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

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 736

18 June 2004



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Dance

Registered by NSB 02, Arts and Culture, publishes the following unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards. The 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 – SGB Dance** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

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or faxed to 012 – 431-5144

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JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Establish order in the dance, arts and culture learning environment

SAQA US ID	UNIT STANDARD TITLE		
115416	Establish order in the dance, arts and culture learning environment		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Dance	NSB 02		
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Structure a class environment conducive to learning.

SPECIFIC OUTCOME 2

Contextualise codes of conduct in the learning environment.

SPECIFIC OUTCOME 3

Facilitate an unbiased and non-judgmental atmosphere for effective learning, to take place.

SPECIFIC OUTCOME 4

Contribute to a safe learning environment.

SPECIFIC OUTCOME 5

Work within structures of accountability in the schooling.

SPECIFIC OUTCOME 6

Apply principles of child order.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Maintain optimal health for dancing

SAQA US ID	UNIT STANDARD TITLE		
115417	Maintain optimal health for dancing		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Evaluate issues and lifestyle choices, both physical and emotional that may affect dancers.

SPECIFIC OUTCOME 2

Reflect on possible causes of eating disorders and the range of available treatment options.

SPECIFIC OUTCOME 3

Employ basic principles of anatomy, physiology and kinesiology to prevent injuries.

SPECIFIC OUTCOME 4

Employ effective injury management strategies on real or imaginary injuries.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Foster cultural literacy through the arts

SAQA US ID	UNIT STANDARD TITLE		
115418	Foster cultural literacy through the arts		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse concepts of culture in a variety of contexts.

SPECIFIC OUTCOME 2

Critically interrogate the relationship between artworks and culture.

SPECIFIC OUTCOME 3

Investigate the links between cultural practice, power and cultural domination.

SPECIFIC OUTCOME 4

Reflect on how the arts express, extend and challenge culture in unique ways.

SPECIFIC OUTCOME 5

Examine the dynamic nature of culture and identity through arts expression.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Plan learning experiences for Dance, Arts and Culture

SAQA US ID	UNIT STANDARD TITLE		
115419	Plan learning experiences for Dance, Arts and Culture		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Interpret Dance Arts and Culture curricula, syllabi and learning support texts to guide planning.

SPECIFIC OUTCOME 2

Construct learning experiences using planning principles.

SPECIFIC OUTCOME 3

Select and design materials and resources appropriate for the lessons/units.

SPECIFIC OUTCOME 4

Reflect on and refine the planning of the learning experiences.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Improvise and compose dance

SAQA US ID	UNIT STANDARD TITLE		
115420	Improvise and compose dance		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Construct dance improvisations to create a dance language.

SPECIFIC OUTCOME 2

Improvise with a given dance language to invent new movement.

SPECIFIC OUTCOME 3

Devise dance improvisation through collaboration.

SPECIFIC OUTCOME 4

Critically evaluate improvisational processes as participant and observer.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify and refer learners with personal problems

SAQA US ID	UNIT STANDARD TITLE		
115421	Identify and refer learners with personal problems		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify changes in behavior in the learning environment.

SPECIFIC OUTCOME 2

Establish the nature of the personal problem affecting the class participant.

SPECIFIC OUTCOME 3

Evaluate personal problems of the person at risk.

SPECIFIC OUTCOME 4

Facilitate the process of intervention.

SPECIFIC OUTCOME 5

Collect and record a database of experts for referrals.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Investigate histories and theories of dance

SAQA US ID	UNIT STANDARD TITLE		
115422	Investigate histories and theories of dance		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse dance forms in terms of their function and manifestation.

SPECIFIC OUTCOME 2

Distinguish and evaluate the impact of specific innovators and/or innovations.

SPECIFIC OUTCOME 3

Correlate relevant historical influences to the theories of dance forms.

SPECIFIC OUTCOME 4

Record findings from investigations of information sources.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Practice dance forms

SAQA US ID	UNIT STANDARD TITLE		
115423	Practice dance forms		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	30

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare the body and mind for dancing.

SPECIFIC OUTCOME 2

Extend the flexibility and strength of the body for dancing.

SPECIFIC OUTCOME 3

Co-ordinate the body and mind in movement.

SPECIFIC OUTCOME 4

Control the body in movement and stillness.

SPECIFIC OUTCOME 5

Access, use and vary dance vocabulary for expression and communication in defined contexts.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Perform dance forms

SAQA US ID	UNIT STANDARD TITLE		
115424	Perform dance forms		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	30

Specific Outcomes:

SPECIFIC OUTCOME 1

Communicate meaning or intent in dance performance.

SPECIFIC OUTCOME 2

Facilitate the communication of artistic intent in performance by displaying technical facility.

SPECIFIC OUTCOME 3

Perform dance forms using stylistic and cultural conventions appropriate to the dance form.

