organizational systems and physical and financial resources | Level 6 | 20 | Draft - Prep for P Comment |
| Core | 115436 Manage teaching and learning | Level 6 | 20 | Draft - Prep for P Comment |
| Core | 115437 Lead and manage people | Level 6 | 20 | Draft - Prep for P Comment |
| Core | 115438 Develop a portfolio to demonstrate school management and leadership competence | Level 6 | 10 | Draft - Prep for P Comment |
| Core | 115439 Manage policy, planning, school development and governance | Level 6 | 20 | Draft - Prep for P Comment |
| Elective | 7978 Plan and conduct assessment of learning outcomes | Level 5 | 15 | Reregistered |
| Elective | 7977 Moderate Assessment | Level 6 | 10 | Reregistered |
| Elective | 115432 Mentor school managers and manage mentoring programmes in schools | Level 6 | 12 | Draft - Prep for P Comment |
| Elective | 115435 Lead and manage a subject/learning area/phase | Level 6 | 12 | Draft - Prep for P Comment |
| Fundamental | 115433 Demonstrate basic computer literacy in school management | Level 3 | 4 | Draft - Prep for P Comment |
| Fundamental | 115440 Demonstrate effective language skills in school management and leadership | Level 5 | 6 | Draft - Prep for P Comment |



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate basic computer literacy in school management

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|--|----------------------|---------------|
| 115433 | Demonstrate basic computer literacy in school management | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Education Management and Leadership | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Education, Training and Development | | Schooling | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| EDU-SCH-0-SGB Ed Man | Regular | Level 3 | 4 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Be able to use information and communication technology.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Demonstrate effective language skills in school management and leadership

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|---|----------------------|---------|
| 115440 | Demonstrate effective language skills in school management and leadership | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Education Management and Leadership | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Education, Training and Development | | Schooling | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| EDU-SCH-0-SGB Ed Man | Regular | Level 5 | 6 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Demonstrate competence in the reading, writing, listening, and speaking skills.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Understand school management and leadership

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|---|---------------|---------|
| 115441 | Understand school management and leadership | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Education Management and Leadership | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Education, Training and Development | Schooling | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| EDU-SCH-0-SGB Ed Man | Regular | Level 5 | 10 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate a basic understanding of what is involved in school management.

SPECIFIC OUTCOME 2

Make an assessment of own abilities in management and leadership.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Develop a portfolio to demonstrate school management and leadership competence

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|--|---------------|---------|
| 115438 | Develop a portfolio to demonstrate school management and leadership competence | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Education Management and Leadership | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Education, Training and Development | Schooling | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| EDU-SCH-0-SGB Ed Man | Regular | Level 6 | 10 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Demonstrate understanding of the portfolio as a flexible assessment instrument in South Africa.

SPECIFIC OUTCOME 2

Plan and prepare for the development of portfolio to reflect own management.

SPECIFIC OUTCOME 3

Compile a portfolio to reflect own management and leadership competence.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Lead and manage a subject/learning area/phase

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|---|----------------------|---------------|
| 115435 | Lead and manage a subject/learning area/phase | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Education Management and Leadership | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Education, Training and Development | | Schooling | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| EDU-SCH-0-SGB Ed Man | Regular | Level 6 | 12 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Lead and manage the planning, implementation and monitoring/evaluation of teaching.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Lead and manage people

| | | | |
|---|----------------------------|-----------------------------|----------------|
| SAQA US ID | UNIT STANDARD TITLE | | |
| 115437 | Lead and manage people | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Education Management and Leadership | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Education, Training and Development | | Schooling | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| EDU-SCH-0-SGB Ed Man | Regular | Level 6 | 20 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Demonstrate the personal qualities necessary for effective leadership and management of people.

SPECIFIC OUTCOME 2

Plan, allocate, support and evaluate work undertaken by groups, teams and individuals.

SPECIFIC OUTCOME 3

Develop the professional skills of self, groups and individuals to enhance their performance.

SPECIFIC OUTCOME 4

Create an environment conducive to collective bargaining, collaboration and negotiation.

SPECIFIC OUTCOME 5

Understand and be able to apply relevant content knowledge in leading and managing people.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Manage organizational systems and physical and financial resources

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|--|----------------------|---------|
| 115434 | Manage organizational systems and physical and financial resources | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Education Management and Leadership | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Education, Training and Development | | Schooling | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| EDU-SCH-0-SGB Ed Man | Regular | Level 6 | 20 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate the personal qualities necessary for effective management.

SPECIFIC OUTCOME 2

Set up, implement, maintain and evaluate organizational systems for the school.

SPECIFIC OUTCOME 3

Manage the financial resources of the school in a transparent and accountable way.

SPECIFIC OUTCOME 4

Understand and be able to apply relevant content knowledge and skills.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Manage policy, planning, school development and governance

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|--|---------------|---------|
| 115439 | Manage policy, planning, school development and governance | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Education Management and Leadership | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Education, Training and Development | Schooling | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| EDU-SCH-0-SGB Ed Man | Regular | Level 6 | 20 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate the personal qualities necessary for effective management.

SPECIFIC OUTCOME 2

Develop and communicate school values, vision, mission, policies and plans.

SPECIFIC OUTCOME 3

Develop and maintain sound working relationships with the School Governing Body.

SPECIFIC OUTCOME 4

Understand and be able to apply relevant content knowledge in leading and managing people.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Manage teaching and learning

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|------------------------------|---------------|---------|
| 115436 | Manage teaching and learning | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Education Management and Leadership | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Education, Training and Development | Schooling | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| EDU-SCH-0-SGB Ed Man | Regular | Level 6 | 20 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate the personal qualities necessary for effective management of teaching and learning.

SPECIFIC OUTCOME 2

Manage the planning, implementation and monitoring/evaluation of teaching.

SPECIFIC OUTCOME 3

Create, manage and sustain a safe, caring and disciplined environment.

SPECIFIC OUTCOME 4

Understand and be able to apply relevant content knowledge.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Mentor school managers and manage mentoring programmes in schools

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|---|----------------------|---------|
| 115432 | Mentor school managers and manage mentoring programmes in schools | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Education Management and Leadership | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Education, Training and Development | | Schooling | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| EDU-SCH-0-SGB Ed Man | Regular | Level 6 | 12 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate the skills and personal qualities for successful mentoring.

SPECIFIC OUTCOME 2

Manage the establishment, monitoring and evaluation of a mentoring and coaching programme.

SPECIFIC OUTCOME 3

Understand and be able to apply relevant content knowledge in mentoring.

No. 708

11 June 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

Building Construction

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards upon which qualifications are based. The full 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.

Comment on the unit standards should reach SAQA at the address *below and no later than 13 July 2004*. All correspondence should be marked **Standards Setting – SGB Building Construction** and addressed to

The Director: Standards Setting and Development
SAQA
Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 482 0907
e-mail: dmphuthing@saqa.co.za

JOE SAMUELS

Director: Standards Setting and Development



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Develop a business vision and strategy

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|--|---------|
| 115446 | Develop a business vision and strategy | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Building Construction | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical Planning and Construction | | Physical Planning, Design and Management | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-PPD-0-SGB BC | Regular | Level 6 | 20 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and analyse factors contributing to business purpose, direction and values.

SPECIFIC OUTCOME 2

Develop the vision and strategy.

SPECIFIC OUTCOME 3

Develop implementation plan.

SPECIFIC OUTCOME 4

Communicate and promote vision and strategy.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Interpret and implement contracts

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|-----------------------------------|--|---------|
| 115445 | Interpret and implement contracts | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Building Construction | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical Planning and Construction | | Physical Planning, Design and Management | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-PPD-0-SGB BC | Regular | Level 6 | 7 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Understand and apply the Law of Contract.

SPECIFIC OUTCOME 2

Understand and apply the General Conditions of Contract.

SPECIFIC OUTCOME 3

Interpret and apply standardized and project specifications.

SPECIFIC OUTCOME 4

Interpret and apply tender and construction drawings.

SPECIFIC OUTCOME 5

Handle claims and disputes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Manage construction organizational assets

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|--|---------|
| 115444 | Manage construction organizational assets | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Building Construction | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical Planning and Construction | | Physical Planning, Design and Management | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-PPD-0-SGB BC | Regular | Level 6 | 5 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify and maintain an asset database.

SPECIFIC OUTCOME 2

Identify and implement maintenance requirements.

SPECIFIC OUTCOME 3

Review alternative asset and technology availability.

SPECIFIC OUTCOME 4

Control assets.

SPECIFIC OUTCOME 5

Monitor and evaluate asset usage.

SPECIFIC OUTCOME 6

Evaluate asset management in terms of organizational strategy.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Manage construction projects

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|------------------------------|--|---------|
| 115449 | Manage construction projects | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Building Construction | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical Planning and Construction | | Physical Planning, Design and Management | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-PPD-0-SGB BC | Regular | Level 6 | 12 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Manage Resources on construction projects.

SPECIFIC OUTCOME 2

Manage Occupational Health and Safety on construction projects.

SPECIFIC OUTCOME 3

Manage Quality on construction projects.

SPECIFIC OUTCOME 4

Manage Construction Project Risks.

SPECIFIC OUTCOME 5

Manage Financial Aspects of Construction Projects.

SPECIFIC OUTCOME 6

Manage environmental aspects of construction projects.

SPECIFIC OUTCOME 7

Manage productivity on construction projects.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Measure construction quantities

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|---------------|---------|
| 115443 | Measure construction quantities | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Building Construction | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical Planning and Construction | Physical Planning, Design and Management | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-PPD-0-SGB BC | Regular | Level 6 | 16 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Interpret the project documentation with reference to quantities.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the principles of measuring building and civil works.

SPECIFIC OUTCOME 3

Undertake the measurement of construction projects.

SPECIFIC OUTCOME 4

Prepare interim certificates and final account.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Understand and apply Civil Engineering construction technology

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|---------------|---------|
| 115454 | Understand and apply Civil Engineering construction technology | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Building Construction | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical Planning and Construction | Physical Planning, Design and Management | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-PPD-0-SGB BC | Regular | Level 6 | 30 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of and apply civil engineering construction materials.

SPECIFIC OUTCOME 2

Demonstrate an understanding of civil engineering construction processes.

SPECIFIC OUTCOME 3

Understand and apply finishing processes and elements.

SPECIFIC OUTCOME 4

Demonstrate an understanding of civil engineering construction maintenance processes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Understand and apply building construction technology

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|---------------|---------|
| 115442 | Understand and apply building construction technology | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Building Construction | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical Planning and Construction | Physical Planning, Design and Management | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-PPD-0-SGB BC | Regular | Level 6 | 20 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the building construction process and associated technologies.

SPECIFIC OUTCOME 2

Understand and apply building sub-structure principles and methods.

SPECIFIC OUTCOME 3

Understand and apply building materials technology.

SPECIFIC OUTCOME 4

Understand and apply building super-structure principles and methods.

SPECIFIC OUTCOME 5

Understand and apply finishing processes and elements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Understand and apply electrical construction technology

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|--|---------|
| 115456 | Understand and apply electrical construction technology | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Building Construction | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical Planning and Construction | | Physical Planning, Design and Management | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-PPD-0-SGB BC | Regular | Level 6 | 30 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of electrical engineering processes and associated technologies.

SPECIFIC OUTCOME 2

Understand and apply electrical installation principles and methods.

SPECIFIC OUTCOME 3

Understand and apply electrical and electronic systems material technology.

SPECIFIC OUTCOME 4

Understand and interpret electrical, electronic and communication drawings and specifications.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Understand and apply mathematical systems for commercial applications

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|---------------|---------|
| 115453 | Understand and apply mathematical systems for commercial applications | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Building Construction | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical Planning and Construction | Physical Planning, Design and Management | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-PPD-0-SGB BC | Regular | Level 6 | 18 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Understand and apply linear algebra.

SPECIFIC OUTCOME 2

Understand and apply linear programming.

SPECIFIC OUTCOME 3

Understand and perform financial calculations.

SPECIFIC OUTCOME 4

Understand and apply differential calculus.

SPECIFIC OUTCOME 5

Understand and apply integral calculus.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Understand and apply mechanical construction technology

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|---------------|---------|
| 115447 | Understand and apply mechanical construction technology | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Building Construction | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical Planning and Construction | Physical Planning, Design and Management | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-PPD-0-SGB BC | Regular | Level 6 | 30 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of mechanical engineering construction processes.

SPECIFIC OUTCOME 2

Understand and apply mechanical installation principles and methods.

SPECIFIC OUTCOME 3

Understand and apply mechanical systems material technology.

SPECIFIC OUTCOME 4

Understand and interpret mechanical drawings and specifications.

SPECIFIC OUTCOME 5

Understand and apply maintenance requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Understand and apply statistical techniques for business and research applications

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|---------------|---------|
| 115448 | Understand and apply statistical techniques for business and research applications | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Building Construction | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical Planning and Construction | Physical Planning, Design and Management | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-PPD-0-SGB BC | Regular | Level 6 | 18 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Demonstrate an understanding of the organisation and presentation of data.

SPECIFIC OUTCOME 2

Understand and utilise probability theory and probability distributions.

SPECIFIC OUTCOME 3

Understand and apply statistical inference techniques.

SPECIFIC OUTCOME 4

Understand and apply correlation and regression analysis.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Demonstrate an understanding of the management of construction projects in an international environment

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|--|---------|
| 115451 | Demonstrate an understanding of the management of construction projects in an international environment | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Building Construction | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical Planning and Construction | | Physical Planning, Design and Management | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-PPD-0-SGB BC | Regular | Level 7 | 15 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the legal requirements for operation in an international environment

SPECIFIC OUTCOME 2

Demonstrate an understanding of the requirements to register and establish trading entity.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the financial aspects of construction projects.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the logistics of construction projects.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Understand and apply Tunnelling technology and limited Mining operations techniques

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|--|---------|
| 115452 | Understand and apply Tunnelling technology and limited Mining operations techniques | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Building Construction | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical Planning and Construction | | Physical Planning, Design and Management | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-PPD-0-SGB BC | Regular | Level 7 | 20 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Demonstrate an understanding of and apply Tunnelling, and limited Mining operations.

SPECIFIC OUTCOME 2

Demonstrate an understanding of Tunnelling and limited Mining operation and associated technologies.

SPECIFIC OUTCOME 3

Understand and apply safety measures during Tunnelling and limited mining operations.

SPECIFIC OUTCOME 4

Demonstrate an understanding of tunnelling and limited mining operation maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Understand and apply property development principles

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|--|---------|
| 115455 | Understand and apply property development principles | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Building Construction | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical Planning and Construction | | Physical Planning, Design and Management | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-PPD-0-SGB BC | Regular | Level 7 | 9 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the factors that impact on real estate development.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the real estate development process.

SPECIFIC OUTCOME 3

Undertake a financial viability analysis for a real estate.

SPECIFIC OUTCOME 4

Produce and present a viability report for a real estate development.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Understand and integrate construction project management principles

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|--|---------------|
| 115450 | Understand and integrate construction project management principles | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Building Construction | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical Planning and Construction | | Physical Planning, Design and Management | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-PPD-0-SGB BC | Regular | Level 7 | 20 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand the principles of project management in relation to construction project management.

SPECIFIC OUTCOME 2

Receive construction project parameters from client.

SPECIFIC OUTCOME 3

Establish the project team.

SPECIFIC OUTCOME 4

Manage the implementation of the feasibility stage of a project.

SPECIFIC OUTCOME 5

Manage the execution of the design of a project.

SPECIFIC OUTCOME 6

Manage the planning and scheduling of multi-disciplinary project activities.

