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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 838   **16 July 2004**

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SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

NATIONAL QUALIFICATIONS FRAMEWORK

Established in terms of Act 58 of 1995

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

Secondary Agriculture

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

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

Comment on the qualification and unit standards should reach SAQA at the **address below and no later than 16 August 2004.** All correspondence should be marked **Standards Setting – SGB Secondary Agriculture** and addressed to

The Director: Standards Setting and Development
SAQA
Attention: Mr D. Mphuthing
Postnet Suite 248
Private Bag x06
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JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

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

Further Education and Training Certificate: Seed Research and Development at NQF Level 4

Field: Agriculture and Nature Conservation

Sub-field: Secondary Agriculture

NQF Level: 4

Credits: 135

Rationale for the Qualification

This Qualification is aimed at people who are working in the seed industry and who would like to pursue a career in the seed industry. It is aimed at formalising the skills required in seed research and development to facilitate career-pathing and to provide access to new entrants. The qualification provides learners with access to advanced learning in specialised areas within the seed industry. It also provides learners with the necessary background knowledge and skills to enhance the NQF's principle of portability within other agricultural industries.

Through the above, the Qualification will address one of the key priorities of the Department of Labour in the reduction of unemployment and under employment. It will assist in creating job opportunities.

Purpose of the Qualification

This Qualification is registered at level 4 on the National Qualification Framework. It provides learners with the opportunity to obtain competence in seed research and development, including aspects such as the execution of seed trials, receipt and distribution of parent seed, contract of seed growers; conducting controlled pollination; sampling a seed lot; preparing germplasm for planting to ensure the quliaty of seed yield meets expectations. The qualification will provide learners with the technical competence to perform to industry standards.

This Qualification is an entry-level qualification into seed research and development, enabling learners to progress in other fields of learning in the agricultural industry and providing articulation to higher education and learning.

The Qualification focuses on the skills, knowledge, and values to ensure competence at this level of learning. The intention is to enhance the potential of people, in order for them to grow and develop. This qualification will furthermore add value to the individuals, their workplace and the economy as a whole.

Rules of combination

To obtain this Qualification, the learner must complete 74 fundamental, 61 core Unit Standards to total 135 credits.

Access to the qualification

The only restriction to access this Qualification is outlined in the learning assumptions listed below. There are no restrictions placed on learners, which may prevent them from gaining access to this Qualification.

Learning assumed to be in place

Learners will have:
- attained competency in mathematics, literacy and communication skills at NQF 3 or equivalent, except the second language that is on NQF level 2 or
- demonstrated competence at that level through recognition of prior learning

Exit level Specific Outcomes and associated assessment criteria

1. Exit Level Outcome
Demonstrate a general knowledge of the seed industry

Associated Assessment Criteria
- Consequences of not understanding seed as a living organism are explained.
- The importance of correctly applying relevant seed rules and regulations are explained.
- Reasons for using the correct processing equipment in the workplace are explained.
- The impact of various processes on the physiology and quality of seed are explained.

2. Exit Level Outcome
Receive distribute parent seed and execute seed trials

Associated Assessment Criteria
- Consequences of not adhering to plant husbandry procedures according to work site procedures are explained.
- Implications of not identifying and informing relevant parties of deviations according to work site procedures are explained.
- Consequences of not adhering to planting instructions according to work site procedures are explained.
- Consequences of not labelling the material correctly according to work site procedures are explained.
- Reasons for correct disposal of material are understood and explained.
- Consequences of not obtaining correct parent seed according to work site procedures are explained.
- Implications of not identifying and informing relevant parties of variations according to work site procedures are explained.
- Consequences of not completing documentation according to work site procedures and statutory requirements are explained.