SPECIFIC OUTCOME 4

Accommodate the needs of the context in dance performance.

SPECIFIC OUTCOME 5

Take responsibility for the needs of self and co-dancers in performance.

SPECIFIC OUTCOME 6

Present dance forms using effective technologies and performance conventions.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Investigate the functioning of the teacher within the Education System, Institution and Community**

SAQA US ID	UNIT STANDARD TITLE		
115425	Investigate the functioning of the teacher within the Education System, Institution and Community		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	5

Specific Outcomes:**SPECIFIC OUTCOME 1**

Access and interrogate policies that govern public education and schooling.

SPECIFIC OUTCOME 2

Classify the various roles, rights and responsibilities of the teacher in a range of contexts.

SPECIFIC OUTCOME 3

Distinguish between the roles and responsibilities at different levels.

SPECIFIC OUTCOME 4

Promote the values and principles of the South African constitution.

SPECIFIC OUTCOME 5

Investigate information and prepare documentation for entering the job market.

SPECIFIC OUTCOME 6

Demonstrate personal integrity at all times in the workplace.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Choreograph dances

SAQA US ID	UNIT STANDARD TITLE		
115426	Choreograph dances		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Create dance works for informal showings devised through choreographic exploration.

SPECIFIC OUTCOME 2

Devise an effective dance language displaying choreographic intention.

SPECIFIC OUTCOME 3

Structure dances with considered attention to crafting.

SPECIFIC OUTCOME 4

Use theatrical elements to improvise and compose dances.

SPECIFIC OUTCOME 5

Compose dance by applying analysis of choreographic strategies to their own dance compositions.

SPECIFIC OUTCOME 6

Critically evaluate personal creative choreographic processes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explore dance making through improvisation

SAQA US ID	UNIT STANDARD TITLE		
115427	Explore dance making through improvisation		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and develop choreographic intentions using improvisation.

SPECIFIC OUTCOME 2

Structure and perform choreographic statements devised through improvisation.

SPECIFIC OUTCOME 3

Improvise dance incorporating collaborative elements or exchanges.

SPECIFIC OUTCOME 4

Compose dance by drawing from dance vocabulary and ideas generated through improvisation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Arrange dance productions

SAQA US ID	UNIT STANDARD TITLE		
115428	Arrange dance productions		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Produce choreographed dances for public performance.

SPECIFIC OUTCOME 2

Interpret choreographic process and product.

SPECIFIC OUTCOME 3

Organise the logistics of effective dance rehearsal process.

SPECIFIC OUTCOME 4

Organise the staging and management of dance production.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Master of Dance Forms

SAQA US ID	UNIT STANDARD TITLE		
115429	Master of Dance Forms		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Formulate body-conditioning exercises to promote optimal dance capacity.

SPECIFIC OUTCOME 2

Expand own and others movement boundaries to new heights and depths.

SPECIFIC OUTCOME 3

Integrate technique, perception and artistic interpretation in performance.

SPECIFIC OUTCOME 4

Engage safely and skillfully with partner and group work.

SPECIFIC OUTCOME 5

Evaluate own performance against given criteria.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct independent dance research

SAQA US ID	UNIT STANDARD TITLE		
115430	Conduct independent dance research		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Formulate significant research questions and/or problems.

SPECIFIC OUTCOME 2

Develop research designs relevant to research questions and/or problems.

SPECIFIC OUTCOME 3

Gather research data that is valid and reliable.

SPECIFIC OUTCOME 4

Analyse data and interpret results to address research questions and/or problems.

SPECIFIC OUTCOME 5

Publish research findings related to research questions and/or problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Advocate and Promote dance

SAQA US ID	UNIT STANDARD TITLE		
115485	Advocate and Promote dance		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan strategies to promote and advocate dance.

SPECIFIC OUTCOME 2

Publicise dance in multiple contexts by communicating information.

SPECIFIC OUTCOME 3

Access and administer human, material and financial resources for the implementation of dance.

SPECIFIC OUTCOME 4

Monitor human and financial resources for dance events.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Mediate the learning of dance

SAQA US ID	UNIT STANDARD TITLE		
115486	Mediate the learning of dance		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Teach practical dance technique classes at each level.

SPECIFIC OUTCOME 2

Provide opportunities for class participants to successfully improvise in dance.

SPECIFIC OUTCOME 3

Direct class participants' choreographic skills.

SPECIFIC OUTCOME 4

Guide the acquisition of research skills to access, select, categorise and present dance projects.

SPECIFIC OUTCOME 5

Use accompaniment effectively in teaching dance classes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Facilitate learning in dance, arts and culture modules and programmes

SAQA US ID	UNIT STANDARD TITLE		
115487	Facilitate learning in dance, arts and culture modules and programmes		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Use varied teaching methodologies.

SPECIFIC OUTCOME 2

Communicate effectively with learners.