SPECIFIC OUTCOME 7

Manage the implementation of the construction phase.

SPECIFIC OUTCOME 8

Execute project close out.

SPECIFIC OUTCOME 9

Analyse and review project phases.

Specifications, agreements and policies and procedures: South African Bureau of Standards Specifications as applicable.

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

| | UNIT STANDARD ID AND TITLE | LEVEL | CREDITS | STATUS |
|----------|--|---------|---------|----------------------------|
| Core | 14426 Read, interpret and use construction drawings and specifications | Level 4 | 10 | Registered |
| Core | 14473 Develop and produce computer aided drawings | Level 4 | 4 | Registered |
| Core | 15136 Manage health and safety on a construction project | Level 5 | 6 | Registered |
| Core | 15137 Apply contract documentation | Level 5 | 10 | Registered |
| Core | 15138 Understand and apply structural principles | Level 5 | 7 | Registered |
| Core | 15139 Manage productivity on a construction project | Level 5 | 12 | Registered |
| Core | 15141 Manage construction resources | Level 5 | 10 | Registered |
| Core | 15142 Establish and maintain relationships with construction role players | Level 5 | 5 | Registered |
| Core | 15143 Manage human resources on a construction project | Level 5 | 7 | Registered |
| Core | 15144 Develop and manage quality systems and procedures on a construction project | Level 5 | 12 | Registered |
| Core | 15145 Prepare for a construction project | Level 5 | 15 | Registered |
| Core | 15146 Manage construction project administration | Level 5 | 8 | Registered |
| Core | 15147 Tender for construction projects | Level 5 | 12 | Registered |
| Core | 15148 Manage financial aspects of a construction project | Level 5 | 8 | Registered |
| Core | 15149 Survey and set out construction work areas | Level 5 | 15 | Registered |
| Core | 15161 Initiate testing and interpret test/lab results in civil construction | Level 5 | 4 | Registered |
| Core | 15162 Manage labour intensive construction projects | Level 5 | 8 | Registered |
| Core | 114656 Manage environment initiatives on a construction project | Level 6 | 6 | Draft - Prep for P Comment |
| Core | 115196 Establish, implement and control procurement processes | Level 6 | 12 | Draft - Prep for P Comment |
| Core | 115199 Administer construction projects | Level 6 | 5 | Draft - Prep for P Comment |
| Core | 115443 Measure construction quantities | Level 6 | 16 | Draft - Prep for P Comment |
| Core | 115444 Manage construction organizational assets | Level 6 | 5 | Draft - Prep for P Comment |
| Core | 115445 Interpret and implement contracts | Level 6 | 7 | Draft - Prep for P Comment |
| Core | 115449 Manage construction projects | Level 6 | 12 | Draft - Prep for P Comment |
| Elective | 12996 Record, analyse and prepare cost information | Level 5 | 10 | Registered |
| Elective | 115442 Understand and apply building construction technology | Level 6 | 20 | Draft - Prep for P Comment |
| Elective | 115446 Develop a business vision and strategy | Level 6 | 20 | Draft - Prep for P Comment |
| Elective | 115447 Understand and apply mechanical construction technology | Level 6 | 30 | Draft - Prep for P Comment |
| Elective | 115454 Understand and apply Civil Engineering construction technology | Level 6 | 30 | Draft - Prep for P Comment |
| Elective | 115456 Understand and apply electrical construction technology | Level 6 | 30 | Draft - Prep for P Comment |
| Elective | 115450 Understand and integrate construction project management principles | Level 7 | 20 | Draft - Prep for P Comment |
| Elective | 115451 Demonstrate an understanding of the management of construction projects in an international environment | Level 7 | 15 | Draft - Prep for P Comment |
| Elective | 115452 Understand and apply Tunnelling technology and limited Mining operations techniques | Level 7 | 20 | Draft - Prep for P Comment |
| Elective | 115455 Understand and apply property development principles | Level 7 | 9 | Draft - Prep for P Comment |

| | | | | |
|-------------|---|---------|----|----------------------------|
| Fundamental | 115198 Understand and implement construction information technology systems | Level 6 | 9 | Draft - Prep for P Comment |
| Fundamental | 115448 Understand and apply statistical techniques for business and research applications | Level 6 | 18 | Draft - Prep for P Comment |
| Fundamental | 115453 Understand and apply mathematical systems for commercial applications | Level 6 | 18 | Draft - Prep for P Comment |

No. 709

11 June 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

Special Combat Capabilities

Registered by NSB 08, Law, Military Science and Security, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at www.saqa.org.za. 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 13 July 2004*. All correspondence should be marked **Standards Setting – Special Combat Capabilities** 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 AUTHORITY

QUALIFICATION:

National Diploma: South African Special Forces Operations

| SAQA QUAL ID | QUALIFICATION TITLE | |
|------------------------|---|--------------------------|
| 48879 | National Diploma: South African Special Forces Operations | |
| SGB NAME | SGB for Special Combat Capabilities | |
| ABET BAND | PROVIDER NAME | |
| Undefined | | |
| QUALIFICATION CODE | QUAL TYPE | SUBFIELD |
| LMS-5-National Diploma | National Diploma | Sovereignty of the State |
| MINIMUM CREDITS | NQF LEVEL | QUALIFICATION CLASS |
| 294 | Level 5 | Regular-Unit Stds Based |
| SAQA DECISION NUMBER | REGISTRATION START DATE | REGISTRATION END DATE |
| | | |

PURPOSE OF THE QUALIFICATION

The purpose of this qualification is to prepare the qualifying learner to participate as a team member in Special Forces operations as conducted by the South African National Defence Force.

The nature of Special Forces operations requires a member to possess a broad scope of skills that allows for flexibility and individual independence during the conduct of operations. Due to this variance in skills a number of access routes opens up for the qualifying member in terms of additional education and training.

Recognition of the competencies which are embedded in the set of unit standards that forms part of this qualification will allow for opportunities for qualifying members leaving the service to enter into a number of employment opportunities in the private sector with a level of expertise which will serve to enhance the productivity of those enterprises e.g. nature conservation, adventure based training, etc.

Rationale of the Qualification:

This qualification is intended for persons in the military who have been accepted as potential operators into the Special Forces Brigade through an organisational screening process. It will provide them with the necessary skills, knowledge and understanding to participate as a team member in special operations as conducted by the South African Special Forces Brigade. Some of the unit standards will also be of use in qualifications developed for the South African Police Service.

This qualification is to create a life-long learning environment, which a person can build on during a personal career in the Defence sector. The wide range of skills acquired also forms a baseline for specialising in various sectors elsewhere in the South African Armed Forces and those in the international community. Some skills such as shooting, parachuting, tracking, communications, leadership, etc contributes to the portability of the qualification into the private sector into areas such as adventure based learning, nature conservation, leadership, management etc. The inclusion of unit standards with legislation contents pertaining to the possession and use of weapons is to instil personal responsibility in a work environment where the aim is to protect and maintain safety.

The qualification provides learners who have gained relevant experience in the workplace with an opportunity to gain credits through a RPL process.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners entering the programme leading to this qualification have achieved the following:

- > Literacy in English (NQF level 4).
- > Numeracy (NQF level 4).
- > A FET Certificate (NQF level 4).
- > The series of competencies acquired through the military skills development program or equivalent programs.

Recognition of Prior Learning:

This qualification may be achieved in part or in whole through the recognition of prior learning. Access through RPL and/or credit exemption through RPL is to be determined and explained in the RPL policy documents of providers.

QUALIFICATION RULES

Credit composition:

Fundamental: All Unit Standards in the Fundamental section are compulsory. A total of 19 credits.

Core: All Unit Standards in the Core section are compulsory. A total of 269 credits.

Elective: A Single Unit Standard with a total weight of 6 credits has been selected for this component. The learners are provided the opportunity to elect the particular direction of research that suits them best and prepares them to further their development on completion of the qualification in the various Special Combat Capability options.

EXIT LEVEL OUTCOMES

Learners exiting this qualification before completion, retain the credits for unit standards successfully completed and may carry them over to other qualifications to which they are applicable. Learners may also retain the credits until a later stage when further studies may be recommended, provided the unit standards are still relevant to the qualification.

Qualifying learners can:

1. Navigate on land by making use of basic navigational aids.
2. Conduct airborne operations.
3. Conduct helicopter operations.
4. Apply small craft in closed waters.
5. Apply specialist weapons and tactics in operational conditions.
6. Self-sustain in natural conditions.
7. Conduct minor demolitions tasks.

Critical Cross-Field Outcomes:

In particular when assessing the applied competence (practical, foundational and reflective competencies) of this qualification, assessors must assess the ability of the learner to:

- > Identify and solve problems in which responses display that responsible decisions, using critical thinking, have been made.
- > Work effectively with others as a member of a team, group or organisation.
- > Organise and manage his/herself and his/her activities responsibly and effectively.
- > Collect, analyse and critically evaluate information.
- > Communicate effectively using visual, mathematical, and/or language skills in the modes of written and/or oral presentation.

Examples of specific assessment of the above Critical Cross-Field Outcomes are described in each Unit Standard.

ASSOCIATED ASSESSMENT CRITERIA

In this unit standard based qualification the assessment criteria (including critical cross-field outcomes) of each unit standard will serve as the assessment criteria for the qualification.

1.
 - > The information depicted on a topographical map is interpreted and used to aid navigation.
 - > The use of natural navigational aids to navigate is demonstrated.
 - > The use of a hand held magnetic compass for navigational purposes is demonstrated.
2.
 - > The relevant safety procedures are understood and applied during parachuting descents.
 - > Infiltration with personal equipment by means of a static line parachute is demonstrated.
 - > Landing zones for fixed wing aircraft are established.
 - > Drop zones for paratroopers are established.
 - > An understanding of the concept of airborne operations is demonstrated through the application of airborne battle handling.
3.
 - > The relevant safety procedures are understood and applied during helicopter operations.
 - > The relevant knots and anchor systems are applied to ensure a successful abseiling and rappelling descent.
 - > The various infiltration and withdrawal techniques using helicopters are demonstrated.
 - > Relevant statistical data is understood and applied during the planning of helicopter operations.
 - > The suitability of a helicopter-landing zone is established using the criteria for helicopter landing zones.
4.
 - > The use of small boats in closed water environments is demonstrated.
 - > The planning and crossing of a river or other water obstacle is demonstrated.
5.
 - > The relevant legislation is understood and applied within special operations.
 - > The use of specialist weapons during special operations is demonstrated.
 - > The applicable tactics and techniques are demonstrated during simulated special operations.
6.
 - > The ability to identify and track small to large animals is used to aid survival in a natural environment.
 - > The ability to locate and apply natural resources to aid survival is demonstrated.
7.
 - > The ability to conduct the range of minor demolition tasks using any connecting and initiation method described in work place procedure is demonstrated.
 - > The ability to recognise and neutralise the effect of landmines is demonstrated.

Integrated Assessment:

Applied competence (practical, foundational and reflexive competencies) of this qualification will be achieved if a candidate can integrate the various unit standard outcomes to be able to perform as a Special Forces operative under simulated operational conditions.

Ongoing formative assessment is required so that learners are given feedback on their progress in the achievement of specific learning outcomes.

Summative assessment is concerned with the judgement of the learning in relation to the exit level outcomes of the qualification, which tests the learner's ability to integrate a large body of knowledge, skills and attitudes.

Integrated assessment at the level of this qualification provides an opportunity for learners to show they are able to integrate concepts, ideas, skills and actions across unit standards to achieve competence that is grounded in and coherent in relation to the purpose of the qualification.

Integrated assessment must judge not only the quality of the observable performance but also the thinking and understanding that underpins it. This applies to both formative and summative assessment. In formative

assessment a greater weighting should be given to the application of knowledge in real work or simulated situations as well as to the actual demonstration of skills. A greater weighting may be given to the understanding of theory in summative assessment.

Assessment tools must encourage learners to give an account of the thinking and decision-making that forms the basis for their demonstrated performance. In other words, learners must provide interpretation of their actions. This is especially important with regard to this qualification considering that part of its purpose is to provide a foundation for the learner who has just entered the Defence sector. Before qualifying, the learners will be expected to demonstrate competence in a practical situation that integrates the assessment of all specific outcomes for all the unit standards.

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

An integrated mix of task-orientated and theoretical assessment tools should be used with the ultimate focus being on the assessment of applied competence.

INTERNATIONAL COMPARABILITY

The National Diploma in South African Special Forces Operations is the first of its kind in the world. The capabilities maintained through the achievement of this qualification are listed below. The study reveals the international comparability in terms of the skills and capabilities maintained by different Special Forces around the world.

- > General Fitness and Perseverance
- > Self Defence Techniques
- > Multi Lingualism
- > Basic Medical Emergency Skills
- > Navigation (conventional/electronic)
- > Sharp shooting rifle and pistol
- > Survival techniques
- > Obstacle crossing and target penetration
- > Night operation capability
- > Basic demolition techniques
- > Mine awareness
- > Improvisation techniques
- > Establish/maintain communications
- > Still and video photography
- > Apply surveillance equipment
- > Camouflage, conceal and deception
- > Reconnaissance and surveillance
- > Parachuting
- > Small boat handling in closed waters
- > Foot movement rural and urban
- > Vehicle movement rural and urban
- > Combat drills rural and urban
- > Escape and evasion

Description of international organisations included in the process of benchmarking:

> Special Air Service Regiment (Australia): This unit is mainly equipped for special light infantry operations. Typical roles played by the unit are counter insurgency, counter terror, unconventional warfare and reconnaissance. This unit is also capable of executing hostage release operations and operations in an urban environment.

> Para Commandos (India): This unit is a typical commando unit, which specialises in mountain, jungle and desert warfare. They are capable of executing counter terror and hostage release operations. They are trained to act as training teams in foreign countries.

- > Para Commandos (Belgium): This unit specialises in typical commando operations. They have excellent mountaineering skills. They are capable of executing reconnaissance, counter terror, Combat Search and Rescue (CSAR) and amphibious operations.
- > GSG9 (Germany): This is a specialist counter terror unit. They obtain most of their members from the German Border police. Members are trained in advanced parachuting skills and infiltration techniques (air, sea, land). Members are trained in advanced driving skills and communications. Selected members undergo training at NATO's Long Range Reconnaissance Patrol (LRRP) School in subjects like sniping, camouflage and concealment, field craft, tracking and survival.
- > KSK (Germany): This unit specialises in special operations as well as mountaineering and hostage release operations. They are also capable of executing CSAR tasks and reconnaissance.
- > Korps Commando Tropen (Netherlands): This unit specialises in special operations. This unit is capable of executing reconnaissance, mountain and urban operations. This unit is capable of insertion by air, land and sea, as well as underwater (combat divers). They prepare all members for sabotage operations and sniping.
- > Graco - LRRPs (Italy): This unit specialises in reconnaissance and observation. Members are capable of using land, air or sea infiltration methods. Members are trained to take part in urban operations as well.
- > Special Forces - CFE (Portugal): This unit specialises in special operations capable of executing operations in a mountain, urban or rural environment. The unit makes use of air, land and sea infiltration techniques as well as possessing an underwater capability. Members are capable of acting as pathfinders or conducting reconnaissance missions.
- > Commandos (Portugal): Typical commando unit capable of executing long range reconnaissance and sabotage actions.
- > Special Air Service (UK): This unit specialises in special operations and is capable of executing a number of operations, including reconnaissance, Counter terror and hostage release, sabotage and unconventional warfare. Members are capable of air, sea and land infiltration and often receive tutoring in foreign languages.
- > Special Boat Squadron (UK): Maritime special operations unit, specialising in intelligence gathering, observation, underwater attack, beach reconnaissance/survey and sabotage. Members are capable on air, land and sea infiltration. This unit also has a maritime counter terror capability.
- > French Foreign Legion - 2 REP (France): This is a special operations capable unit, that specialises in airborne operations. The unit is capable of executing reconnaissance, counter terror, demolitions and mountain operations. Members are capable of air, sea and land infiltration.
- > Naval Special Forces - Commando Hubert (France): This is a maritime special operations unit capable of underwater operations, including sabotage on shipping, harbours and raids. Members are also trained in obstacle clearing underwater. This unit has a well-developed airborne capability.
- > GIGN (France): French police counter terror unit specialising in hostage release, high-risk protection and surveillance. Members are trained in advanced sniping, parachuting, climbing, demolitions and driving skills. Members are also capable of small boat work.
- > RAID (France): National French police counter terror unit capable of executing counter terror, hostage release and surveillance operations. This unit also has a maritime hostage release capability. Members are specialists in assaulting busses, trains and aircraft. Members are trained in parachuting, sniping and demolitions.
- > Sultans Special Forces (Oman): Typical special operations unit capable of counter terror and hostage release operations.
- > SOU 71 (Jordan): This is primarily a counter terror unit, which focuses on hostage release on trains, busses, aircraft and ships. It has a maritime capability and members are trained as snipers, scuba divers, demolition experts and negotiators.