3. Exit Level Outcomes
Contract seed growers and conduct controlled pollination.

Associated Assessment Criteria
- Consequences of not obtaining accurate production information according to work site procedures are explained.
- Consequences of not adhering to legal requirements when completing the contract are explained.
- Implications of not identifying and informing relevant parties of variations according to work site procedures are explained.
- Consequences of not selecting appropriate production fields and hectares are explained.
- Consequences of not selecting suitable growers are explained.
- Consequences of not completing documentation according to work site procedures and legal requirements are explained.
- Consequences of not obtaining or adhering to the pollination plan and instructions according to work site procedures are explained.

- Implications of not identifying and informing relevant parties of deviations from the pollination plan according to work site procedures are explained.
- Consequences of not marking and labelling the pollinated plants correctly according to work site procedures are explained.

4. Exit Level Outcome

Sample, certify seed lot and inspect seed unit

Associated Assessment Criteria

- Importance of drawing a representative sample is explained.
- Implications of not identifying deviations on seed are explained.
- Importance of adhering to health and safety regulations when drawing a sample is explained.
- Importance of advising accurately on corrective action to be taken according to work site procedures is explained.
- Importance of advising accurately on the use of appropriate equipment according to work site procedures is explained.
- Implications of not identifying and reporting on deviations and informing relevant parties according to work site procedures are explained.
- Variations in the seed unit are identified and handled according to work site procedures.
- Advice on correctly selecting and using equipment is provided in accordance with standard operating procedures and statutory requirements.

International comparability

A thorough search was done to find international qualifications and unit standards in seed processing countries specific to seed research and development, but no formal unit standards and qualifications could be found.

However, areas such as seed production and technology were compared to State Universities. These were:

- PLS 556 Seed Production and Technology Course

(Prof TeKroney – University of Kentucky)

- HCS 694 Seed Production course

(Ohio State University)

- AGN 4223/6223 Seed Production Course

(Mississippi State University)

A comparison of the above Qualifications was undertaken and various literary sources consulted before incorporating the best practice points in the generation of this Qualification's Unit Standards.

Integrated Assessment Criteria

Unit Standards associated with this Qualification must be used to assess specific and critical cross-field Specific Outcomes. Assessment should focus in an integrated way on determining the competence of the learner in terms of the overall purpose and title of this Qualification.

The term integrated assessment also implies that the theoretical and practical components should be assessed together and assess combinations of practical, applied, foundational and reflective competencies.

Assessment activities should be done in real workplace situations and where simulations or role-plays are used, there should be supporting evidence to show that the learner is able to display the competencies to the real work situation.

All assessments should be conducted in line with the following documented principles of assessment: appropriateness, fairness, manageability, integration into work of learning, validity, direct, authentic, sufficient, systematic, open and consistent.

Learners wishing to be assessed will need to provide evidence of the following:

- Verbal and written explanations of reasons for adhering to operational and work site procedures as well as statutory requirements, adhering to specific sequence of operations, identifying deviations, taking corrective actions and recording relevant data, and reporting deviations outside the jobholder's responsibility.

- Demonstrations of a range of operational actions relating to applying quality control in receipt and distribution of parent seed, execution of trials, conducting controlled pollination, sampling of seed lots, determining stock levels and applying general safety in the work place. Learners will also demonstrate an understanding of the Seed Industry and the relevant workplace.

- Oral or written questioning regarding the reflective competencies within the qualification:

If the identifying and solving of problems, team work, organising one-self, the using of applied science, the implication of actions and reactions in the world as a set of related systems are not clear from the observation a method of oral questioning or a cases study should be applied to determine the whole person development and integration of applied knowledge and skills.

- A portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner that may include trial plans, trial results and pollination programmes.

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

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

Recognition of prior learning (RPL)

This Qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. Where RPL is required the learner will need to prove competence in that specific area in order to obtain recognition of that skill and knowledge.

Evidence can be presented in a variety of forms, including international or previous local qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practise and performance records. The assessment methods and tools to be used to assess Prior Learning shall be decided upon jointly by the assessor and the learner.

Articulation possibilities

This Qualification lends itself to both vertical and horizontal articulation possibilities. These possibilities ensure both mobility and progression for the learner in other fields of learning such as seed production and seed processing and packaging control.