SPECIFIC OUTCOME 3

Manage teaching and learning in varied contexts.

SPECIFIC OUTCOME 4

Adjust teaching to accommodate the differences between learners.

SPECIFIC OUTCOME 5

Challenge learners to achieve their potential.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage cross-curricular activities

SAQA US ID		UNIT STANDARD TITLE		
115488		Manage cross-curricular activities		
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Dance		NSB 02		
FIELD		SUBFIELD		
Culture and Arts		Performing Arts		
ABET BAND		UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined		Regular	Level 5	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Investigate opportunities for cross-curricular work in the school context.

SPECIFIC OUTCOME 2

Plan cross-curricula learning based in dance, arts and culture with colleagues in the school.

SPECIFIC OUTCOME 3

Present cross curricula lessons as part of the learning unit.

SPECIFIC OUTCOME 4

Evaluate the effectiveness of integrated learning.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Design learning programmes for dance, arts

SAQA US ID	UNIT STANDARD TITLE		
115489	Design learning programmes for dance, arts		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse the policies, learning requirement and principles of the various curricula.

SPECIFIC OUTCOME 2

Plan learning programmes.

SPECIFIC OUTCOME 3

Identify, select and design formative and summative assessment approaches for the entire phase.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Evaluate learning units

SAQA US ID		UNIT STANDARD TITLE	
115490		Evaluate learning units	
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND		UNIT STANDARD TYPE	NQF LEVEL
Undefined		Regular	Level 6
			CREDITS
			6

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare evaluation instruments for learning units in dance, arts and culture.

SPECIFIC OUTCOME 2

Reflect on the success of the teaching strategies and resources used for learning units.

SPECIFIC OUTCOME 3

Analyse the appropriateness of assessment methods, tools, and techniques used.

SPECIFIC OUTCOME 4

Analyse and use evaluation data gathered on learning units.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Revise learning programmes

SAQA US ID	UNIT STANDARD TITLE		
115491	Revise learning programmes		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Choose dance material and teaching strategies at each stage of the learning programme.

SPECIFIC OUTCOME 2

Evaluate learning environments, dance material, teaching strategy and timing choices.

SPECIFIC OUTCOME 3

Identify further learning needs to enhance relevant learning programmes.

SPECIFIC OUTCOME 4

Revise learning programmes and their elements based on valid, reliable evaluation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Deliver learning experiences in dance, arts and culture

SAQA US ID	UNIT STANDARD TITLE		
115492	Deliver learning experiences in dance, arts and culture		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Use a limited number of teaching methodologies.

SPECIFIC OUTCOME 2

Communicate clearly to aid learning.

SPECIFIC OUTCOME 3

Manage a learning experience in dance, arts and culture.

SPECIFIC OUTCOME 4

Adjust teaching in response to learners' needs.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage extra-curricular activities in dance, arts and culture

SAQA US ID	UNIT STANDARD TITLE		
115493	Manage extra-curricular activities in dance, arts and culture		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan extra-mural activities/outings for classroom participants/school learners.

SPECIFIC OUTCOME 2

Obtain the commitment of the school/community organisation/community.

SPECIFIC OUTCOME 3

Organise the extra-mural activities for dance, arts and culture.

SPECIFIC OUTCOME 4

Deliver the planned activities for the participants.

SPECIFIC OUTCOME 5

Evaluate the effectiveness of the planned extra-curricular activities.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage own professional development

SAQA US ID	UNIT STANDARD TITLE		
115494	Manage own professional development		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Evaluate own professional competence in training dance and arts and culture.

SPECIFIC OUTCOME 2

Identify and research opportunities for professional development in dance and arts and culture.

SPECIFIC OUTCOME 3

Design action plans for own development in accordance with own objectives and job outputs.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Resolve conflict within the classroom

SAQA US ID	UNIT STANDARD TITLE		
115495	Resolve conflict within the classroom		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify common types and causes of conflict in dance, arts and culture learning situations.

SPECIFIC OUTCOME 2

Recognise pending or actual conflict in learning situations.

SPECIFIC OUTCOME 3

Diffuse the immediate situation of conflict in learning situations.

SPECIFIC OUTCOME 4

Arbitrate/facilitate resolution to situations of conflict in learning situations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Assess learning experiences

SAQA US ID		UNIT STANDARD TITLE	
115496		Assess learning experiences	
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan for assessments of his/her own teaching of dance, arts and culture.

SPECIFIC OUTCOME 2

Conduct assessments of learning experiences in the classroom context.

SPECIFIC OUTCOME 3

Interpret assessment information regarding the selected learning experiences.

SPECIFIC OUTCOME 4

Apply assessment information and interpretation of those learning experiences.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage the learning environment

SAQA US ID	UNIT STANDARD TITLE		
115497	Manage the learning environment		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Dance		NSB 02	
FIELD		SUBFIELD	
Culture and Arts		Performing Arts	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Ensure a positive atmosphere in the learning environment.