- > Grumec - Combat Divers (Brazil): Maritime special operations unit capable of executing jungle and riverine operations. Members are also trained in combat diving, mountaineering, raids, reconnaissance and CSAR.
- > Border Guard Special Forces Unit Yamam (Israel): This unit is capable of special operations. They specialise in counter terror and hostage release. Members are trained in sniping, high-risk protection, demolitions, intelligence, bomb disposal and climbing.
- > SAYERET MATKAL (Israel): This is a special operations unit capable of executing counter terror and hostage release operations in enemy territory. Members from this unit are trained in the skills of parachuting, sniping, high-risk protection, advanced driving and demolitions.
- > Naval Commandos (Israel): Maritime special operations unit capable of executing counter terror, hostage release, reconnaissance and underwater operations. Members are trained to use demolitions under water as maritime counter terror operations. This unit is also capable of executing assassinations and covert operations.
- > Delta Force (USA): Special Operations unit that focuses on counter terror and hostage release operations.
- > USMC - Recon (USA): Elite unit of the US Marine Corps. Members are trained in path finding, reconnaissance, aspects of terrorism, demolitions, sniping, jungle warfare and CSAR. These units have an underwater capability and can make use of air, sea and land infiltration methods. This unit often provides foreign training teams to other countries.
- > Army Special Forces (USA): Special operations unit that specialises in long range reconnaissance, demolitions and sabotage work behind enemy lines, unconventional warfare, training teams to other countries. Members are capable of using air, sea and land infiltration methods and have a limited scuba diving ability.
- > Navy SEALs (USA): Maritime special operations unit capable of beach infiltration and reconnaissance, counter terrorism, hostage release, extraction of personnel, underwater operations as well as demolitions and raiding. These members are capable of infiltration by air, sea and land.
- > GEK - Cobra (Austria): This is a police unit capable of counter terror and hostage release operations. Members are trained in parachuting, high-risk protection, diving, sniping and demolitions.
- > Special Forces VAT 69 (Malaysia): This is a special operations capable unit that specialises in guerrilla and jungle warfare, CSAR and underwater operations. Members are trained in air, sea and land infiltration as well as high-risk protection. This unit is capable of counter terror and hostage release operations.
- > Special Forces - SPETSNAZ (Russia): This unit specialises in unconventional warfare, long-range reconnaissance, intelligence operations, sabotage and training of partisans in enemy territory. They are also capable of engaging in low intensity warfare operations and raiding behind enemy lines.
- > SAPS Special Task Force (RSA): This is a police unit capable of counter terror operations and hostage release. Members are trained in demolitions, sniping, high-risk protection, urban operations and rural operation. Members are parachute trained and capable of using small boats.

ARTICULATION OPTIONS

Learners who complete this qualification will have access to other higher-level qualifications still to be developed within the field of Special Combat Capabilities. Horizontally this qualification articulates with other Diplomas in the sub field of Military Sciences.

Competence in individual Unit Standards will be retained by the learner who exits the qualification before completion and can be used for RPL purposes for other qualifications in other fields.

MODERATION OPTIONS

Moderation must include both internal and external moderation of assessments. Moderation of assessments will be overseen by the relevant ETQA according to the moderation guidelines and agreed ETQA procedures. This qualification can be internally assessed by assessors of the provider and moderated by a moderator registered by the relevant ETQA. Moderation shall comply with SAQA requirements.

Anyone assessing a learner or moderating the assessment of a learner against this qualification or its unit standards must be registered as an assessor with the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors of this qualification will hold a relevant qualification in the learning area, have subject matter experience at a higher level, or possess the technical expertise to achieve such a qualification.

Additional requirements for assessors are specified in each unit standard.

NOTES

N/A

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

| | UNIT STANDARD ID AND TITLE | LEVEL | CREDITS | STATUS |
|-------------|--|---------|---------|----------------------------|
| Core | 115459 Conduct fast roping operations | Level 3 | 2 | Draft - Prep for P Comment |
| Core | 8518 Track animals and identify spoor using moderately difficult spoor | Level 4 | 50 | Registered |
| Core | 10748 Use of a handgun | Level 4 | 10 | Registered |
| Core | 10750 Use of a rifle | Level 4 | 10 | Registered |
| Core | 10756 Use of a hand machine carbine | Level 4 | 10 | Registered |
| Core | 115458 Conduct basic rope work operations from fixed platforms | Level 4 | 5 | Draft - Prep for P Comment |
| Core | 115464 Apply small craft in closed waters | Level 4 | 8 | Draft - Prep for P Comment |
| Core | 115465 Use a hand held compass for navigational purposes | Level 4 | 2 | Draft - Prep for P Comment |
| Core | 115466 Pack a static line main square parachute | Level 4 | 2 | Draft - Prep for P Comment |
| Core | 115468 Interpret a topographical map for navigational purposes | Level 4 | 2 | Draft - Prep for P Comment |
| Core | 8350 Handle Weapons | Level 5 | 4 | Registered |
| Core | 10757 Use of firearms in tactical duty related situations | Level 5 | 22 | Registered |
| Core | 115457 Conduct basic demolition tasks | Level 5 | 16 | Draft - Prep for P Comment |
| Core | 115460 Conduct limited urban operations | Level 5 | 30 | Draft - Prep for P Comment |
| Core | 115461 Survive emergency situations making use of natural resources for survival | Level 5 | 30 | Draft - Prep for P Comment |
| Core | 115462 Conduct tactical air operations | Level 5 | 7 | Draft - Prep for P Comment |
| Core | 115463 Prepare for and conduct descents with a round parachute utilising a static line as a means of opening the parachute | Level 5 | 19 | Draft - Prep for P Comment |
| Core | 115467 Prepare for and conduct security operations in a hostile rural environment | Level 5 | 35 | Draft - Prep for P Comment |
| Core | 115469 Conduct rope work operations from helicopters | Level 5 | 3 | Draft - Prep for P Comment |
| Core | 115470 Prepare for and conduct static line square parachute descents | Level 5 | 2 | Draft - Prep for P Comment |
| Elective | 8559 Plan and conduct research | Level 4 | 6 | Registered |
| Fundamental | 7570 Produce word processing documents for business | Level 3 | 5 | Reregistered |
| Fundamental | 9013 Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | Level 3 | 4 | Registered |

| | | | | |
|-------------|--|---------|----|------------|
| Fundamental | 8556 Interact orally and in writing in the workplace | Level 4 | 10 | Registered |
|-------------|--|---------|----|------------|



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Conduct fast roping operations

| SAQA US ID | UNIT STANDARD TITLE | | |
|-------------------------------------|--------------------------------|---------------|---------|
| 115459 | Conduct fast roping operations | | |
| SGB NAME | NSB ACRONYM | PROVIDER NAME | |
| SGB for Special Combat Capabilities | NSB 08 | | |
| FIELD | SUBFIELD | | |
| Law, Military Science and Security | Sovereignty of the State | | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 3 | 2 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare personal equipment.

SPECIFIC OUTCOME 2

Demonstrate the embarking and disembarking procedures of helicopters.

SPECIFIC OUTCOME 3

Apply the relevant safety aspects when participating in fast roping operations.

SPECIFIC OUTCOME 4

Demonstrate fast roping techniques.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Apply small craft in closed waters

| SAQA US ID | UNIT STANDARD TITLE | | |
|-------------------------------------|------------------------------------|---------------|---------|
| 115464 | Apply small craft in closed waters | | |
| SGB NAME | NSB ACRONYM | PROVIDER NAME | |
| SGB for Special Combat Capabilities | NSB 08 | | |
| FIELD | SUBFIELD | | |
| Law, Military Science and Security | Sovereignty of the State | | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 4 | 8 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate basic seamanship principles during the handling of small boats in closed waters.

SPECIFIC OUTCOME 2

Interpret the influence of maritime and riverine environments when utilizing small boats.

SPECIFIC OUTCOME 3

Plan and conduct a river crossing.

SPECIFIC OUTCOME 4

Operate an inflatable boat on closed waters.

SPECIFIC OUTCOME 5

Operate a kayak on closed waters.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Conduct basic rope work operations from fixed platforms

| SAQA US ID | UNIT STANDARD TITLE | | |
|-------------------------------------|---|--------------------------|---------|
| 115458 | Conduct basic rope work operations from fixed platforms | | |
| SGB NAME | NSB ACRONYM | PROVIDER NAME | |
| SGB for Special Combat Capabilities | NSB 08 | | |
| FIELD | | SUBFIELD | |
| Law, Military Science and Security | | Sovereignty of the State | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 4 | 5 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare personal equipment.

SPECIFIC OUTCOME 2

Apply the relevant safety aspects.

SPECIFIC OUTCOME 3

Apply rope work knots.

SPECIFIC OUTCOME 4

Utilise anchor systems.

SPECIFIC OUTCOME 5

Demonstrate the various abseiling techniques.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Interpret a topographical map for navigational purposes

| SAQA US ID | UNIT STANDARD TITLE | | |
|-------------------------------------|---|---------------|---------|
| 115468 | Interpret a topographical map for navigational purposes | | |
| SGB NAME | NSB ACRONYM | PROVIDER NAME | |
| SGB for Special Combat Capabilities | NSB 08 | | |
| FIELD | SUBFIELD | | |
| Law, Military Science and Security | Sovereignty of the State | | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 4 | 2 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Select a matching topographical map of an area of interest for navigational purposes.

SPECIFIC OUTCOME 2

Interpret map symbols as indicated in the map legend.

SPECIFIC OUTCOME 3

Convert real distance to distances relating to the scale of the map in use.

SPECIFIC OUTCOME 4

Utilize the coordinate system on the chosen map to indicate a surface position.

SPECIFIC OUTCOME 5

Describe the relationship between true north and magnetic north and its influence on navigation.

SPECIFIC OUTCOME 6

Determine bearings between two given points on a map.

SPECIFIC OUTCOME 7

Interpret the relief of a topographical map.

SPECIFIC OUTCOME 8

Plan a route through accessible terrain.

SPECIFIC OUTCOME 9

Prepare a topographical map for outdoor use.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Pack a static line main square parachute

| SAQA US ID | UNIT STANDARD TITLE | | |
|-------------------------------------|--|---------------|---------|
| 115466 | Pack a static line main square parachute | | |
| SGB NAME | NSB ACRONYM | PROVIDER NAME | |
| SGB for Special Combat Capabilities | NSB 08 | | |
| FIELD | SUBFIELD | | |
| Law, Military Science and Security | Sovereignty of the State | | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 4 | 2 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify the components and equipment required to pack a static line square main parachute.

SPECIFIC OUTCOME 2

Inspect the static line square main parachute prior to packing.

SPECIFIC OUTCOME 3

Pack a static line square main parachute.

SPECIFIC OUTCOME 4

Observe all relevant safety when packing a static line square main parachute.

SPECIFIC OUTCOME 5

Administer the packing process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Use a hand held compass for navigational purposes

| SAQA US ID | UNIT STANDARD TITLE | | |
|-------------------------------------|---|---------------|---------|
| 115465 | Use a hand held compass for navigational purposes | | |
| SGB NAME | NSB ACRONYM | PROVIDER NAME | |
| SGB for Special Combat Capabilities | NSB 08 | | |
| FIELD | SUBFIELD | | |
| Law, Military Science and Security | Sovereignty of the State | | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 4 | 2 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand the principles of operation of a magnetic hand held compass.

SPECIFIC OUTCOME 2

Understand the functions of the different components of a compass.

SPECIFIC OUTCOME 3

Take a magnetic bearing of a distant object with a magnetic hand held compass.

SPECIFIC OUTCOME 4

Determine the compass error.

SPECIFIC OUTCOME 5

Maintain a hand held magnetic compass.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Conduct basic demolition tasks

| SAQA US ID | UNIT STANDARD TITLE | | |
|-------------------------------------|--------------------------------|---------------|---------|
| 115457 | Conduct basic demolition tasks | | |
| SGB NAME | NSB ACRONYM | PROVIDER NAME | |
| SGB for Special Combat Capabilities | NSB 08 | | |
| FIELD | SUBFIELD | | |
| Law, Military Science and Security | Sovereignty of the State | | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 5 | 16 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify explosives and accessories.

SPECIFIC OUTCOME 2

Apply safety regulations when performing demolition tasks.

SPECIFIC OUTCOME 3

Apply the theory of explosives.

SPECIFIC OUTCOME 4

Conduct a minor demolition task.

SPECIFIC OUTCOME 5

Apply mine awareness.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Conduct limited urban operations

| SAQA US ID | UNIT STANDARD TITLE | | |
|-------------------------------------|----------------------------------|---------------|---------|
| 115460 | Conduct limited urban operations | | |
| SGB NAME | NSB ACRONYM | PROVIDER NAME | |
| SGB for Special Combat Capabilities | NSB 08 | | |
| FIELD | SUBFIELD | | |
| Law, Military Science and Security | Sovereignty of the State | | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 5 | 30 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Utilize basic urban equipment.

SPECIFIC OUTCOME 2

Tactically approach/withdraw from a target.

SPECIFIC OUTCOME 3

Negotiate obstacles applying tactical principles.

SPECIFIC OUTCOME 4

Conduct a tactical assault on a target.

SPECIFIC OUTCOME 5

Apply emergency procedures.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Conduct rope work operations from helicopters

| SAQA US ID | UNIT STANDARD TITLE | | |
|-------------------------------------|---|---------------|---------|
| 115469 | Conduct rope work operations from helicopters | | |
| SGB NAME | NSB ACRONYM | PROVIDER NAME | |
| SGB for Special Combat Capabilities | NSB 08 | | |
| FIELD | SUBFIELD | | |
| Law, Military Science and Security | Sovereignty of the State | | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 5 | 3 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare personal equipment for rope work operations.

SPECIFIC OUTCOME 2

Apply the safety aspects for rope work operations.

SPECIFIC OUTCOME 3

Demonstrate rappelling techniques from helicopters.

SPECIFIC OUTCOME 4

Demonstrate the hoisting technique using helicopters.

SPECIFIC OUTCOME 5

Demonstrate rope withdrawal techniques when making use of a helicopter.

SPECIFIC OUTCOME 6

Differentiate between the various applications and rope work methods.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Conduct tactical air operations

| SAQA US ID | UNIT STANDARD TITLE | | |
|-------------------------------------|---------------------------------|---------------|---------|
| 115462 | Conduct tactical air operations | | |
| SGB NAME | NSB ACRONYM | PROVIDER NAME | |
| SGB for Special Combat Capabilities | NSB 08 | | |
| FIELD | SUBFIELD | | |
| Law, Military Science and Security | Sovereignty of the State | | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 5 | 7 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan tactical air operations.