An example of vertical articulation possibilities:
National Diploma in Farm Management at NQF 5 (ID 20291)

An example of horizontal articulation possibilities:
National Certificate in Seed Production at NQF 4

Moderation Options

Anyone assessing a learner against these unit standards must be registered as an assessor with the relevant ETQA.

Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA. Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

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

TITLES OF UNIT STANDARDS AT NQF LEVEL 3

1. Acquire a general knowledge of the seed industry
2. Receive and distribute parent seed

TITLES OF UNIT STANDARDS AT NQF LEVEL 4

1. Contract seed growers
2. Certify a seed unit
3. Prepare a germplasm for planting
4. Sample a seed lot
5. Determine seed stock levels
6. Conduct controlled pollination
7. Conduct a field inspection of a seed unit

UNIT STANDARDS' TITLES AND SPECIFIC OUTCOMES AT NQF LEVEL 3

1. TITLE: Acquire a general knowledge of the seed industry

Specific Outcome 1.1: Demonstrate knowledge of the complexities of living seed.
Specific Outcome 1.2: Demonstrate knowledge of the operations of the seed industry.
Specific Outcome 1.3: Demonstrate knowledge of seed legislation.
Specific Outcome 1.4: Demonstrate knowledge of seed technology and physiology.

2. TITLE: Receive and distribute parent seed

Specific Outcome 2.1: Plan for seed receipt
Specific Outcome 2.2: Distribute the parent seed
Specific Outcome 2.3: Complete receipt and distribution of parent seed

UNIT STANDARDS' TITLES AND SPECIFIC OUTCOMES AT NQF LEVEL 4

1. TITLE: Contract seed growers

Specific Outcome 1.1: Plan for seed production
Specific Outcome 1.2: Contract growers
Specific Outcome 1.3: Complete preparation for seed production

2. TITLE: Conduct controlled pollination

Specific Outcome 2.1: Prepare for pollination of trials
Specific Outcome 2.2: Execute pollination of trials
Specific Outcome 2.3: Complete pollination process

3. TITLE: Sample a seed lot

Specific Outcome 3.1: Prepare for drawing a seed sample
Specific Outcome 3.2: Draw a seed sample
Specific Outcome 3.3: Divide the seed sample
Specific Outcome 3.4: Complete the seed sampling process

4. TITLE: Determine seed stock levels

Specific Outcome 4.1: Prepare for determining stock levels
Specific Outcome 4.2: Determine stock levels
Specific Outcome 4.3: Complete process of determining stock levels
Specific Outcome 4.4: Restore work area

5. TITLE: Prepare germplasm for planting

Specific Outcome 5.1: Prepare germplasm for planting
Specific Outcome 5.2: Packaging of germplasm
Specific Outcome 5.3: Complete preparation of germplasm

6. TITLE: Certify a seed unit

Specific Outcome 6.1: Prepare for certification inspection
Specific Outcome 6.2: Inspect the seed unit
Specific Outcome 6.3: Conclude inspection process
Specific Outcome 6.4: Complete unit certification

7. TITLE: Conduct a field inspection of a seed unit

Specific Outcome 7.1: Prepare for inspection
Specific Outcome 7.2: Inspect seed unit
Specific Outcome 7.3: Implement corrective action
Specific Outcome 7.4: Complete inspection process