SPECIFIC OUTCOME 2

Cater for individual needs alongside group needs in the learning environment.

SPECIFIC OUTCOME 3

Manage the total learning environment through interaction with colleagues.

SPECIFIC OUTCOME 4

Sustain productive contact with parents over both pastoral and learning issues.



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

Democracy, Human Rights, Peace and Elections

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards upon which qualifications are based. The unit standards can be accessed via the SAQA web-site at www.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 17 July 2004*. All correspondence should be marked **Standards Setting – SGB Democracy, Human Rights, Peace and Elections** and addressed to

The Director: Standards Setting and Development
SAQA
Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
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e-mail dmphuthing@saqa.co.za

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of the relationship between events, time and space

SAQA US ID	UNIT STANDARD TITLE		
115471	Demonstrate an understanding of the relationship between events, time and space		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Democracy, Human Rights, Peace and Elections		NSB 07	
FIELD		SUBFIELD	
Human and Social Studies		People/Human-Centred Development	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
ABET Level 4	Regular	Level 1	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand the foundations and use of different theories and concepts in Human and Social Studies.

SPECIFIC OUTCOME 2

Explain the relationship between events, time and space.

SPECIFIC OUTCOME 3

Understand and interpret spatial arrangements.

SPECIFIC OUTCOME 4

Communicate ideas effectively.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Discuss and analyse the inter-relationships between social justice, human rights and democracy

SAQA US ID		UNIT STANDARD TITLE	
115477		Discuss and analyse the inter-relationships between social justice, human rights and democracy	
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Democracy, Human Rights, Peace and Elections		NSB 07	
FIELD		SUBFIELD	
Human and Social Studies		People/Human-Centred Development	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
ABET Level 4	Regular	Level 1	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Assess the inter-relatedness between social justice, human rights, and democracy.

SPECIFIC OUTCOME 2

Demonstrate understanding of structures that influence social justice, human rights and democracy.

SPECIFIC OUTCOME 3

Critically analyse how social justice, human rights, and democracy create an environment for peace.

SPECIFIC OUTCOME 4

Assess and critically examine access to justice in relation to social and legal justice.

SPECIFIC OUTCOME 5

Explain the role of advice offices in respect of social justice.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain and demonstrate a critical understanding of diversity and change in society

SAQA US ID	UNIT STANDARD TITLE		
115480	Explain and demonstrate a critical understanding of diversity and change in society		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Democracy, Human Rights, Peace and Elections		NSB 07	
FIELD		SUBFIELD	
Human and Social Studies		People/Human-Centred Development	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
ABET Level 4	Regular	Level 1	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain diversity with regard to the key features of South African society.

SPECIFIC OUTCOME 2

Demonstrate respect and tolerance towards self and others.

SPECIFIC OUTCOME 3

Assess and compare the current livelihood status and future needs.

SPECIFIC OUTCOME 4

Demonstrate a critical understanding of change in society.

SPECIFIC OUTCOME 5

Demonstrate an ability to initiate and influence change as an active citizen.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain, discuss and demonstrate an understanding of relationship between society, the natural environment and development

SAQA US ID	UNIT STANDARD TITLE		
115483	Explain, discuss and demonstrate an understanding of relationship between society, the natural environment and development		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Democracy, Human Rights, Peace and Elections		NSB 07	
FIELD		SUBFIELD	
Human and Social Studies		People/Human-Centred Development	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
ABET Level 4	Regular	Level 1	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the relationship between society and the natural environment.

SPECIFIC OUTCOME 2

Explain the impact of local and global development on the natural environment.

SPECIFIC OUTCOME 3

Discuss human and natural resources and explain the need for sustainable use of all resources.

SPECIFIC OUTCOME 4

Demonstrate the ability to manage relationships between personal development & natural environment.

No. 738

18 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

Marketing

Registered by NSB 03, Business, Commerce and Management Studies, 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.saqo.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 17 July 2004***. All correspondence should be marked **Standards Setting – SGB for Marketing** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: dmphuthing@saqa.co.za

JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

FETC: Auctioneering Practices

SAQA QUAL ID	QUALIFICATION TITLE	
48882	FETC: Auctioneering Practices	
SGB NAME	SGB Marketing	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-5-National Diploma	National Certificate	Marketing
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
144	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This Qualification is for any individual who is, or who wishes, to be involved in the Auctioneering Industry. The learner can complete the Qualification specialising as an Auctioneer in Real Estate, or General and Specialised Assets or Livestock, Game and Agricultural Products. The Core Unit Standards are relevant to all three areas of specialisation.

Learners working towards this Qualification will find that the acquisition of competence in the Unit Standards, which make up the Qualification, will add value to their job. This Qualification is intended to enhance the provision of service within the Auctioneering industry.