SPECIFIC OUTCOME 2

Participate in parachute operations.

SPECIFIC OUTCOME 3

Establish landing zones for fixed wing aircraft.

SPECIFIC OUTCOME 4

Establish a parachute drop zone.

SPECIFIC OUTCOME 5

Establish a landing zone for helicopters.

SPECIFIC OUTCOME 6

Use radio terminology to guide aircraft during tactical air operations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Prepare for and conduct descents with a round parachute utilising a static line as a means of opening the parachute

| SAQA US ID | UNIT STANDARD TITLE | | |
|-------------------------------------|---|--------------------------|---------|
| 115463 | Prepare for and conduct descents with a round parachute utilising a static line as a means of opening the parachute | | |
| SGB NAME | NSB ACRONYM | PROVIDER NAME | |
| SGB for Special Combat Capabilities | NSB 08 | | |
| FIELD | | SUBFIELD | |
| Law, Military Science and Security | | Sovereignty of the State | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 5 | 19 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare parachuting equipment.

SPECIFIC OUTCOME 2

Apply drills and procedures pertaining to paratroopers in the aircraft.

SPECIFIC OUTCOME 3

Conduct a para-exit from an aircraft.

SPECIFIC OUTCOME 4

Apply canopy control with a round parachute.

SPECIFIC OUTCOME 5

Apply the prescribed landing and post landing procedures.

SPECIFIC OUTCOME 6

Apply safety procedures during parachuting.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Prepare for and conduct security operations in a hostile rural environment

| SAQA US ID | UNIT STANDARD TITLE | | |
|-------------------------------------|--|---------------|---------|
| 115467 | Prepare for and conduct security operations in a hostile rural environment | | |
| SGB NAME | NSB ACRONYM | PROVIDER NAME | |
| SGB for Special Combat Capabilities | NSB 08 | | |
| FIELD | SUBFIELD | | |
| Law, Military Science and Security | Sovereignty of the State | | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 5 | 35 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan and prepare for operations in a hostile rural environment.

SPECIFIC OUTCOME 2

Move tactically within a changing hostile rural environment.

SPECIFIC OUTCOME 3

Tactically engage targets within a rural environment.

SPECIFIC OUTCOME 4

Manage contingency situations that can occur.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Prepare for and conduct static line square parachute descents

| SAQA US ID | UNIT STANDARD TITLE | | |
|-------------------------------------|---|--------------------------|---------------|
| 115470 | Prepare for and conduct static line square parachute descents | | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Special Combat Capabilities | | NSB 08 | |
| FIELD | | SUBFIELD | |
| Law, Military Science and Security | | Sovereignty of the State | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 5 | 2 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare parachuting equipment.

SPECIFIC OUTCOME 2

Apply drills and procedures relating to the aircraft.

SPECIFIC OUTCOME 3

Conduct a static line square parachute exit from an aircraft.

SPECIFIC OUTCOME 4

Apply canopy control on a static line square parachute.

SPECIFIC OUTCOME 5

Apply landing and post landing procedures.

SPECIFIC OUTCOME 6

Apply safety procedures during parachuting.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Survive emergency situations making use of natural resources for survival

| SAQA US ID | UNIT STANDARD TITLE | | |
|-------------------------------------|---|--------------------------|---------------|
| 115461 | Survive emergency situations making use of natural resources for survival | | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Special Combat Capabilities | | NSB 08 | |
| FIELD | | SUBFIELD | |
| Law, Military Science and Security | | Sovereignty of the State | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 5 | 30 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for an expedition into an area of interest.

SPECIFIC OUTCOME 2

Utilize living natural resources to aid survival.

SPECIFIC OUTCOME 3

Manage water resources to aid survival.

SPECIFIC OUTCOME 4

Communicate during emergency situations.

SPECIFIC OUTCOME 5

Navigate using natural features and improvised aids.

SPECIFIC OUTCOME 6

Apply natural resources to construct improvised aids to enhance survival.

No. 710

11 June 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

Visible Policing

Registered by NSB 08, Law, Military Science and Security, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at www.saqqa.org.za. 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 5 July 2004*. All correspondence should be marked **Standards Setting – Visible Policing** and addressed to

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

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Policing

| | | |
|-----------------------------|--------------------------------|------------------------------|
| SAQA QUAL ID | QUALIFICATION TITLE | |
| 48865 | National Diploma: Policing | |
| SGB NAME | SGB Visible Policing | |
| ABET BAND | PROVIDER NAME | |
| Undefined | | |
| QUALIFICATION CODE | QUAL TYPE | SUBFIELD |
| LMS-5-National Diploma | National Diploma | Safety in Society |
| MINIMUM CREDITS | NQF LEVEL | QUALIFICATION CLASS |
| 240 | Level 5 | Regular-Unit Stds Based |
| SAQA DECISION NUMBER | REGISTRATION START DATE | REGISTRATION END DATE |
| | | |

PURPOSE OF THE QUALIFICATION

The purpose of this qualification is to obtain a nationally recognized qualification in the policing environment and to uplift the professional standards of policing. The qualification will make sure that it will change perceptions of the lack of integrity and business ethics. It will improve relationships between employer and employees and organization and client (community) and attract and retain quality employees.

The unit standards in this qualification will allow vertical and horizontal progression and mobility to obtain supervisory and managerial skills. Elective standards will further allow for progression and career pathing into specialist areas. The qualification will make provision for the movement between different domains of Safety in Society.

The learner obtaining this qualification will be able to enhance service delivery to the internal and external clients that will enhance satisfaction and trust. Qualifying learners are able to exercise their managerial responsibilities in accordance with the constitution of SA. The qualification will allow for transformation within the policing environment through the recognition of prior learning that will allow for the recognition of formal, non-formal and informal learning leading to the achievement of a national qualification by learners.

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

- > Demonstrate supervisory and management skills by professionally executing daily functions and maintaining community relations.
- > Manage human and physical resources through monitoring and improving employer/ employee practices, leading and developing a team of people and appropriately applying industrial relations concepts and processes.
- > Communicate with peers, the team, members of supervisory / management levels and end-users.
- > Implement a document management system by producing documentation on information gathered and summarized from a range of sources.
- > Plan, implement and assess operations and duties.
- > Conduct inspections and control activities by ensuring a smooth running unit/centre.
- > Co-ordinate and uphold the execution of the Constitution of South Africa and the Law of Evidence by ensuring compliance with the requirements as stated in relevant legislations.
- > Identify, assess, formulate and solve problems while performing tasks related to maintaining public order, prevention of crime, investigation of crime, combating crime and protection of people and property by uphold the law in selected functional core.

Rationale

This qualification reflects the workplace-based needs of the sector Safety in Society that relate to supervisory and managerial competencies to perform the relevant roles in maintaining public order, prevention of crime, investigation of crime, combating crime and protection of people and property by upholding. It allows learners employed in the Safety in Society sector to progress in supervisory and managerial competencies to perform the relevant roles in the broader policing environment and pursue studies at a more advanced managerial level. This qualification will further ensure better service delivery to the community thereby providing a safe and secure community environment, which will enhance growth of the economy.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

This qualification assumes learners have a National Certificate in Visible Policing NQF Level 5. In order to achieve the exit level outcomes of this qualification, learners need the following knowledge, skills, attitudes and values:

- > The ability to read, write, and use written resource material for communication purposes in a policing environment.
- > The ability to use and understand fundamental mathematical / numeracy concepts.
- > Balance constitutional and legal rights of individuals with the competence to legally infringe those rights in the service of maintaining a safe and secure society.
- > Conduct themselves as effective members of a policing team by the prevention of crime, supporting criminal investigations, conducting a lawful arrest and conducting armed response.
- > Monitor, reflect and improve own practices.

Recognition of prior learning

This qualification may be achieved in part or in whole by recognition of prior learning. The candidate in this case must be assessed / evaluated in the same manner as described in the paragraph that deals with integrated assessment above.

QUALIFICATION RULES

Learners undertaking the National Diploma in Policing will be required to do all 79 Fundamental credits and all 84 core credits. For the achievement of the minimum 240 credits required to achieve the qualification, learners will be required to achieve at least 77 credits in the elective component. It is strongly advised that learners should not only achieve the minimum 77 credits in the elective component but that they should ensure for career purposes that once they chose an elective stream, they should complete all the credits in that stream.

EXIT LEVEL OUTCOMES

The qualification consists of unit standards that describe the knowledge and skills that will change the values of the learner and that describe competence in a specific unit standard. The outcomes are specified in terms of a combination of specific and critical cross-field outcomes as defined in the different unit standards.

On achieving this qualification, learners are able to:

1. Describe, interpret, relate and apply knowledge of mathematics to solving problems related to planning and / or operation and / or maintenance of policing functions.
2. Communicate technical, supervisory and general management information effectively, both orally and in writing, using appropriate language structures, styles and graphical support.

3. Demonstrate supervisory and management skills by professionally executing daily functions and maintaining community relations.
4. Manage human and physical resources through monitoring and improve employer/ employee practices, by leading and developing a team of people and applying industrial relations concepts and processes appropriately.
5. Implement a document management system by producing documentation on information gathered and summarized from a range of sources.
6. Plan, implement and assess operations and duties.
7. Conduct inspections and control activities by ensuring a smooth running unit/center.
8. Co-ordinate and uphold the execution of the Constitution of South Africa and the Law of Evidence by ensuring compliance with the requirements as stated in relevant legislations.
9. Identify, assess and solve problems while performing tasks related to the area of specialization.

The qualification consists of unit standards, which describe the knowledge, skills and values that will enhance the ability of the learner with reference to a specific unit standard.

Critical Cross- Field Outcomes

This qualification addresses the following critical cross-field outcomes. The way in which the critical cross-field outcomes are addressed is presented in detail in the unit standards.

- > Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made.
- > Working effectively with others as a member of a team, group, organisation, or community.
- > Organizing and managing oneself and one's activities responsibly and effectively.
- > Collecting, analysing, organizing and critically evaluating information.
- > Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion.
- > Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- > Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

ASSOCIATED ASSESSMENT CRITERIA

1. Knowledge of mathematics is used to solve problems that are related to planning and/ or operations and/or maintenance of policing functions.
2. Technical, supervisory and general management information is communicated orally and in writing using appropriate language, style and graphical support.
3. Supervisory and basic management principles are applied in the policing environment during the execution of policing functions and good relations with internal and external clients are maintained to enhance service delivery by building a positive image of the organization.

4. Supervisory activities contribute to improve employer/employee relations and the officials under supervision are appraised and developed to become competent.
 5. A document management system is implemented to ensure a better and proper preparation and completion of documentation.
 6. Operations are planned, implemented, monitored and assessed to enhance a better service to the communities.
 7. Various inspections are conducted on the duties and functions of officials, registers and various resources to maintain a professional service delivery to the communities.
 8. Operations are coordinate, prioritized and supervised to ensure compliance with the law and to minimize civil actions against the state.
9. Problems related to own area of specialization are identified, assessed and solved in the performance of duties.

Integrated Assessment

The applied competence (practical, foundational and reflective competencies) of this qualification will be achieved if a learner is able to achieve all exit level outcomes of the qualification. The identification and solving of known problems, team work, organising self, using of data, implication of actions and reactions in the world as a set of related systems must be assessed during any combination of practical, foundational and reflexive competencies assessment methods and tools to determine the whole person development and integration of applied knowledge and skills.

Certain exit level outcomes are measurable and verifiable through assessment criteria assessed in one application. Applicable assessment tool(s) to establish the foundational, reflective and embedded knowledge to problem solving and application of the world as a set of related systems within the Policing environment. Competence will be assessed when conducting formative and summative assessment.

Formative assessment

The assessment criteria for formative assessment are described in the various unit standards. Formative assessment takes place during the process of learning and assessors should use a range of assessment methods and tools that support each other to assess total competence.

These tools include the following:

- > In-situ (on-the-job) observations
- > Role-play simulations
- > Structured group discussions
- > Knowledge tests, exams, case studies, projects, registers, logbooks, workbooks
- > Oral report backs (presentations)
- > Portfolios of evidence
- > Projects
- > Experiential learning
- > Working in teams
- > Scenario sketching

The assessment methods and/or tools used by the assessor must be fair in a sense that they do not hinder or advantage the learner, valid in a sense that they measure what they intend to measure, reliable in a sense that they are consistent and delivers the same output across a range of learners and practical in a sense that they take into account the available financial resources, facilities, equipment and time.

Summative assessment

Summative assessment / Terminal assessment are carried out at the end of the learning programme to assess the achievement of the learner. A detailed portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner.

INTERNATIONAL COMPARABILITY

Since 1994, the South African Police Service has engaged in extensive liaison with colleagues and related services in the international community. Material, best practices and many other innovations have been considered and integrated into this qualification.

In addition, it has been bench marked against the qualifications of the Multi Implementation Team (Commonwealth, Netherlands, Sweden and the United Kingdom) who helped plan and implement a new basic policing training programme for community police constables in the post 1994 South Africa. This qualification is built in such a way that it will receive constant international review and input.

Other national institutions and Departments were consulted during the standards generation processes such as the Department of Correctional Services, Community Policing Agencies, and Business against crime, Metro Police etc.

During the year 2002 the South African Police engaged in an assessment and assessment practices project with the Swedish Police. The two organizations will assist each other in evaluating and generating assessment and assessment practices.

ARTICULATION OPTIONS

On completion of this qualification, learners will proceed to the Bachelors Degree in Policing.

The choice of elective learning component allows the learner to change to another pathway in policing environment at the same level or at the next level.

Some fundamental and non-policing core learning components will equip the learner with credits that will be useful in the safety in society sector and other learning fields that the learner may wish to pursue.

MODERATION OPTIONS

All providers offering the learning to achieve this qualification must be accredited by the relevant ETQA or through a memorandum of understanding with the relevant ETQA.

All assessors must be registered with the relevant ETQAs, and must comply with the requirements for assessors as prescribed by the relevant ETQAs. In addition, the assessors must have at least the skills levels in this field equivalent to those require by the NQF at level 6, plus two years of practice in this field as a worker, expert consultant or provider.

All moderators moderating the assessment of a learner for this qualification must be registered with the relevant ETQAs.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

Unit standards associated with the qualification must be used to assess specific and critical cross-field outcomes.

During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflective competencies.

For an applicant to be registered as an assessor, the applicant needs the following:

- > A minimum of five years practical, relevant occupational experience.
- > Declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by SAQA.
- > Detailed documentary proof or educational qualification, practical training undergone, and experience gained by applicant must be provided.
- > Must have successfully completed the National Diploma in Policing NQF Level 5.
- > Meet any other requirements stipulated by the ETQAs.