	National Certificate: Seed Research and Development at NQF level 4					
	NQF Level 3	ID No	Credits	NQF Level 4	ID No	Credits	Total
Fundamental	Accommodate audience and context needs in oral communication	8968	5	Engage in sustained oral communication and evaluate spoken texts	8974	5	
	Interpret and use information from texts	8969	5	Read, analyse and respond to a variety of texts	8975	5	
	Write texts for a range of communicative contexts	8970	5	Write for a wide range of contexts	8976	5	
	Use language and communication in occupational learning programmes	8973	5	Use language and communication in occupational learning programmes	8979	5	
TOTAL	Language/Communication		20	Language/Communication		20	40
Fundamental	Operate a computer	7786	8	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	9014	6	
	Produce and use spreadsheets for business	7567	5	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life-related problems	9015	6	
	Produce word processing documents for business	7570	5	Measure, estimate and calculate physical quantities and explore, critique and prove geometrical relationships in two and three dimensional space in the life and workplace of the adult with increasing responsibility	9016	4	
TOTAL			18	Mathematics/Numeracy		16	34
Core	Acquire a general knowledge of the seed industry		11	Contract seed growers		6	
	Receive and distribute parent seed		5	Certify a seed unit		5	
				Prepare germplasm for planting		7	
				Sample a seed lot		8	
				Determine seed stock levels		4	
				Conduct controlled pollination		6	
				Conduct a field inspection of a seed unit		9	
TOTAL			16			45	61
Total Credits for Qualification - 135							

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

National Certificate in Seed Analysis at NQF Level 3

Field: Agriculture and Nature Conservation

Sub-field: Secondary Agriculture

NQF Level: 4

Credits: 122

Rationale for the Qualification

This Qualification is aimed at people who are working in the seed industry or who would like to pursue a career in the seed industry. It is aimed at formalising the skills required in seed analysis to facilitate career-pathing and to provide access for new entrants. The Qualification provides learners with access to advanced learning in specialised areas within the seed industry. It also provides learners with the necessary background knowledge, skills and attitudes to achieve the NQF principle of portability within other sub-sectors of the agricultural industries.

Through the above, the Qualification will address one of the key National priorities in the reduction of unemployment and under employment. It will assist in creating job opportunities.

Purpose of the Qualification

This Qualification is registered at level 3 on the National Qualification Framework. It provides learners with the opportunity to obtain competence in seed analysis, including the receipt and storage of seed samples as well as the performance of various tests to determine the quality of seed. The Qualification will provide learners with the technical competence to perform to local and international industry standards.

This Qualification is an entry-level Qualification into seed analysis enabling learners to progress into Laboratory and Seed Quality Management and other fields of learning in this sub-sector of the agricultural industry, providing articulation to higher education and learning.

The Qualification focuses on the skills, knowledge, and values to ensure competence at this level of learning. The intention is to enhance the potential of people, in order for them to grow and develop. This Qualification will furthermore add value to the individuals, their workplace and the economy as a whole.

Rules of combination

To obtain this Qualification, the learner must complete 36 fundamental, 71 core and select 15 elective Unit Standards to total 122 credits.

Access to the Qualification

There are no restrictions placed on learners, which may prevent them from gaining access to this Qualification. Only the learning assumptions outlined below determine the requirements for access to this Qualification.

Learning assumed to be in place

It is assumed that learners wishing to enter a programme leading to this qualification have demonstrated competence in mathematics, languages and communication at NQF 2.

Exit level outcomes and associated assessment criteria

1. Exit Level Outcome
Demonstrate understanding of the introduction to the workplace within the seed industry.

Associated Assessment Criteria
- Consequences of not identifying and reporting unsafe working practices and potentially dangerous situations in the work are explained.
- Purposes of maintaining sound customer relations and service excellence are recalled and explained.
- Reasons for identifying and handling hazardous substances in the work place are explained.
- Consequences of not adhering to company norms, values and ethics are explained.

2. Exit Level Outcome
Receive seed samples and analyse the physical purity, germination and viability of seed

Associated Assessment Criteria
- Importance of verifying delivery documentation and labelling is explained.
- Consequences of not acquiring a representative sample are explained.
- Implications of not identifying deviations on seed are explained.
- Consequences of not evaluating seed according to work site procedures are explained.
- Consequences of not labelling the consignment correctly according to work site procedures and statutory requirements are explained.
- Consequences of incorrect transfer according to work site procedures are explained.
- Consequences of not completing documentation according to work site procedures and statutory requirements are explained.