It will provide the broad knowledge; skills and values needed in the Auctioneering Industry. It will facilitate access to, and mobility and progression within education and training and allow learners to progress along a learning path in Auctioneering. This Qualification is designed for learners who:

- > Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.
- > Have worked in the Auctioneering Industry for many years, but have no formal Qualification in this area.
- > Wish to extend their range of skills and knowledge of the industry so that they can become competent workers in the Auctioneering Industry.

The Qualification has building blocks that can be developed further and will lead to the attainment of a Qualification in Auctioneering at higher levels on the NQF. It focuses on the skills, knowledge, values and attitudes required to progress further. The intention is

- > To promote the development of knowledge, skills and values that are required in the Auctioneering Industry.
- > To release the potential of people in order for them to grow and develop.
- > To provide opportunities for people to move up career paths by being more valuable to their organisation, the economy and themselves.

While the Qualification is directed specifically at developing the generic skills of practicing Auctioneers, successful learners of this Qualification could follow a career in:

- > Auctioneering of general movable assets.
- > Auctioneering of specialised movable assets.
- > Auctioneering of livestock.

- > Auctioneering of game.
- > Auctioneering of agricultural products
- > Real estate agent
- > Retail sales.
- > Wholesale sales.
- > Reping
- > Car sales
- > Sheriff of the court
- > Game farming.
- > Storekeeping
- > Cashiering
- > Real estate
- > Distribution
- > SMME ownership

The three sets of Elective Standards are applicable to persons working in the first 6 occupations listed above while the contents of the Fundamental and the Core Components would equip the learners with the generic skills required for all the occupations listed above

This Qualification will make the learner a more fulfilled, informed, efficient and cost effective Auctioneer. This should result, in turn, in more effective and efficient service to the consumer and should make the organisation for which the learner works more competitive in the sector.

Rationale

Auctioneering requires competencies on the part of people working in this industry that are both generic and very specific to the industry. The supervisory and administrative competencies, for example, are the same as in any other industry or sector, but highly skilled Auctioneering personnel require knowledge and skills that are specific to the industry. The learning pathway in Auctioneering consists of a range of Qualifications that will supply both the generic and specific knowledge and skills required by people working at different levels in the sector.

The FETC in Auctioneering Practices: NQF Level 4 is designed to meet the needs of those learners who are already involved in the field of Auctioneering and now wish to fill a more senior role in the Auctioneering Industry. It is the second Qualification in the learning pathway in Auctioneering and follows on from the FETC in Auctioneering Support: Level 3, which is designed for personnel providing a support function in the industry.

This Qualification is applicable to both employed and unemployed learners. The Auctioneering Industry is an essential industry and by its very nature a constant supply of customers is ensured. This means it is an industry constantly in need of skilled people.

The FETC in Auctioneering Practices: NQF Level 4 supports the objectives of the NQF in that it gives the learner access to a registered National Qualification that acknowledges the knowledge and skills mastered by the learner no matter how they were obtained.

The FETC in Auctioneering Practices: NQF Level 4 will allow both those in formal education and those already employed in organisations in the Auctioneering Industry access to a Qualification that can be used as a benchmark to gauge their competence against local and international standards. It will therefore ensure that the quality of education and training in the sector is enhanced and of a world class standard.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners are competent in:

- > Communication in the language of instruction of this Qualification at NQF Level 3
- > Mathematical Literacy at NQF Level 3
- > Communication in a second South African language at NQF Level 2.

Recognition of Prior Learning

This Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Auctioneering Qualification. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned in the previous paragraph.

This Recognition of Prior Learning may allow:

- > For accelerated access to further learning
- > Gaining of credits towards a Unit Standard
- > Obtaining this qualification in whole or in part

The way in which prior learning will be assessed and/or determined will be agreed to jointly by the assessor and the learner in question. Use could be made of on-the-job tasks, the submission of a portfolio of evidence and summative assessment tools such as a written test. The techniques and tools that would be used for assessment of learners who have accessed the Qualification would be applicable to those wishing to undergo an RPL exercise.

The emphasis in RPL must be to give the learner every opportunity to demonstrate competence in the Specific Outcomes of the Unit Standards and the Exit Level Outcomes of the Qualification.

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

QUALIFICATION RULES

Level, credits and learning components assigned to the Qualification

The Certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training. It is a building block for a National Certificate at Level 5.

The Qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. The minimum number of credits required to complete this Qualification is 144.

Table showing the allocation of credits at each level to the various components of the qualification

	Level 3	Level 4	Total
Fundamental	20	36	56
Core	6	64	70
Elective	3	51	54min 18
Total	29	151	180min 144

Motivation for number of credits assigned to Fundamental, Core and Elective

Fundamental Component

There are four Unit Standards for Communication in a first South African language at level 4 totaling 20 credits. An additional four Unit Standards in Communication in a second South African language at NQF Level 3 totaling 20 credits have also been included. The second language implies a language other than the language of instruction, or the language taken as the first language for this Qualification. The selection of the second official language should be based on the language(s) of the people who are the target market of the industry in a selected area.