NOTES

N/A

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

| | UNIT STANDARD ID AND TITLE | LEVEL | CREDITS | STATUS |
|----------|--|---------|---------|----------------------------|
| Core | 114041 Apply direct supervision | Level 4 | 4 | Recommended |
| Core | 7878 Prepare and Maintain Financial Records and Statements | Level 5 | 12 | Registered |
| Core | 7883 Manage workplace relations | Level 5 | 5 | Reregistered |
| Core | 7886 Develop and implement A Business Plan | Level 5 | 8 | Registered |
| Core | 11995 Plan and perform special operations in the prevention and resolving of crime | Level 5 | 6 | Registered |
| Core | 14131 Use appropriate force to uphold and enforce the law and protect people and property | Level 5 | 8 | Registered |
| Core | 7859 Lead and manage teams of people | Level 6 | 6 | Registered |
| Core | 14505 Apply the principles of ethics and professionalism to a business environment | Level 6 | 6 | Registered |
| Core | 115314 Conduct inspections and control activities | Level 6 | 4 | Draft - Prep for P Comment |
| Core | 115321 Coordinate and uphold the execution of the Constitution of South Africa (Chapter 2 - Bill of Rights) and legal prescripts | Level 6 | 5 | Draft - Prep for P Comment |
| Core | 115327 Plan, implement, monitor and assess operations | Level 6 | 6 | Draft - Prep for P Comment |
| Core | 115329 Develop competent officials | Level 6 | 3 | Draft - Prep for P Comment |
| Core | 115334 Maintain good relations with internal and external clients | Level 6 | 6 | Draft - Prep for P Comment |
| Core | 115348 Oversee the professional execution of daily functions | Level 6 | 5 | Draft - Prep for P Comment |
| Elective | 11497 Protection of premises and assets under all conditions | Level 3 | 30 | Registered |
| Elective | 115310 Use pyrotechnical aids in support of police operations | Level 3 | 5 | Draft - Prep for P Comment |
| Elective | 11506 Conduct evacuations and emergency drills | Level 4 | 17 | Registered |
| Elective | 11512 Protect assets in transit | Level 4 | 20 | Registered |
| Elective | 115313 Prepare officials and individuals to survive a hostage incident | Level 4 | 2 | Draft - Prep for P Comment |
| Elective | 115319 Use primary weapons for medium to high-risk assault team operations | Level 4 | 10 | Draft - Prep for P Comment |
| Elective | 115331 Move tactically on foot in a team | Level 4 | 11 | Draft - Prep for P Comment |
| Elective | 115337 Manage crowds | Level 4 | 8 | Draft - Prep for P Comment |
| Elective | 11510 Provide close protection of designated persons | Level 5 | 40 | Registered |
| Elective | 114506 Apply intelligence analysis tradecraft | Level 5 | 35 | Registered |
| Elective | 114507 Understand, identify, and plan the exploitation of operational resources to collect information | Level 5 | 35 | Registered |
| Elective | 115306 Apply relevant legislation | Level 5 | 9 | Draft - Prep for P Comment |
| Elective | 115307 Perform duties of a police office official at a port of entry | Level 5 | 6 | Draft - Prep for P Comment |

| | | | | |
|-------------|--|---------|----|----------------------------|
| Elective | 115309 Direct tactical small team operations | Level 5 | 8 | Draft - Prep for P Comment |
| Elective | 115311 Apply advanced driving skills / techniques in defensive and offensive situations | Level 5 | 9 | Draft - Prep for P Comment |
| Elective | 115312 Use tactical options for crime prevention operations | Level 5 | 6 | Draft - Prep for P Comment |
| Elective | 115315 Profile and select goods at a port of entry | Level 5 | 8 | Draft - Prep for P Comment |
| Elective | 115316 Perform duties of a department agriculture border control official | Level 5 | 6 | Draft - Prep for P Comment |
| Elective | 115317 Perform duties of an immigration official at a port of entry | Level 5 | 6 | Draft - Prep for P Comment |
| Elective | 115318 Administer and control the movement of persons and goods across international borders at ports of entry | Level 5 | 9 | Draft - Prep for P Comment |
| Elective | 115322 Perform duties of a customs official at a port of entry | Level 5 | 6 | Draft - Prep for P Comment |
| Elective | 115323 Profile and select persons at a port of entry | Level 5 | 8 | Draft - Prep for P Comment |
| Elective | 115325 Detect and identify places of concealment | Level 5 | 6 | Draft - Prep for P Comment |
| Elective | 115330 Use ropes to support tactical operations | Level 5 | 4 | Draft - Prep for P Comment |
| Elective | 115339 Use tactical options for small team tactical operations | Level 5 | 6 | Draft - Prep for P Comment |
| Elective | 115340 Operate as a member of an assault team in special operations | Level 5 | 11 | Draft - Prep for P Comment |
| Elective | 115320 Establish and maintain Community Forum structures | Level 6 | 6 | Draft - Prep for P Comment |
| Elective | 115324 Manage the implementation of sector policing | Level 6 | 4 | Draft - Prep for P Comment |
| Elective | 115345 Oversee admission and detention of detainees and suspects | Level 6 | 5 | Draft - Prep for P Comment |
| Fundamental | 9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues | Level 4 | 6 | Registered |
| Fundamental | 115308 Attend an incident as first responder | Level 4 | 10 | Draft - Prep for P Comment |
| Fundamental | 115328 Use a map and a handheld global positioning system for tactical operations | Level 4 | 3 | Draft - Prep for P Comment |
| Fundamental | 11973 Build and maintain relationships with local communities | Level 5 | 4 | Registered |
| Fundamental | 11974 Conduct oneself in a professional manner in a policing environment | Level 5 | 4 | Registered |
| Fundamental | 11977 Identify and apply specific and statutory offences | Level 5 | 12 | Registered |
| Fundamental | 11978 Identify and apply sections of the Criminal Procedure Act | Level 5 | 9 | Registered |
| Fundamental | 11979 Identify and apply relevant knowledge about law in general related to policing | Level 5 | 9 | Registered |
| Fundamental | 115326 Identify and apply the principles of law of evidence | Level 5 | 6 | Draft - Prep for P Comment |
| Fundamental | 14510 Demonstrate knowledge and insight into the impact of HIV/AIDS on financial products, markets and the workforce | Level 6 | 6 | Registered |
| Fundamental | 14553 Demonstrate insight into current global events and their potential impact on the financial services sector in South Africa | Level 6 | 10 | Registered |



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Apply relevant legislation

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|----------------------------|----------------------|---------|
| 115306 | Apply relevant legislation | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 5 | 9 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Execute duties as an Immigration official at a port of entry.

SPECIFIC OUTCOME 2

Execute duties as a Custom and Excise official.

SPECIFIC OUTCOME 3

Execute of duties as a South African Police Service official.

SPECIFIC OUTCOME 4

Execute duties as a Department of Agriculture Border Control Official.

SPECIFIC OUTCOME 5

Execute duties as a Health Official.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Perform duties of a police office official at a port of entry

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|----------------------|---------|
| 115307 | Perform duties of a police office official at a port of entry | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 5 | 6 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Perform administrative functions.

SPECIFIC OUTCOME 2

Inspect a vehicle or person.

SPECIFIC OUTCOME 3

Provide a safe and secure environment at a port of entry.

SPECIFIC OUTCOME 4

Release a person from a port of entry.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Attend an incident as first responder

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---------------------------------------|----------------------|---------|
| 115308 | Attend an incident as first responder | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 4 | 10 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Respond to a scene incident first.

SPECIFIC OUTCOME 2

Assess the incident.

SPECIFIC OUTCOME 3

Take control of the scene.

SPECIFIC OUTCOME 4

Establish a Command Centre to coordinate supporting role players to the Crime Scene Manager.

SPECIFIC OUTCOME 5

Complete administrative process related to the incident.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Direct tactical small team operations

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---------------------------------------|----------------------|---------|
| 115309 | Direct tactical small team operations | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 5 | 8 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare members for small team police operations.

SPECIFIC OUTCOME 2

Direct the tactical approach to an object.

SPECIFIC OUTCOME 3

Lead the execution of the small team police operation.

SPECIFIC OUTCOME 4

Co-ordinate the withdrawal and conclusion of the small team operation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Use pyrotechnical aids in support of police operations

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|----------------------|---------|
| 115310 | Use pyrotechnical aids in support of police operations | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 3 | 5 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Apply the use of pyrotechnical aids.

SPECIFIC OUTCOME 2

Maintain the serviceability of pyrotechnical aids.

SPECIFIC OUTCOME 3

Dispose of expired/ defective pyrotechnical aids.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Apply advanced driving skills / techniques in defensive and offensive situations

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|----------------------|---------|
| 115311 | Apply advanced driving skills / techniques in defensive and offensive situations | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 5 | 9 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Apply knowledge related to vehicle dynamics to reduce driving risk.

SPECIFIC OUTCOME 2

Apply knowledge related to vehicles mechanics to improve driving skills.

SPECIFIC OUTCOME 3

Demonstrate techniques used to avoid accidents and maintain control during latent situations.

SPECIFIC OUTCOME 4

Apply techniques to improve driving skills and maintain safety at high speed.

SPECIFIC OUTCOME 5

Apply techniques to withdrawal from a hostile situation with a vehicle.

SPECIFIC OUTCOME 6

Apply techniques to engage a hostile situation with a vehicle.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Use tactical options for crime prevention operations

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|----------------------|---------|
| 115312 | Use tactical options for crime prevention operations | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 5 | 6 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Conduct a cordon and search operation.

SPECIFIC OUTCOME 2

Conduct roadblocks as a tactical option.

SPECIFIC OUTCOME 3

Deploy Patrols as Tactical Options.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Prepare officials and individuals to survive a hostage incident

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|----------------------|---------|
| 115313 | Prepare officials and individuals to survive a hostage incident | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 4 | 2 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and avoid a situation that could result in hostage situations.

SPECIFIC OUTCOME 2

Cope during a hostage-taking situation.

SPECIFIC OUTCOME 3

Behave appropriately during a hostage situation.

SPECIFIC OUTCOME 4

Provide evidence in respect of a hostage situation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Conduct inspections and control activities

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|---------------|---------|
| 115314 | Conduct inspections and control activities | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Law, Military Science and Security | Safety in Society | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 6 | 4 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Supervise and coordinate activities of members.

SPECIFIC OUTCOME 2

Conduct vehicles inspection.

SPECIFIC OUTCOME 3

Conduct general inspections.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Profile and select goods at a port of entry

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|---------------|---------|
| 115315 | Profile and select goods at a port of entry | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Law, Military Science and Security | Safety in Society | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 5 | 8 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Profile documents to detect the illegal movement of goods.

SPECIFIC OUTCOME 2

Profile commercial goods.

SPECIFIC OUTCOME 3

Profile non-commercial goods.

SPECIFIC OUTCOME 4

Profile routes and determine country of origin.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Perform duties of a department agriculture border control official

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|---------------|---------|
| 115316 | Perform duties of a department agriculture border control official | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Law, Military Science and Security | Safety in Society | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 5 | 6 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Perform administrative functions.

SPECIFIC OUTCOME 2

Inspect a vehicle or person.

SPECIFIC OUTCOME 3

Release agricultural items at a port of entry.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Perform duties of an immigration official at a port of entry

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|---------------|---------|
| 115317 | Perform duties of an immigration official at a port of entry | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Law, Military Science and Security | Safety in Society | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 5 | 6 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Perform administrative functions.

SPECIFIC OUTCOME 2

Inspect a vehicle or person.

SPECIFIC OUTCOME 3

Grant a person authority.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Administer and control the movement of persons and goods across international borders at ports of entry

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|---------------|---------|
| 115318 | Administer and control the movement of persons and goods across international borders at ports of entry | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Law, Military Science and Security | Safety in Society | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 5 | 9 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Administer the movement of persons and goods.

SPECIFIC OUTCOME 2

Control the movement of goods.

SPECIFIC OUTCOME 3

Control the movement of persons.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Use primary weapons for medium to high-risk assault team operations

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|---------------|---------|
| 115319 | Use primary weapons for medium to high-risk assault team operations | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Law, Military Science and Security | Safety in Society | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 4 | 10 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Use pistol competently and effectively in medium to high-risk operations required during assault.

SPECIFIC OUTCOME 2

Use assault rifle competently and effectively in medium to high-risk operations.

SPECIFIC OUTCOME 3

Use shotgun competently and effectively in medium to high-risk operations required during assault.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Establish and maintain Community Forum structures

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|---------------|---------|
| 115320 | Establish and maintain Community Forum structures | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Law, Military Science and Security | Safety in Society | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 6 | 6 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Establish a community-policing forum (CPF).

SPECIFIC OUTCOME 2

Mobilise the community against crime.

SPECIFIC OUTCOME 3

Network with relevant role-players and stakeholders.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

16

Coordinate and uphold the execution of the Constitution of South Africa (Chapter 2 - Bill of Rights) and legal prescripts

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|----------------------|---------|
| 115321 | Coordinate and uphold the execution of the Constitution of South Africa (Chapter 2 - Bill of Rights) and legal prescripts | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 6 | 5 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Coordinate the application of the Criminal Justice procedures regarding Legal Prescripts.

SPECIFIC OUTCOME 2

Uphold the execution of the rights of officials.

SPECIFIC OUTCOME 3

Uphold the rights of victims of crime in the delivery of victim support.

SPECIFIC OUTCOME 4

Uphold the rights of suspects and detainees during arrest and detention.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

17

Perform duties of a customs official at a port of entry

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|---------------|---------|
| 115322 | Perform duties of a customs official at a port of entry | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Law, Military Science and Security | Safety in Society | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 5 | 6 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Perform administrative functions.

SPECIFIC OUTCOME 2

Inspect Imported and Exported Goods.

SPECIFIC OUTCOME 3

Grant a person authority.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

18

Profile and select persons at a port of entry

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|---------------|---------|
| 115323 | Profile and select persons at a port of entry | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Law, Military Science and Security | Safety in Society | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 5 | 8 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Apply legal requirements in profiling of persons.

SPECIFIC OUTCOME 2

Profile behaviour of persons.

SPECIFIC OUTCOME 3

Profile the appearance of persons.

SPECIFIC OUTCOME 4

Profile routes and determine country of origin.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

19

Manage the implementation of sector policing

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|----------------------|---------|
| 115324 | Manage the implementation of sector policing | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 6 | 4 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Implement the concept of sector policing through the effective marketing there-of.

SPECIFIC OUTCOME 2

Ensure effective compilation, utilisation and maintenance of sector profiles.

SPECIFIC OUTCOME 3

Manage the activities with in the SCF effectively.

SPECIFIC OUTCOME 4

Ensure the effective management of the sector team and it's resources.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

20

Detect and identify places of concealment

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|----------------------|---------|
| 115325 | Detect and identify places of concealment | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 5 | 6 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Detect and identify places of concealment on persons.

SPECIFIC OUTCOME 2

Detect and identify places of concealment on vehicles.

SPECIFIC OUTCOME 3

Detect and identify places of concealment in goods.

SPECIFIC OUTCOME 4

Searches are conducted in terms of relevant legislation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

21

Identify and apply the principles of law of evidence

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|----------------------|---------|
| 115326 | Identify and apply the principles of law of evidence | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 5 | 6 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the position of the Law of Evidence within the legal system.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the procedure during a trial.

SPECIFIC OUTCOME 3

Explain and apply the principles of the concept burden of proof.

SPECIFIC OUTCOME 4

Explain and apply the principle prima facie and decisive proof evidence.

SPECIFIC OUTCOME 5

Explain and apply the principle of cautionary rules.

SPECIFIC OUTCOME 6

Explain and apply the principle of presumption.

SPECIFIC OUTCOME 7

Explain and apply confessions, admissions and pointing out.

SPECIFIC OUTCOME 8

Explain and apply the concept privilege.

SPECIFIC OUTCOME 9

Explain and apply the concepts admissibility and relevancy.

SPECIFIC OUTCOME 10

Explain and apply the concept hearsay evidence.

SPECIFIC OUTCOME 11

Explain and apply the concept real evidence.

SPECIFIC OUTCOME 12

Explain and apply the principles of refreshing of one's memory.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

22

Plan, implement, monitor and assess operations

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|----------------------|---------|
| 115327 | Plan, implement, monitor and assess operations | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 6 | 6 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan an operation.

SPECIFIC OUTCOME 2

Implement operation.

SPECIFIC OUTCOME 3

Monitor the implementation of the operation.