3. Exit Level Outcome
Determine the moisture level of seed and store seed samples

Associate Assessment Criteria
- Consequences of not sub-sampling accurately according to the operational procedures are explained.
- Consequences of not using clean and dry equipment are explained.
- Consequences of not identifying and reporting findings accurately according to the operational procedures and work site procedures are explained.
- Consequences of not reporting deviations are explained.
- The importance of using the correct equipment and methods for determining moisture content according to work site procedures are explained
- The importance of keeping records according to the operational procedures, work site procedures and statutory requirements are explained.

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4. Exit Level Outcome

Sample a seed lot, test the vigour of seed and conduct maintenance of seed testing equipment.

Associated Assessment Criteria

- Consequences of not sub-sampling accurately according to the operational procedures are explained.
- Consequences of not using correct sanitary procedures according to work site procedures are explained.
- The importance of using the correct equipment, sub-strata and methods for planting and evaluating according to work site procedures are explained
- The importance of recording the different fractions according to the operational procedures and work site procedures are explained.
- The importance of retaining the sample and prescribed records according operational procedures, work site procedures and statutory requirements are explained.
- The reasons for regular inspection and maintenance of seed testing equipment, are explained.
- Consequences of not informing appropriate maintenance personnel to perform repairs, are explained.
- Consequences of inaccurate calibration of equipment are explained.
- Implications of not maintaining accurate maintenance records are understood.
- Reasons for adhering to health and safety requirements are understood.

International comparability

Comparisons were done against qualifications in the United States. These were:

- PLS 556 Seed Production and Technology Course

(Prof TeKroney – University of Kentucky)

- HCS 694 Seed Production course

(Ohio State University)

- AGN 4223/6223 Seed Production Course

(Mississippi State University)

- HCS 420 Seed Science

(Ohio State University)

- HCS 694 Seed Physiology

(Ohio State University)

- AGN 4243/6243 Seed Technology

(Mississippi State University)

- AGN 8203 Seed Physiology

(Mississippi State University)

A comparison of the above Qualifications was undertaken, considering the regulations for seed testing set by the International Seed Testing Association (ISTA). The best practice points were incorporated and used in the generation of this qualification's unit standards.

The South African Qualification is focused more on the basic analysis of seed and does not include the in-depth knowledge of plant pathology, which can be gained at a local tertiary institution at a higher level

of learning. This basic and practical level of learning provides an ideal opportunity for a person to start a career in seed analysis.

Integrated Assessment Criteria

Unit standards associated with this qualification must be used to assess specific and critical cross-field outcomes. Assessment should focus in an integrated way on determining the competence of the learner in terms of the overall purpose and title of this qualification.

The term integrated assessment also implies that the theoretical and practical components should be assessed together and assess combinations of practical, applied, foundational and reflexive competencies.

Assessment activities should be done in real workplace situations and where simulations or role-plays are used, there should be supporting evidence to show that the learner is able to display the competencies to the real work situation.

All assessments should be conducted in line with the following documented principles of assessment: appropriateness, fairness, manageability, integration into work of learning, validity, direct, authentic, sufficient, systematic, open and consistent.

Learners wishing to be assessed will need to provide evidence of the following:

- Verbal and written explanations of reasons for adhering to operational and work site procedures as well as statutory requirements, adhering to specific sequence of operations, identifying deviations, taking corrective actions and recording relevant data, and reporting deviations outside the jobholder's responsibility.

- Demonstrations of a range of operational actions relating to applying quality control in all aspects of seed analysis in the work place. Learners will also demonstrate an understanding of the Seed Industry and the relevant workplace.

- Oral or written questioning regarding the reflective competencies within the Qualification:
  If the identifying and solving of problems, team work, organising one-self, the using of applied science, the implication of actions and reactions in the world as a set of related systems are not clear from the observation, a method of oral questioning or a case study should be applied to determine the whole person development and integration of applied knowledge and skills.

- A portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner that may include seed analysis worksheet/s.

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

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

Recognition of prior learning (RPL)

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience.   Where RPL is required the learner will need to prove competence in that specific area in order to obtain recognition of that skill and knowledge.