The inclusion of the Unit Standards in Communication in a Second Language is to enhance the ability of South Africans to communicate with each other in our multi-lingual country.

Sixteen credits in Mathematical Literacy have also been included in the Fundamental Component.

The Fundamental Unit Standards will add value to learners both socially and economically in terms of their ability to operate as literate and numerate workers in a global economy. They should also grant the learner

admission to qualifications in the higher education band, as they comply with the requirements for an FETC.

All the Unit Standards are compulsory.

Core Component

Unit Standards totaling 70 credits have been included in this Component. These Unit Standards cover the generic and specific skills, knowledge, attitudes and values required by an auctioneer irrespective of the type of goods he/she is handling. The Core Unit Standards offer a broad contextual understanding of and competencies relating to Auctioneering.

All the Unit Standards are compulsory.

Elective Component

Elective Unit Standards covering the three fields of Auctioneering, namely Real Estate, General and Specialised Assets and Livestock, Game and Agricultural Products have been included. Each of these areas of specialization contain Unit Standards to the value of 18 credits. The learner is required to select all the Unit Standards relating to one field of specialisation to complete the qualification. The learner does not have to choose the same area of specialisation for this Qualification as was chosen for the level 3 Qualification.

EXIT LEVEL OUTCOMES

1. Communicate verbally and in writing using a variety of formats with a range of stakeholders and role-players in the auctioneering industry in two languages
2. Explain and use the basics of mathematics in both personal and business situations
3. Perform and maintain office administrative services and trust and business accounts in accordance with organisational and legal requirements
4. Co-ordinate and monitor the practical implementation of promotional and marketing activities in an auctioneering business
5. Prepare for and conduct auctions
6. Carry out the logistical processes involved in auctions
7. Comply with legal requirements relating to the sale of real estate and market and sell properties
8. Secure and value agricultural products, livestock and game and arrange private sales of auction stock

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Audience needs and expectations are accommodated in both oral and verbal communication in two languages
 - > Language and texts are used to interpret and write communications in all contexts
2.
 - > Mathematics is used to solve problems in both personal and business contexts
 - > Workplace processes involving mathematical computations are performed correctly
3.
 - > General office administration duties and process are co-ordinated and performed according to organizational requirements
 - > Legal requirements applicable to the auctioneering industry are identified and complied with at all times
 - > Trust and business accounts are explained in accordance with auctioneering requirements
 - > Research is conducted in an office environment
4.
 - > Promotional activities are coordinated according to marketing practice and organizational requirements
 - > Marketing information is collected, processed and monitored to meet organizational needs
5.
 - > The auction is prepared for according to organizational requirements
 - > The auction is conducted and bids called for and the auction is finalized according to legal and organizational requirements
6.
 - > The auction stock is identified, categorised and put into lots in preparation for the auction
 - > The auction stock is processed for the auction according to standard operating procedures

> The various logistical arrangements required before, during and after an auction are carried out correctly and on time

> The processes and procedures for the administration of exports are performed according to legal and organizational requirements

7.

> Legal requirements relating to the sale of real estate are identified and complied with at all times

> Real estate and property is marketed and sold according to legal and organizational requirements

8.

> Agricultural products, livestock and game are handled and secured according to organizational and legal requirements

> Agricultural products, livestock and game are valued according to organizational procedures

> The private sale of agricultural products is arranged to the satisfaction of the client and in accordance with organisational requirements

> Documentation pertaining to agricultural products, livestock and game are completed according to organizational requirements.

Integrated Assessment

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification.

Learning, teaching and assessment are inextricably lined. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated.

Assessment of communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic Auctioneering contexts wherever possible.

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

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

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

Assessment should ensure that all specific outcomes, 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.

INTERNATIONAL COMPARABILITY

The Auctioneering Industry is a discipline with globally recognised best practices, standards and Qualifications. This Qualification and set of Unit Standards utilises international and locally recognised best practice and standards in the practices of running and conducting auction sales.

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

- > New Zealand Unit Standards in Livestock business -
- > Arrange for sale of livestock by auction - 10 credits - level 4
- > Sell livestock and chattles by auction - 14 credits - level 4

The above were used in the comparison of the livestock elective Unit Standards

- > Sell boats by auction - 3 credits - level 4

- > Prepare, plan and facilitate a property sale by auction - 3 credits - level 4

The above Unit Standards was used as a comparison for the auctioning Unit Standards

- > The professional guide to real estate auctions - the real estate education company - USA
- > Certified auctioneers institute (CAI). This is the highest designation awarded in the American Auction Industry. A three course programme over three years at Indiana University USA.