SPECIFIC OUTCOME 4

Assess the impact of the operation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

23

Use a map and a handheld global positioning system for tactical operations

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|----------------------|---------|
| 115328 | Use a map and a handheld global positioning system for tactical operations | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 4 | 3 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate knowledge on the uses and features of maps and a handheld GPS.

SPECIFIC OUTCOME 2

Orientate the map.

SPECIFIC OUTCOME 3

Use a handheld GPS for map orientations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

24

Develop competent officials

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|-----------------------------|----------------------|---------|
| 115329 | Develop competent officials | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 6 | 3 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Manage members' performance.

SPECIFIC OUTCOME 2

Handle member's grievances and resolve conflict.

SPECIFIC OUTCOME 3

Orientate and induct new officials.

SPECIFIC OUTCOME 4

Coordinate and monitor training and development initiatives for staff.

SPECIFIC OUTCOME 5

Deal with personal or work related problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

25

Use ropes to support tactical operations

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|----------------------|---------|
| 115330 | Use ropes to support tactical operations | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 5 | 4 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for rappelling.

SPECIFIC OUTCOME 2

Rappel down cliff or man-made structure.

SPECIFIC OUTCOME 3

Recover and maintain rope work equipment.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

26

Move tactically on foot in a team

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|-----------------------------------|----------------------|---------|
| 115331 | Move tactically on foot in a team | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 4 | 11 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Approach an object without compromising safety or position.

SPECIFIC OUTCOME 2

Move tactically in and around buildings.

SPECIFIC OUTCOME 3

Overcome obstacles in an urban environment with climbing techniques.

SPECIFIC OUTCOME 4

React to an attack.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

27

Maintain good relations with internal and external clients

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|---------------|---------|
| 115334 | Maintain good relations with internal and external clients | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Law, Military Science and Security | Safety in Society | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 6 | 6 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Ensure professional service delivery.

SPECIFIC OUTCOME 2

Promote a positive image of the policing agency and its interest to others.

SPECIFIC OUTCOME 3

Gather information about crime from the community.

SPECIFIC OUTCOME 4

Educate the community regarding crime and crime prevention.

SPECIFIC OUTCOME 5

Assist stakeholders in establishing community structures that will facilitate with crime prevention.

SPECIFIC OUTCOME 6

Provide a support service to victims and survivors of crime in the community.

SPECIFIC OUTCOME 7

Coordinate, maintain community relations.

SPECIFIC OUTCOME 8

Develop interpersonal skills.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

28

Manage crowds

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|----------------------|---------------|---------|
| 115337 | Manage crowds | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Law, Military Science and Security | Safety in Society | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 4 | 8 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare for crowd management operations.

SPECIFIC OUTCOME 2

Execute crowd management techniques.

SPECIFIC OUTCOME 3

Use personal equipment related to crowd management.

SPECIFIC OUTCOME 4

Apply force against crowds.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

29

Use tactical options for small team tactical operations

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|----------------------|---------|
| 115339 | Use tactical options for small team tactical operations | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 5 | 6 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Conduct an observation and reconnaissance operation as a tactical option.

SPECIFIC OUTCOME 2

Conduct a waylay operation as a tactical option.

SPECIFIC OUTCOME 3

Conduct a follow up operation as tactical option.

SPECIFIC OUTCOME 4

Manage operations to apprehend or search violent suspect(s) on premises and objects.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

30

Operate as a member of an assault team in special operations

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|--|----------------------|---------|
| 115340 | Operate as a member of an assault team in special operations | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Law, Military Science and Security | | Safety in Society | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 5 | 11 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Gather information and evidence through observation and reconnaissance.

SPECIFIC OUTCOME 2

Approach an object to reach a predetermined ready position.

SPECIFIC OUTCOME 3

Enter premises with special equipment on foot to isolate a suspect/object.

SPECIFIC OUTCOME 4

Overcome obstacles with climbing techniques.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

31

Oversee admission and detention of detainees and suspects

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|---------------|---------|
| 115345 | Oversee admission and detention of detainees and suspects | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Law, Military Science and Security | Safety in Society | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 6 | 5 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Coordinate and supervise the inspection of cells.

SPECIFIC OUTCOME 2

Oversee and supervise the admission and custody of suspects and detainees.

SPECIFIC OUTCOME 3

Enforce and implement issues regarding bail.

SPECIFIC OUTCOME 4

Ensure safekeeping of suspects and detainees property and related exhibits.

SPECIFIC OUTCOME 5

Coordinate and supervise the serving of meals.

SPECIFIC OUTCOME 6

Ensure and uphold the rights of suspects and detainees.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

32

Oversee the professional execution of daily functions

| SAQA US ID | UNIT STANDARD TITLE | | |
|------------------------------------|---|---------------|---------|
| 115348 | Oversee the professional execution of daily functions | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Visible Policing | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Law, Military Science and Security | Safety in Society | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| LMS-SIS-0-SGB VisPol | Regular | Level 6 | 5 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Obtain and interpret crime-related information to support planning and decision making.

SPECIFIC OUTCOME 2

Plan daily and weekly duties.

SPECIFIC OUTCOME 3

Maintain an efficient and effective unit.

SPECIFIC OUTCOME 4

Ensure good order and discipline and adherence to standards.

SPECIFIC OUTCOME 5

Enforce adherence to legislative prescripts.

SPECIFIC OUTCOME 6

Provide input on planning and decision making meetings.

SPECIFIC OUTCOME 7

Handle complaints against members.

SPECIFIC OUTCOME 8

Supervise administrative procedures.



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

Information Systems and Technology

Registered by **NSB 10, Physical, Mathematical, Computer and Life Sciences** 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.

Comment on the qualification and unit standards should reach SAQA at the address *below* **and no later than 12 July 2004**. All correspondence should be marked **Standards Setting – SGB for Information Systems and Technology** 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: mmphuthing@saqa.co.za

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Information Technology: Systems Development

| SAQA QUAL ID | QUALIFICATION TITLE | |
|----------------------------|---|--|
| 48872 | National Certificate: Information Technology: Systems Development | |
| SGB NAME | SGB Information Systems and Technology | |
| ABET BAND | PROVIDER NAME | |
| Undefined | | |
| QUALIFICATION CODE | QUAL TYPE | SUBFIELD |
| PHY-5-National Certificate | National Certificate | Information Technology and Computer Sciences |
| MINIMUM CREDITS | NQF LEVEL | QUALIFICATION CLASS |
| 168 | Level 5 | Regular-Unit Stds Based |
| SAQA DECISION NUMBER | REGISTRATION START DATE | REGISTRATION END DATE |
| | | |

PURPOSE OF THE QUALIFICATION

The purpose of this qualification is undergraduate entry into the field of systems development, earning credits towards tertiary offerings in the fields of computer studies and computer sciences, and covering basic knowledge needed for further study in the field of Systems Development at Higher Education Levels.

The qualification may be acquired in the traditional way of formal study as well as in the workplace, through learnerships or RPL. Acquiring the qualification through learnerships or RPL, has the potential of addressing the problems of the past, where newly qualified people getting into the industry struggled to get employment, because they were required to have practical experience. The workplace experience can now be gained while acquiring the qualification through the various learnership schemes that are planning to use this qualification.

A qualifying learner at this level will be a well-rounded IT professional building on foundational technical skills acquired at NQF level 4, via the National Certificate in IT Technical Development or equivalent. This qualification is expanding the systems development foundation started at NQF level 4 into specialisation(s) fields within systems development, in one or more of the following disciplines:

- > Procedural Programming
- > Object Oriented Programming
- > Fourth Generation Language Programming
- > Web site development
- > Multimedia
- > Electronic Commerce

The qualification is designed to:

- > Provide qualified learners with an undergraduate entry into the field of systems development, earning credits towards tertiary offerings in the fields of Computer Studies or Computer Science
- > Prepare qualified learners for initial employment in the computer industry.
- > Allow the credits achieved in the National Certificates relating to Information Technology at NQF level 4 to be used as prior learning for this qualification
- > Allow many of the listed unit standards to be used in Learnership Schemes in the Information Systems and Technology sector, as well as other sectors where Information Technology is a key requirement.
- > Provide a further qualification for people who are pursuing a career in the computer industry, or related fields.

People with this qualification have an understanding of computer industry concepts and/or are able to work in areas of Systems Development with intermediate technical complexity, for example intermediate-level computer programming or web site development. Finally, this qualification has been developed to assist with professionalisation across the Information Technology Sector. It is intended to allow qualified learners to gain membership of registered professional bodies in the ICT industry.

Rationale of the qualification

Similar to the National Certificates in IT at NQF level 4, this qualification has been formulated such that it reflects the workplace-based needs of the Information Technology Industry as expressed by its stakeholders. The input has been used to ensure that the qualification provides the learner with accessibility to be employed within the IT Industry. The qualification may be acquired in the traditional way of formal study as well as in the workplace, either through learnerships or by recognition of prior learning (RPL).

Academically this National Certificate is intended to be an entry-level qualification, at the Higher Education band, in the area of Systems Development. The qualification builds on from the National Certificate in Information Technology: Systems Development at NQF level 4, and it also facilitates entry into the Systems Development field from other related fields. It aims to enhance readiness for further study in Information Technology and related fields at the Higher Education level, as well as providing for initial employment in the computer industry.

One of the most important needs for this qualification is to provide for RPL. There are currently no unit standards based registered qualifications for Software Development at the higher education level. However, programs are written, installed, maintained and upgraded on a daily basis in a number of different industry sectors. Training is currently not provided against nationally recognised qualifications based on unit standards, which this qualification will be addressing. People with workplace experience in the areas covered by this qualification will now be allowed to request assessment and get recognition for prior learning.

The qualification provides the learner with the flexibility to articulate in the IT environment with a wide variety of specialisation options and to articulate within the Telecommunications, Information Technology and Electronic Industries and other industries where IT is a key component, like the Financial Services or Insurance Industries.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that the learner must be competent in skills gained at the further education and training band, with Computer Studies as an advantage, but not a requirement. A learning assumption of this qualification is foundational skills in communication and mathematical literacy as required by NQF level 4 qualifications. Further learning assumed is the ability to use a personal computer competently.

The assumed learning can be acquired in the traditional way of formal study as well as in the workplace. Acquiring the competencies in a workplace (either via formal skills programmes or normal on-the-job training) has the potential of addressing the problems of the past, where formal qualifications were only obtainable by way of formal study.

Recognition of prior learning (RPL)

This qualification may be achieved through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience.

Achieving unit standards through RPL

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

Achieving the qualification through RPL

To achieve the qualification through RPL, the learner must submit him/herself to be assessed against the integrated assessment criteria of this qualification.

QUALIFICATION RULES

Rules of Combination for the qualification

Rules regarding NQF levels of credits

The qualification consists of a minimum of 168 credits and has been designed in accordance with the SAQA rules of combination

Rules regarding Fundamental, Core and Electives

1. All fundamental outcomes are compulsory for this qualification (49 credits)
2. All core outcomes are compulsory (94 credits)
3. A minimum of 25 elective credits needs to be completed out of one of the elective specialisation fields. If a programming specialisation is chosen, then all the unit standards in the chosen fields must be completed together, to be recognised as a specialisation stream.
4. The qualification description will list the fields of specialisation that have been completed (according to the rules of the previous point) on the qualification document.
5. Additional standards from any other SAQA field or sub-field may be added to the listed electives.

EXIT LEVEL OUTCOMES

A learner will be able to:

- > Communicate effectively with fellow IT staff & users of information systems
- > Understand the role of technology in the business context.
- > Demonstrate an understanding of problem solving techniques, and how to apply them in a systems development environment
- > Demonstrate an understanding of Systems Development, with all its implications
- > Relate business problems and information technology solutions
- > Apply the principles of creating computer software

The following exit level outcomes will depend on the specialisation field(s) chosen:

- > Carry out, under supervision, a task of reasonable size to demonstrate an understanding of the knowledge, techniques & skills needed in one or more area of majoring/specialisation

In addition to the above, unit standards will be utilised to provide depth of specification of the outcomes ranges and the assessment criteria and processes.

Furthermore, the assessment process should also cover the following generic components:

- > Measure the quality of the observed practical performance as well as the theory and underpinning knowledge behind it;
- > Use methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance;
- > Maintain a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification; and
- > Ensure that the relationship between practical and theoretical is not fixed but varies according to the outcomes being assessed.

Assessment of Critical Cross-field Outcomes

To ensure applicability of Fundamental and Critical Cross-field Outcomes, this should be assessed as part of Core and Elective assessments.

ASSOCIATED ASSESSMENT CRITERIA

In particular, assessors should check that the learner is able to demonstrate an ability to consider a range of options and make decisions, meeting the following criteria:

1. Effective Communication is demonstrated with fellow IT staff & with users of information systems, in the form of written and verbal communication
2. An understanding of different types of computer systems and the use of computer technology in business

is demonstrated, being able to:

- > Describe the different computer systems and associated hardware and network configurations
- > Describe the staffing and the operations, development and control activities in a modern computing environment
- > Demonstrate an understanding of the social and economic implications of the use of computers

3. Demonstrated by being able to:

- > Applying logical problem solving and error detection techniques
- > Demonstrate how search and sort techniques are used in computer programs
- > Design computer system inputs and outputs

4. Demonstrated by being able to:

- > Demonstrate an understanding of estimating an development unit of work, and the implications of late delivery
- > Apply information gathering techniques for computer systems development
- > Working effectively as a team member within a development environment, taking part in team activities and understanding different roles within different support teams
- > Conduct a technical practitioners meeting
- > Conduct oneself professionally in business based on a set of professional ethics and values regarding the Information Technology discipline

5. Demonstrated by:

- > Identifying and recommending appropriate IT solutions to business problems

6. Demonstrated by:

- > Developing a complete program to meet given business specifications
- > Write a computer program using a chosen computer programming language
- > Creating database access for a computer application, using structured query language
- > Test a computer program against given specifications
- > Create documentation for a computer program

7. Demonstrated by: Applying the knowledge of the techniques & skills needed in one or more area of majoring/ specialisation, covering the assessment criteria explained in the unit standards selected in the specialising area.

Integrated Assessment

Development of the competencies may be through a combination of formal and informal learning, self-learning, training programmes and work-based application.

The practical, applied, foundational and reflexive competencies demonstrated for the group of assessment criteria in this qualification, must prove that the whole competence is more than the sum of the parts of the competencies.

Providers should conduct diagnostic and formative assessment. Formative, continuous and diagnostic assessments should also take place in the work place, if applicable. The learner should also be able to assess him or herself and determine readiness for a summative assessment against this qualification.

During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies. Input to completing the Integrated Assessment typically makes use of combinations of the following assessment methods:

1. Time-constrained written examinations
2. Coursework Evaluations
3. Continuous Evaluation
4. Practical Evaluation
5. Evaluation of Portfolios of Evidence

INTERNATIONAL COMPARABILITY

This qualification and associated unit standards have been evaluated with, and are comparable to equivalent qualifications and standards on the following Qualifications Frameworks:

- > New Zealand NQF,
- > Australian NQF,
- > British NVQs.

Furthermore, input to the development of this qualification has been compared against international standards and qualifications, specifically those of New Zealand, Australia and the United Kingdom. International and South African support for the proposed conceptual framework and content is evidenced in the following:

- > India's TATA InfoTech Qualification for Software Developers,
- > City and Guilds Certificate and Diploma for Software Developers and IT Technicians,
- > NCC Education's (UK-based) International Certificate and Diploma in Computer Studies for IT Professionals
- > Microsoft MCSD certification
- > The wide and narrow consultative process, and formal research, reflected in the supporting design report that accompanies this qualification submission.