Evidence can be presented in a variety of forms, including international or previous local Qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practise and performance records. The assessment methods and tools to be used to assess Prior Learning shall be decided upon jointly by the assessor and the learner.

Articulation possibilities

This Qualification lends itself to vertical articulation possibilities. These possibilities ensure both mobility and progression for the learner in other fields of learning within the agricultural industry and will provide the learner with an opportunity to progress at a higher level of learning.

This Qualification articulates with the following Qualifications:

Further Education and Training Certificate: Seed Research and Development: Level 4

Further Education and Training Certificate: Seed Marketing: Level 4

Moderation Options

Anyone assessing a learner against this Qualification and the associated Unit Standards must be registered as an assessor with the relevant ETQA.

Any institution offering learning that will enable achievement of this Qualification and the Unit Standards or will assess the same must be accredited as a provider with the relevant ETQA. Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in this Qualification and the agreed upon ETQA procedures.

Therefore anyone wishing to be assessed against this Qualification and the associated Unit Standards may apply to be assessed by any assessment agency, assessor or provider institution, which is accredited by the relevant ETQA.

NEW UNIT STANDARD TITLES AT NQF LEVEL 2

1. Title: Acquire an introductory knowledge of the seed industry
2. Title: Demonstrate an understanding of the introduction to the workplace within the seed industry

NEW UNIT STANDARD TITLES AT NQF LEVEL 3

1. Title: Receive a seed sample
2. Title: Analyse the physical purity of seed
3. Title: Determine the moisture level of seed
4. Title: Receive seed
5. Title: Store seed samples
6. Title: Conduct maintenance of seed testing equipment

NEW UNIT STANDARDS TITLES AT NQF LEVEL 4

1. Title: Analyse the germination of seed
2. Title: Analyse the quality of seed
3. Title: Test the vigour of seed
4. Title: Sample a seed lot

UNIT STANDARDS TITLES AND SPECIFIC OUTCOMES AT NQF LEVEL 2

1. TITLE: Acquire an introductory knowledge of the seed industry

Specific Outcome 1.1: Demonstrate an understanding of the role and importance of seed
Specific Outcome 1.2: Demonstrate an understanding of the complexities of living seed
Specific Outcome 1.3: Demonstrate an understanding of the quality components of seed
Specific Outcome 1.4: Demonstrate an understanding of the principles applied to seed storage
Specific Outcome 1.5: Demonstrate a basic awareness of legislation applicable to the seed industry

2. TITLE: Demonstrate an understanding of the introduction to the workplace within the seed industry

Specific Outcome 2.1: Prepare for introduction to seed industry
Specific Outcome 2.2: Understand the nature of the seed industry
Specific Outcome 2.3: Identify and recall basic principles of safety in the workplace
Specific Outcome 2.4: Identify and recall basic principles of work ethics
Specific Outcome 2.5: Complete introduction to seed industry

UNIT STANDARDS TITLES AND SPECIFIC OUTCOMES AT NQF LEVEL 3

1. TITLE: Receive a seed sample

Specific Outcome 1.1: Prepare for receipt of samples
Specific Outcome 1.2: Register a seed sample
Specific Outcome 1.3: Complete the receiving process

2. TITLE: Analyse the physical purity of seed

Specific Outcome 2.1: Prepare the work for analysis
Specific Outcome 2.2: Prepare working sample and relevant documentation
Specific Outcome 2.3: Analyse and retain components of working sample
Specific Outcome 2.4: Retention of submitted sample
Specific Outcome2.5: Complete physical seed-purity analysis process

3. TITLE: Determine the moisture level of seed

Specific Outcome 3.1: Prepare the work are for analysis
Specific Outcome 3.2: Prepare moisture sample and relevant documentation
Specific Outcome 3.3: Drying the working sample
Specific Outcome 3.4: Determine moisture content of sample
Specific Outcome 3.5: Complete the moisture determination test