A direct comparison with each Unit Standard was undertaken and the best practice points were highlighted and incorporated into each Unit Standard. However the outcomes incorporated were written in a South African context.

Because of the difference in levels across the different countries, difficulty was found in making actual direct comparisons, level to level. It was found that the South African Unit Standards seem to contain more detail and therefore are slightly more complex in their presentation and execution

The work groups also referred to other facets of National and international benchmarking, which occurred continuously throughout the Qualifications and Unit Standard writing process.

These facets were:

- > The methods and techniques for writing standards
- > The contents of the Unit Standards
- > The levels in other countries compared to South Africa

ARTICULATION OPTIONS

This Qualification lends itself to both vertical and horizontal articulation possibilities in the learning areas outlined in the Rationale for the Qualification.

Horizontal articulation possibilities lie with the following qualifications:

- > National Certificate Marketing Communications: Level 4
- > National Certificate Customer Management: Level 4
- > National Certificate Marketing Research: Level 4
- > National Certificate Marketing Management: Level 4
- > National Certificate Management: Level 4
- > National Certificate Business Administration Services: Level 4
- > National Certificate: Motor Spares and Support Services: Level 4
- > National Diploma: Retail and Wholesale, Sales and Service Technology: Level 4

Vertical articulation should be possible with the following qualifications

- > National Certificate Auctioneering Management: NQF Level 5
- > National Certificate: Retail and Wholesale Operations Management: Level 5
- > National Diploma: Retail and Wholesale, Product and Service Management Technology: Level 5
- > National Certificate Marketing Communications: Level 5
- > National Certificate Customer Management: Level 5
- > National Certificate Marketing Research: Level 5
- > National Certificate Marketing Management: Level 5

MODERATION OPTIONS

- > Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education and Training Quality Assurance Body (ETQA), or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

- > Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQA's (including professional bodies)
- > Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Qualification.

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- > To be registered as an assessor with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > To be in possession of a qualification in auctioneering, sales or marketing at NQF Level 5 or above.

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	13935 Plan and conduct basic research in an office environment	Level 3	6	Registered
Core	8261 Processing stock	Level 4	12	Registered
Core	8286 Co-ordinating promotional activities	Level 4	16	Registered
Core	10027 Monitor marketing information flow and collect process marketing data	Level 4	4	Registered
Core	11416 Perform the Processes and Procedures Required for the Administration of Export Transactions	Level 4	6	Registered
Core	13940 Demonstrate knowledge and application of ethical conduct in a business environment	Level 4	4	Registered
Core	115473 Demonstrate and apply an understanding of the legal aspects of an auction	Level 4	8	Draft - Prep for P Comment
Core	115475 Prepare for an auction	Level 4	3	Draft - Prep for P Comment
Core	115476 Conduct an auction	Level 4	8	Draft - Prep for P Comment
Core	115479 Identify, categorise and lot auction stock	Level 4	3	Draft - Prep for P Comment
Elective	115482 Process documentation pertaining to movable assets for an auction	Level 3	4	Draft - Prep for P Comment
Elective	15088 Recognise and comply with legal requirements and records in a real estate business	Level 4	12	Recommended
Elective	115472 Arrange for the private sale of agricultural products, livestock and game	Level 4	10	Draft - Prep for P Comment
Elective	115474 Assess and classify agricultural products, livestock and game	Level 4	8	Draft - Prep for P Comment
Elective	115478 Market and auction properties	Level 4	6	Draft - Prep for P Comment
Elective	115481 Perform valuation of movable assets	Level 4	8	Draft - Prep for P Comment
Elective	115484 Handle and secure general and/or specialised assets	Level 4	6	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered

04/06/09

Qual ID

48882

SAQA: NLRD Report "Qualification Detail"

Fundamental	8558 Collate, understand and communicate workplace data	Level 4	5	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Registered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Registered
Fundamental	12153 Use the writing process to compose texts required in the business environment	Level 4	5	Registered
Fundamental	12154 Apply comprehension skills to engage oral texts in a business environment	Level 4	5	Registered
Fundamental	12155 Apply comprehension skills to engage written texts in a business environment	Level 4	5	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Process documentation pertaining to movable assets for an auction

SAQA US ID	UNIT STANDARD TITLE		
115482	Process documentation pertaining to movable assets for an auction		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Marketing		NSB 03	
FIELD		SUBFIELD	
Business, Commerce and Management Studies		Marketing	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and explain required documentation for movable assets.

SPECIFIC OUTCOME 2

Complete required documentation.

SPECIFIC OUTCOME 3

Retrieve documents from a filing system.

SPECIFIC OUTCOME 4

Distribute documentation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Arrange for the private sale of agricultural products, livestock and game

SAQA US ID	UNIT STANDARD TITLE		
115472	Arrange for the private sale of agricultural products, livestock and game		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Marketing		NSB 03	
FIELD		SUBFIELD	
Business, Commerce and Management Studies		Marketing	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Arrange sales of agricultural products, livestock and game.