ARTICULATION OPTIONS

Upon successful completion of the qualification, the qualifying learner will have a thorough understanding of the role of an IT Systems Development person and be able to competently carry out the exit level outcomes of the qualification, in a business environment. The qualification may be acquired in the traditional way of formal study as well as in the workplace, through learnerships, or by a method of RPL.

A qualifying learner at this level will be a well-rounded IT professional building on foundational technical skills acquired at NQF level 4, via the National Certificate in IT Systems Development or equivalent. This qualification covers various specialisation(s) into IT Systems Development or to any other related vertical or enabled markets.

This qualification was developed to allow for further study in Information Technology and related fields at Higher Education levels. It will allow the qualified learner to progress to further qualifications either in Systems Development or other IT domains, or into related industries where IT is a key component. In particular, this qualification has been designed to allow entry into the National Diploma in Systems Development at NQF level 5 and into current tertiary qualifications at National Diploma level.

MODERATION OPTIONS

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

To ensure that national standards are maintained, the final assessment should be conducted on the following basis, which will be under the control of the relevant ETQA's (ISETT SETA or other relevant

ETQA's):

- > Integrated assessment of the learner needs to be undertaken using the necessary assessment tools (viz. ETQA approved assessor guides) to ensure consistent integrated assessment. The setting of assessor guides can be performed by the ETQA itself or a nominated body or bodies.
- > Assessment can be institutional and/or workplace based, but must be done by a registered assessor.
- > ETQA verification (external moderation) will be undertaken as required, to ensure that the quality of NQF standards are maintained nationally.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

The criteria to register as an assessor includes the following:

- > Assessors should be registered as assessors with the relevant ETQA, in accordance with the policies and procedures defined by the ETQA.
- > Have a relevant academic qualification or equivalent recognition, at a level higher than the qualification being assessed. In addition the person will need to have at least two years industry experience.
- > All registered assessors must at least have met the requirements of the generic assessor standard, and should be certificated by the ETDP SETA or by the relevant ETQA in agreement with the ETDP SETA in this regard.
- > For the assessment of IT specific unit standards, assessors must have competency in the skills specified in the unit standard or specialisation area.

NOTES

Supporting documentation to this document has been created to suggest ETQA guidelines for learnership implementations of this qualification. It contains additional information to support the implementation of this qualification, for example, it lists the knowledge areas covered by the qualification, the ways in which the learning assumed to be in place can be acquired, different ways in which learnerships (that will lead to this qualification) can be implemented, etc.

Qualification Naming and Specialisation Description

The Information Technology sub-field has been broken into various domains, of which Systems Support is one. Qualification names will be linked to these domains, with specialisation descriptions attached to the qualification certification document being produced. The reason for this is firstly to reduce the number of qualifications needed to be registered to a manageable level, and secondly to have the qualification linked to the typical structure of the Information Technology industry. Finally we want to have the qualification certification document to reflect fields of specialisation, for unit standards that has been achieved within listed fields of specialisation.

This qualification has been developed within a Contextual Qualifications Framework ie elective specialisation fields indicate the context in which the overall learning programme will be applied and assessed. The core components will be the generic base which is expected to be contextualised to meet the unique and specific issues for the ICT sector, and the range of enabled (vertical) markets. These specialisation fields can be defined as part of the elective unit standards for the qualification. This will allow flexibility in future to add new specialisation fields without having to redefine the whole qualification. This is very important to the IT industry which is a very dynamic and fast changing industry.

The naming of this qualification is as follows:

National Certificate in Information Technology: Systems Development (NQF Level 5),
Specialising in one or more of the following contextualised fields:

- > Procedural Programming
- > Object Oriented Programming
- > Fourth Generation Language Programming
- > Web site development
- > Multimedia Development
- > E-Commerce Development
- > (and any new field not specified yet, allowing for any other current or future specialisations, like for eg. Banking, Insurance, Telecomms etc.)

A minimum of 25 credits from any one contextualised field is needed to be recognised as a specialisation field. Depending on the credits achieved, more than one contextualised field might be printed on the qualification certification documentation.

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

| | UNIT STANDARD ID AND TITLE | LEVEL | CREDITS | STATUS |
|----------|--|---------|---------|----------------------------|
| Core | 14912 Investigate the use of computer technology in an organisation | Level 3 | 6 | Registered |
| Core | 14921 Describe the types of computer systems and associated hardware configurations | Level 4 | 6 | Registered |
| Core | 14924 Demonstrate an understanding of information systems analysis | Level 4 | 3 | Registered |
| Core | 14930 Demonstrate an understanding of the principles of developing software for the internet | Level 4 | 3 | Registered |
| Core | 115359 Demonstrate an understanding of the handling of error in a computer programming environment | Level 4 | 2 | Draft - Prep for P Comment |
| Core | 115391 Demonstrate an understanding of the principles of the internet and the world-wide-web | Level 4 | 3 | Draft - Prep for P Comment |
| Core | 114048 Create database access for a computer application using structured query language | Level 5 | 9 | Registered |
| Core | 114049 Demonstrate an understanding of Computer Database Management Systems | Level 5 | 7 | Registered |
| Core | 115358 Apply information gathering techniques for computer system development | Level 5 | 7 | Draft - Prep for P Comment |
| Core | 115362 Manage software development source files using appropriate tools | Level 5 | 5 | Draft - Prep for P Comment |
| Core | 115365 Apply the principles of designing computer system inputs and outputs | Level 5 | 7 | Draft - Prep for P Comment |
| Core | 115367 Demonstrate logical problem solving and error detection techniques | Level 5 | 8 | Draft - Prep for P Comment |
| Core | 115373 Demonstrate an understanding of sort and search techniques used in computer programming | Level 5 | 6 | Draft - Prep for P Comment |
| Core | 115384 Test a computer program against a given specification | Level 5 | 6 | Draft - Prep for P Comment |
| Core | 115388 Produce documentation for a computer program to agreed standards | Level 5 | 3 | Draft - Prep for P Comment |
| Core | 115392 Apply principles of creating computer software by developing a complete program to meet given business specifications | Level 5 | 12 | Draft - Prep for P Comment |
| Elective | 115360 Demonstrate fourth generation language computer programming skills | Level 5 | 7 | Draft - Prep for P Comment |
| Elective | 115363 Apply fundamental principles of Object Oriented Programming to solve a given problem | Level 5 | 10 | Draft - Prep for P Comment |
| Elective | 115364 Create animation for a multimedia/web-based computer application | Level 5 | 10 | Draft - Prep for P Comment |
| Elective | 115366 Create graphic elements for a multimedia/web-based computer application | Level 5 | 10 | Draft - Prep for P Comment |
| Elective | 115368 Apply advanced HTML and associated techniques to build a web site for business applications | Level 5 | 12 | Draft - Prep for P Comment |
| Elective | 115369 Design and build a web-site using simple HTML | Level 5 | 5 | Draft - Prep for P Comment |
| Elective | 115370 Create digitised still images for a multimedia/web-based computer application | Level 5 | 10 | Draft - Prep for P Comment |
| Elective | 115371 Create digitised sound for a multimedia/web-based computer application | Level 5 | 10 | Draft - Prep for P Comment |
| Elective | 115372 Demonstrate an understanding of tools and products available for web-site development | Level 5 | 3 | Draft - Prep for P Comment |
| Elective | 115374 Demonstrate an understanding of the use of web-sites in business | Level 5 | 4 | Draft - Prep for P Comment |
| Elective | 115375 Create digitised video for a multimedia/web-based computer application | Level 5 | 10 | Draft - Prep for P Comment |
| Elective | 115376 Demonstrate an understanding of the principles of implementing and managing a web server | Level 5 | 10 | Draft - Prep for P Comment |
| Elective | 115377 Explain the IT components of an e-Commerce system | Level 5 | 4 | Draft - Prep for P Comment |

| | | | | | |
|-------------|--------|---|---------|----|----------------------------|
| Elective | 115379 | Create object scripts for a multimedia/web-based computer application | Level 5 | 20 | Draft - Prep for P Comment |
| Elective | 115380 | Demonstrate an understanding of the various types of e-commerce applications | Level 5 | 8 | Draft - Prep for P Comment |
| Elective | 115383 | Demonstrate an understanding of the principles of designing and building an e-Commerce web site | Level 5 | 10 | Draft - Prep for P Comment |
| Elective | 115385 | Demonstrate an understanding of the principles of implementing and managing an e-Commerce web site | Level 5 | 12 | Draft - Prep for P Comment |
| Elective | 115386 | Apply the principles of creating batch and interactive computer programs using a procedural programming language | Level 5 | 10 | Draft - Prep for P Comment |
| Elective | 115390 | Create an application for a single-user personal computer using a fourth generation language | Level 5 | 10 | Draft - Prep for P Comment |
| Elective | 115361 | Create digitised text for a multimedia/web-based computer application | Level 6 | 8 | Draft - Prep for P Comment |
| Elective | 115378 | Demonstrate an understanding of advanced object-oriented programming | Level 6 | 14 | Draft - Prep for P Comment |
| Elective | 115381 | Apply the principles of creating a computer program using an OOP language in a GUI environment | Level 6 | 12 | Draft - Prep for P Comment |
| Elective | 115382 | Apply the principles of creating computer programs containing advanced algorithms using a procedural programming language | Level 6 | 12 | Draft - Prep for P Comment |
| Elective | 115387 | Apply the principles of creating a computer program using a procedural programming language in a GUI environment | Level 6 | 14 | Draft - Prep for P Comment |
| Elective | 115389 | Design a computer application for a single-user personal computer for programming with a 4GL | Level 6 | 12 | Draft - Prep for P Comment |
| Fundamental | 8974 | Engage in sustained oral communication and evaluate spoken texts | Level 4 | 5 | Registered |
| Fundamental | 8975 | Read analyse and respond to a variety of texts | Level 4 | 5 | Registered |
| Fundamental | 9502 | Write a technical report | Level 4 | 4 | Registered |
| Fundamental | 10135 | Work as a project team member | Level 4 | 8 | Registered |
| Fundamental | 114076 | Use computer technology to research a computer topic | Level 4 | 3 | Registered |
| Fundamental | 13925 | Present information in a public setting | Level 5 | 5 | Registered |
| Fundamental | 114050 | Explain the principles of business and the role of information technology | Level 5 | 4 | Registered |
| Fundamental | 114051 | Conduct a technical practitioners meeting | Level 5 | 4 | Registered |
| Fundamental | 114055 | Demonstrate an awareness of ethics and professionalism for the computer industry in South Africa | Level 5 | 3 | Registered |
| Fundamental | 114059 | Demonstrate an understanding of estimating a unit of work and the implications of late delivery | Level 5 | 5 | Registered |
| Fundamental | 115431 | Analyse feedback contexts and apply constructive feedback techniques | Level 5 | 3 | Draft - Prep for P Comment |



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Demonstrate an understanding of the handling of error in a computer programming environment

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|---|---------------|---------|
| 115359 | Demonstrate an understanding of the handling of error in a computer programming environment | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 4 | 2 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Explain different errors found in the computer programming environment.

SPECIFIC OUTCOME 2

Demonstrate how calculation errors are induced in the computer.

SPECIFIC OUTCOME 3

Demonstrate how mistakes and computer errors can be minimised.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Demonstrate an understanding of the principles of the internet and the world-wide-web

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|---|---------------|---------|
| 115391 | Demonstrate an understanding of the principles of the internet and the world-wide-web | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 4 | 3 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the principles of the internet and the world-wide-web.

SPECIFIC OUTCOME 2

Explain how the world-wide-web incorporates the various internet applications.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Analyse feedback contexts and apply constructive feedback techniques

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|---------------|---------|
| 115431 | Analyse feedback contexts and apply constructive feedback techniques | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 3 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Provide constructive feedback.

SPECIFIC OUTCOME 2

Analyse feedback contexts and/ or situations.

SPECIFIC OUTCOME 3

Respond constructively to feedback.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Apply advanced HTML and associated techniques to build a web site for business applications

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|---|---------------|---------|
| 115368 | Apply advanced HTML and associated techniques to build a web site for business applications | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 12 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Discuss the need for advanced HTML features.

SPECIFIC OUTCOME 2

Demonstrate an understanding of connecting web sites to business applications.

SPECIFIC OUTCOME 3

Demonstrate an understanding of connecting web sites to business applications



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Apply fundamental principles of Object Oriented Programming to solve a given problem

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|---------------|---------|
| 115363 | Apply fundamental principles of Object Oriented Programming to solve a given problem | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 10 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Create basic classes for given simple examples.

SPECIFIC OUTCOME 2

Implement member functions for given simple examples.

SPECIFIC OUTCOME 3

Create and use objects for a given simple class.

SPECIFIC OUTCOME 4

Use objects to solve a given simple problem.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Apply information gathering techniques for computer system development

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|---------------|---------|
| 115358 | Apply information gathering techniques for computer system development | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 7 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Design and conduct an interview for gathering information for computer system development.

SPECIFIC OUTCOME 2

Design and perform an analysis of the results from a questionnaire for gathering information.

SPECIFIC OUTCOME 3

Gather data from documents for computer system development.

SPECIFIC OUTCOME 4

Observe a person's behaviour for gathering information for computer system development.

SPECIFIC OUTCOME 5

Consolidate the information gathered via different techniques.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Apply principles of creating computer software by developing a complete program to meet given business specifications

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|---|--|---------|
| 115392 | Apply principles of creating computer software by developing a complete program to meet given business specifications | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 12 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Interpret a given specification to plan a computer program solution.

SPECIFIC OUTCOME 2

Design a computer program to meet a business requirement.

SPECIFIC OUTCOME 3

Create a computer program that implements the design.

SPECIFIC OUTCOME 4

Test a computer program against the business requirements.

SPECIFIC OUTCOME 5

Implement the program to meet business requirements.

SPECIFIC OUTCOME 6

Document the program according to industry standards.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Apply the principles of creating batch and interactive computer programs using a procedural programming language

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|--|---------------|
| 115386 | Apply the principles of creating batch and interactive computer programs using a procedural programming language | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Information Systems and Technology | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 10 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain batch and interactive computer program concepts.

SPECIFIC OUTCOME 2

Create batch programs for commercial tasks using a procedural language in a text-based environment.

SPECIFIC OUTCOME 3

Create interactive programs for commercial tasks with procedural language in text-based environment.

SPECIFIC OUTCOME 4

Test computer programs that demonstrate procedural programming language skills.

SPECIFIC OUTCOME 5

Document computer programs that demonstrate procedural programming language skills.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Apply the principles of designing computer system inputs and outputs

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|--|---------|
| 115365 | Apply the principles of designing computer system inputs and outputs | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 7 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Explain the principles of computer input and output design.

SPECIFIC OUTCOME 2

Design computer input and output functions.

SPECIFIC OUTCOME 3

Create computer input and output functions.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Create an application for a **single-user** personal computer using a fourth generation language

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|---|---------------|---------|
| 115390 | Create an application for a single-user personal computer using a fourth generation language | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 10 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Review the design for a computer application for a single-user personal computer.

SPECIFIC OUTCOME 2

Write program code for a computer application for a single-user personal computer using a 4GL.

SPECIFIC OUTCOME 3

Test programs for a computer application for a single-user personal computer programmed using a 4GL.

SPECIFIC OUTCOME 4

Document programs for a computer application for a single-user personal computer.

SPECIFIC OUTCOME 5

Review the program development process for a computer application.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Create animation for a multimedia/web-based computer application

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|--|---------|
| 115364 | Create animation for a multimedia/web-based computer application | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 10 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan the creation of animation for a multimedia/web-based computer application.

SPECIFIC OUTCOME 2

Define the style of animation for a multimedia/web-based computer application.

SPECIFIC OUTCOME 3

Create entities to be animated for a multimedia/web-based computer application.

SPECIFIC OUTCOME 4

Define storyboards and time allocations for animations.

SPECIFIC OUTCOME 5

Generate animations for a multimedia/web-based computer application.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Create digitised sound for a multimedia/web-based computer application

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|--|---------|
| 115371 | Create digitised sound for a multimedia/web-based computer application | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 10 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Plan the creation of digitised sound for a multimedia/web-based computer application.

SPECIFIC OUTCOME 2

Digitise sound for a multimedia/web-based computer application.

SPECIFIC OUTCOME 3

Edit a digitised a soundtrack for a multimedia/web-based computer application.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Create digitised still images for a multimedia/web-based computer applicatio

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|---------------|---------|
| 115370 | Create digitised still images for a multimedia/web-based computer applicatio | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 10 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Review requirements for digitised still images for a multimedia/web-based computer application.

SPECIFIC OUTCOME 2

Digitise still images for a multimedia/web-based computer application.

SPECIFIC OUTCOME 3

Manipulate digitised still images for a multimedia/web-based computer application.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Create digitised video for a multimedia/web-based computer application

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|---------------|---------|
| 115375 | Create digitised video for a multimedia/web-based computer application | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 10 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan the creation of digitised video for a multimedia/web-based computer application.

SPECIFIC OUTCOME 2

Define storyboards for digitised videos for a multimedia/web-based computer application.

SPECIFIC OUTCOME 3

Define a short list for a multimedia/web-based computer application.

SPECIFIC OUTCOME 4

Digitise video for a multimedia/web-based computer application.

SPECIFIC OUTCOME 5

Edit digitised video for a multimedia/web-based computer application.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Create graphic elements for a multimedia/web-based computer application

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|---|--|---------------|
| 115366 | Create graphic elements for a multimedia/web-based computer application | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Information Systems and Technology | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 10 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Plan the creation of graphic elements for a multimedia/web-based computer application.

SPECIFIC OUTCOME 2

Define the style of graphic components for a multimedia/web-based computer application.

SPECIFIC OUTCOME 3

Create graphic elements for a multimedia/web-based computer application.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

16

Create object scripts for a multimedia/web-based computer application

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|---|--|---------------|
| 115379 | Create object scripts for a multimedia/web-based computer application | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Information Systems and Technology | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 20 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan the creation of object scripts for a multimedia/web-based computer application.

SPECIFIC OUTCOME 2

Define logic flow of object scripts for a multimedia/web-based computer application.

SPECIFIC OUTCOME 3

Write object scripts for a multimedia/web-based computer application.

SPECIFIC OUTCOME 4

Test object scripts for a multimedia/web-based computer application.

SPECIFIC OUTCOME 5

Document object scripts for a multimedia/web-based computer application.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

17

Demonstrate an understanding of the principles of designing and building an e-Commerce web site

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|---|--|---------|
| 115383 | Demonstrate an understanding of the principles of designing and building an e-Commerce web site | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 10 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Explain the business considerations behind developing an e-commerce web site

SPECIFIC OUTCOME 2

Design an e-commerce web site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

18

Demonstrate an understanding of the principles of implementing and managing an e-Commerce web site

| SAQA US ID | UNIT STANDARD TITLE |
|------------|--|
| 115385 | Demonstrate an understanding of the principles of implementing and managing an e-Commerce web site |

| SGB NAME | ABET BAND | PROVIDER NAME |
|--|-----------|---------------|
| SGB Information Systems and Technology | Undefined | |

| FIELD DESCRIPTION | SUBFIELD DESCRIPTION |
|--|--|
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences |

| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
|--------------------|--------------------|-----------|---------|
| PHY-ITC-0-SGB IST | Regular | Level 5 | 12 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify various marketing options for use within e-Commerce web sites.

SPECIFIC OUTCOME 2

Explain the legal issues concerning the building of an e-Commerce web site.

SPECIFIC OUTCOME 3

Demonstrate an understanding of hosting arrangements for an e-Commerce web site.

SPECIFIC OUTCOME 4

Demonstrate an understanding of providing support for an e-Commerce web site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

19

Demonstrate an understanding of sort and search techniques used in computer programming

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|---|---------------|---------|
| 115373 | Demonstrate an understanding of sort and search techniques used in computer programming | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 6 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Demonstrate an understanding of how abstract data types are stored on computers.

SPECIFIC OUTCOME 2

Demonstrate an understanding of sort techniques used to sort data held in data structures.

SPECIFIC OUTCOME 3

Demonstrate an understanding of search techniques.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

20

Demonstrate an understanding of the principles of implementing and managing a web server

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|---------------|---------|
| 115376 | Demonstrate an understanding of the principles of implementing and managing a web server | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 10 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the implementation of a web server.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the management of a web server.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

21

Demonstrate an understanding of the use of web-sites in business

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|--|---------------|
| 115374 | Demonstrate an understanding of the use of web-sites in business | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Information Systems and Technology | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 4 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Discuss the use of web sites in business.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the basic concepts of web-site design for business use.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

22

Demonstrate an understanding of the various types of e-commerce applications

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|---------------|---------|
| 115380 | Demonstrate an understanding of the various types of e-commerce applications | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 8 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the various models and tools for conducting e-commerce over the internet.

SPECIFIC OUTCOME 2

Explain the security issues arising out of conducting e-commerce over the internet.

SPECIFIC OUTCOME 3

Explain the "supply chain" concept in e-commerce.

SPECIFIC OUTCOME 4

Describe the development of business-to-business e-commerce solutions.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

23

Demonstrate an understanding of tools and products available for web-site development

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|---|---------------|---------|
| 115372 | Demonstrate an understanding of tools and products available for web-site development | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 3 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the use of HTML editors and other web site design/ maintenance tools.

SPECIFIC OUTCOME 2

Demonstrate an understanding of web browser plug-ins.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

24

Demonstrate fourth generation language computer programming skills

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|--|---------------|
| 115360 | Demonstrate fourth generation language computer programming skills | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Information Systems and Technology | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 7 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of 4GLs.

SPECIFIC OUTCOME 2

Create a program using a multi-user 4GL.

SPECIFIC OUTCOME 3

Test a 4GL program created using a multi-user 4GL.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

25

Demonstrate logical problem solving and error detection techniques

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|---------------|---------|
| 115367 | Demonstrate logical problem solving and error detection techniques | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 8 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Describe different approaches to problem solving.

SPECIFIC OUTCOME 2

Use logical operators in descriptions of rules and relationships in a problem situation.

SPECIFIC OUTCOME 3

Simplify Boolean expressions with Boolean algebra and Karnaugh maps.

SPECIFIC OUTCOME 4

Describe the basic concepts of error detection.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

26

Design and build a web-site using simple HTML

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|---|--|---------|
| 115369 | Design and build a web-site using simple HTML | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 5 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Apply basic guidelines for the web-page design.

SPECIFIC OUTCOME 2

Use core HTML to build the web-page.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

27

Explain the IT components of an e-Commerce system

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|---|--|---------|
| 115377 | Explain the IT components of an e-Commerce system | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 4 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Explain the communication options common to all forms of e-commerce.

SPECIFIC OUTCOME 2

Describe different e-commerce software available.

SPECIFIC OUTCOME 3

Describe e-commerce standards.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the use of Electronic Data Interchange (EDI).



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

28

Manage software development source files using appropriate tools

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|---------------|---------|
| 115362 | Manage software development source files using appropriate tools | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 5 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Locate software development source files.

SPECIFIC OUTCOME 2

Retrieve software development source files for update purposes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

29

Produce documentation for a computer program to agreed standards

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|--|---------|
| 115388 | Produce documentation for a computer program to agreed standards | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 3 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Plan and design documentation for a computer program to agreed standards.

SPECIFIC OUTCOME 2

Create documentation for a computer program to agreed standards.

SPECIFIC OUTCOME 3

Review documentation for a computer program for completeness.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

30

Test a computer program against a given specification

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|---|---------------|---------|
| 115384 | Test a computer program against a given specification | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 5 | 6 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Test a computer program against given specifications according to test plans.

SPECIFIC OUTCOME 2

Record the results from testing a computer program.

SPECIFIC OUTCOME 3

Review the testing process for a computer program against organisation policy and procedures.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

31

Apply the principles of creating a computer program using a procedural programming language in a GUI environment

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|--|---------|
| 115387 | Apply the principles of creating a computer program using a procedural programming language in a GUI environment | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 6 | 14 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Demonstrate an understanding of a GUI environment.

SPECIFIC OUTCOME 2

Write a computer program using a procedural programming language in a GUI environment.

SPECIFIC OUTCOME 3

Test a computer program written using a procedural programming language in a GUI environment.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

32

Apply the principles of creating a computer program using an OOP language in a GUI environment

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|--|---------------|
| 115381 | Apply the principles of creating a computer program using an OOP language in a GUI environment | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Information Systems and Technology | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 6 | 12 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of a GUI environment.

SPECIFIC OUTCOME 2

Compare a GUI environment with a text-based environment.

SPECIFIC OUTCOME 3

Write a computer program using an OOP language in a GUI environment.

SPECIFIC OUTCOME 4

Test a computer program using an OOP language in a GUI environment.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

33

Apply the principles of creating computer programs containing advanced algorithms using a procedural programming language

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|---|--|---------|
| 115382 | Apply the principles of creating computer programs containing advanced algorithms using a procedural programming language | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 6 | 12 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Explain computer program advanced algorithm concepts.

SPECIFIC OUTCOME 2

Create computer programs containing advanced algorithms using a procedural programming language.

SPECIFIC OUTCOME 3

Test programs containing advanced algorithms programmed using a procedural programming language.

SPECIFIC OUTCOME 4

Document programs containing advanced algorithms programmed using procedural programming language.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

34

Create digitised text for a multimedia/web-based computer application

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|---|--|---------|
| 115361 | Create digitised text for a multimedia/web-based computer application | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical, Mathematical, Computer and Life Sciences | | Information Technology and Computer Sciences | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 6 | 8 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Review requirements for digitised text for a multimedia/web-based computer application.

SPECIFIC OUTCOME 2

Digitise text for a multimedia/web-based computer application.

SPECIFIC OUTCOME 3

Edit and store digitised text for a multimedia/web-based computer application.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

35

Demonstrate an understanding of advanced object-oriented programming

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|---------------|---------|
| 115378 | Demonstrate an understanding of advanced object-oriented programming | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 6 | 14 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Apply advanced object-oriented techniques.

SPECIFIC OUTCOME 2

Analyse problem situations to plan an OOP implementation.

SPECIFIC OUTCOME 3

Use abstract classes to optimise re-usability.

SPECIFIC OUTCOME 4

Use basic design patterns to optimise re-usability.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

36

Design a computer application for a single-user personal computer for programming with a 4GL

| SAQA US ID | UNIT STANDARD TITLE | | |
|--|--|---------------|---------|
| 115389 | Design a computer application for a single-user personal computer for programming with a 4GL | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Information Systems and Technology | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Physical, Mathematical, Computer and Life Sciences | Information Technology and Computer Sciences | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PHY-ITC-0-SGB IST | Regular | Level 6 | 12 |

Specific Outcomes:**SPECIFIC OUTCOME 1**

Review user requirements for a computer application for a single-user personal computer.

SPECIFIC OUTCOME 2

Define the structure of a computer application for a single-user personal computer.

SPECIFIC OUTCOME 3

Define components for a computer application for a single-user personal computer for programming.

SPECIFIC OUTCOME 4

Set standards for a computer application for a single-user personal computer for programming.

SPECIFIC OUTCOME 5

Specify test criteria for a computer application for a single-user personal computer.

SPECIFIC OUTCOME 6

Define implementation and operation requirements for a computer application for a single-user.

SPECIFIC OUTCOME 7

Review the design process for a computer application for a single-user personal computer.

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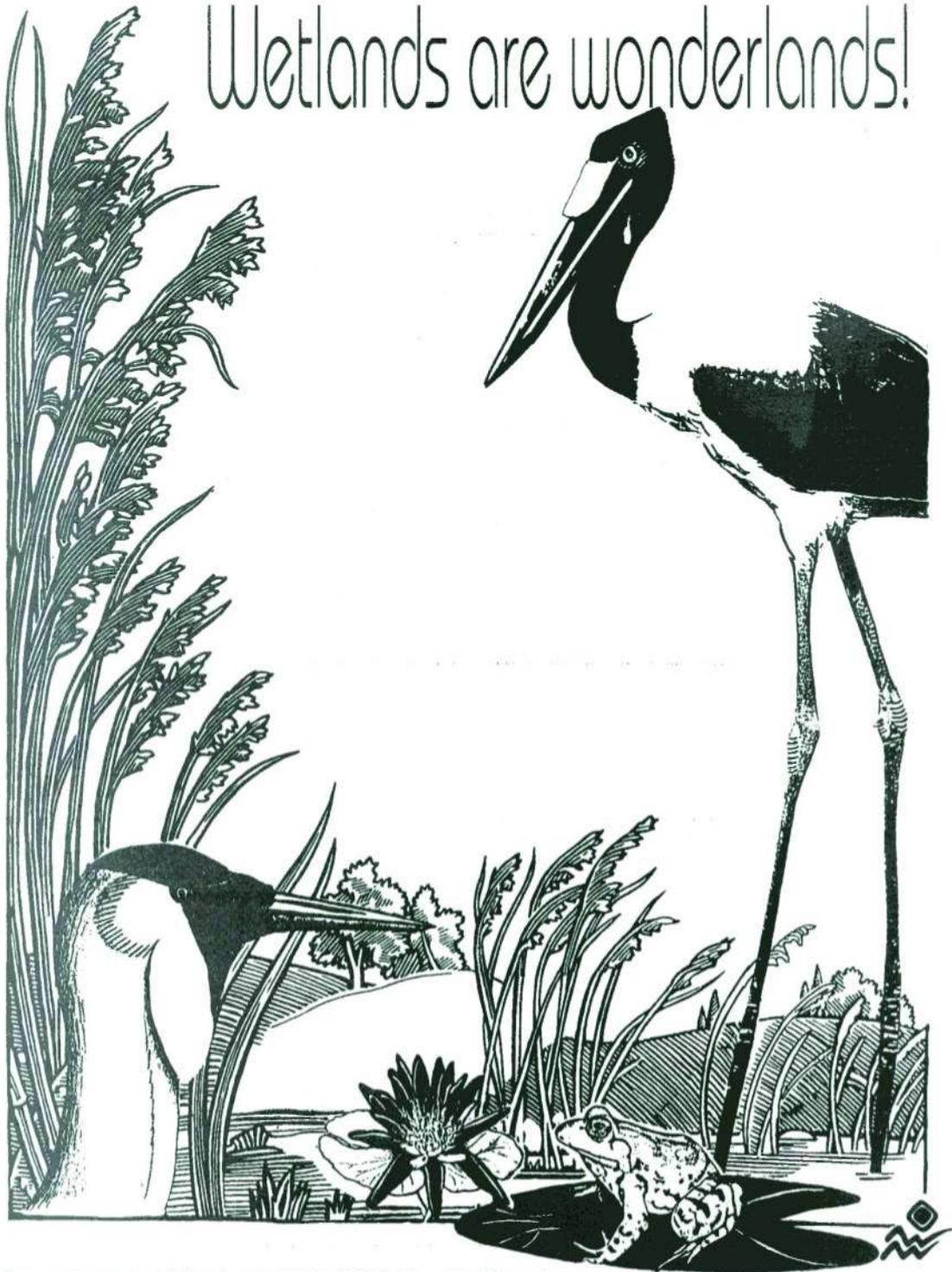
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