SPECIFIC OUTCOME 2

Conduct private sales of agricultural products, livestock and game.

SPECIFIC OUTCOME 3

Select and prepare agricultural products, livestock and game for private sale and/or auctioning.

SPECIFIC OUTCOME 4

Explain the auction of agricultural products, livestock and game for a single seller.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Assess and classify agricultural products, livestock and game

SAQA US ID		UNIT STANDARD TITLE	
115474		Assess and classify agricultural products, livestock and game	
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Marketing		NSB 03	
FIELD		SUBFIELD	
Business, Commerce and Management Studies		Marketing	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Classify agricultural products according to their characteristics and production potential.

SPECIFIC OUTCOME 2

Classify types of livestock and game according to their characteristics and production potential.

SPECIFIC OUTCOME 3

Determine the market value of agricultural products, livestock and game accepted for sale.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct an auction

SAQA US ID	UNIT STANDARD TITLE		
115476	Conduct an auction		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Marketing		NSB 03	
FIELD		SUBFIELD	
Business, Commerce and Management Studies		Marketing	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Exhibit auctioning chanting and body language.

SPECIFIC OUTCOME 2

Facilitate pre-amble.

SPECIFIC OUTCOME 3

Call bids and conduct auction.

SPECIFIC OUTCOME 4

Close bidding process.

SPECIFIC OUTCOME 5

Finalise an auction.

SPECIFIC OUTCOME 6

Engage in ring work at an auction.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate and apply an understanding of the legal aspects of an auction

SAQA US ID	UNIT STANDARD TITLE		
115473	Demonstrate and apply an understanding of the legal aspects of an auction		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Marketing		NSB 03	
FIELD		SUBFIELD	
Business, Commerce and Management Studies		Marketing	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe elements of the contract.

SPECIFIC OUTCOME 2

Demonstrate and apply an understanding of fundamental sales law that apply to an auction.

SPECIFIC OUTCOME 3

Describe the judicial interpretation of an auction contract.

SPECIFIC OUTCOME 4

Explain and draw up contracts between seller, purchaser and auctioneer.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Handle and secure general and/or specialised assets

SAQA US ID		UNIT STANDARD TITLE	
115484		Handle and secure general and/or specialised assets	
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Marketing		NSB 03	
FIELD		SUBFIELD	
Business, Commerce and Management Studies		Marketing	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and list general and specialist item assets.

SPECIFIC OUTCOME 2

Explain the handling and securing of general items/assets.

SPECIFIC OUTCOME 3

Explain the handling and securing of specialist items/assets.

SPECIFIC OUTCOME 4

Explain legal requirements pertaining to specialised items/assets.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify, categorise and lot auction stock

SAQA US ID	UNIT STANDARD TITLE		
115479	Identify, categorise and lot auction stock		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Marketing		NSB 03	
FIELD		SUBFIELD	
Business, Commerce and Management Studies		Marketing	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the different types of products offered by auction.

SPECIFIC OUTCOME 2

List the different types of products.

SPECIFIC OUTCOME 3

Assess product characteristics.

SPECIFIC OUTCOME 4

Classify products for sale.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Market and auction properties

SAQA US ID	UNIT STANDARD TITLE		
115478	Market and auction properties		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Marketing		NSB 03	
FIELD		SUBFIELD	
Business, Commerce and Management Studies		Marketing	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Market a property for auction.

SPECIFIC OUTCOME 2

Advise buyers and sellers on the essential elements necessary for auctioning property.

SPECIFIC OUTCOME 3

Identify and explain sections of the law that apply to the auctioning of property.

SPECIFIC OUTCOME 4

Prepare for and auction a property.

SPECIFIC OUTCOME 5

Identify and explain the technical and legal requirements related to a trust account.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Perform valuation of movable assets

SAQA US ID	UNIT STANDARD TITLE		
115481	Perform valuation of movable assets		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Marketing		NSB 03	
FIELD		SUBFIELD	
Business, Commerce and Management Studies		Marketing	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and collect information pertaining to movable assets.

SPECIFIC OUTCOME 2

Analyse the market for movable assets.

SPECIFIC OUTCOME 3

Determine the value of the movable assets.

SPECIFIC OUTCOME 4

Prepare and present a valuation report.

SPECIFIC OUTCOME 5

Establish criteria for upliftment and collection.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Prepare for an auction

SAQA US ID	UNIT STANDARD TITLE		
115475	Prepare for an auction		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Marketing		NSB 03	
FIELD		SUBFIELD	
Business, Commerce and Management Studies		Marketing	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for and arrange auction advertising.

SPECIFIC OUTCOME 2

Make arrangements and prepare for an auction.

SPECIFIC OUTCOME 3

Clean and repair items/lots for auction.

SPECIFIC OUTCOME 4

Prepare site for an auction.

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