4. TITLE: Receive seed

Specific Outcome 5.1: Prepare for receipt of seed
Specific Outcome 5.2: Verify legitimacy and mass/quantity of consignment
Specific Outcome 5.3: Obtain a representative seed sample
Specific Outcome 5.4: Transfer of seed
Specific Outcome 5.5: Complete seed receiving process

5. TITLE: Store seed samples

Specific Outcome 6.1: Prepare for storage of seed samples
Specific Outcome 6.2: Store seed samples
Specific Outcome 6.3: Withdrawal of sub samples
Specific Outcome 6.4: Disposal of seed samples
Specific Outcome 6.5: Complete storage process

6. TITLE: Conduct maintenance of seed testing equipment

Specific Outcome 7.1: Establish maintenance conditions
Specific Outcome 7.2: Test and calibrate seed testing equipment
Specific Outcome 7.3: Perform maintenance on seed testing equipment
Specific Outcome 7.4: Complete the maintenance on seed testing equipment

UNIT STANDARDS TITLES AND SPECIFIC OUTCOMES AT NQF LEVEL 4

1. TITLE: Analyse the viability of seed

Specific Outcome 1.1: Prepare the work area for viability testing
Specific Outcome 1.2: Prepare working sample for imbibition
Specific Outcome 1.3: Prepare the seed for staining
Specific Outcome 1.4: Evaluate the viability of the seed sample
Specific Outcome 1.5: Complete the viability test process

2. TITLE: Analyse the germination of seed

Specific Outcome 2.1: Prepare the work for analysis
Specific Outcome 2.2: Prepare planting sample and relevant documentation
Specific Outcome 2.3: Plant sample for germination
Specific Outcome 2.4: Evaluate the germination sample
Specific Outcome 2.5: Complete the process

3. TITLE: Sample a seed lot

Specific Outcome 3.1: Prepare for drawing of a seed sample
Specific Outcome 3.2: Draw a seed sample
Specific Outcome 3.3: Divide the seed sample
Specific Outcome 3.4: Complete the seed sampling process

4. TITLE: Test the vigour of seed

Specific Outcome 4.1: Prepare the work area for conducting a vigour test
Specific Outcome 4.2: Prepare sample and relevant documentation
Specific Outcome 4.3: Conduct the vigour test
Specific Outcome 4.4: Evaluate the vigour test
Specific Outcome 4.5: Complete the process

National Certificate: Seed Analysis at NQF level 3

	NQF Level 2	ID No	Credits	NQF Level 3	ID No	Credits	NQF Level 4	ID No	Credits	Total
Fundamental				Accommodate audience and context needs in oral communication	8968	5				
				Interpret and use information from texts	8969	5				
				Write texts for a range of communicative contexts	8970	5				
				Use language and communication in occupational learning programmes	8973	5				
				Language/Communication		20				20
				Demonstrate understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	9010	2				
				Use mathematics to investigate and monitor the financial aspects of personal and business issues	9011	5				
				Investigate life and work related problems using data and probabilities	9012	5				
				Measure, estimate and calculate physical quantities and explore, describe and represent, interpret and justify geometrical relationships in two and three dimentional space relevant to the life or workplace of the community	9013	4				
				Mathematics/Numeracy		16				16
Core	Acquire an introductory knowledge of the seed industry		4	Receive a seed sample		7	Analyse the germination of seed		14	
	Demonstrate an understanding of the introduction to the workplace within the seed industry		2	Analyse the physical purity of seed		11	Analyse the viability of seed		6	
				Determine the moisture level of seed		4	Sample a seed lot		8	
				Receive seed		13				
				Store seed samples		2				
			6			37			28	71
Electives				Establish normal conditions in the laboratory		4	Test the vigour of seed		15	
				Conduct maintenance of seed testing equipment		3	Sample a seed lot		8	
						7			23	15
				Choice of 15 Credits from the Elective are of learning						
				Total Credits for Qualification - 122						

Further Education and Training Certificate: Seed Processing and Packaging Control at NQF Level 4

Field: Agriculture and Nature Conservation

Sub-field: Secondary Agriculture

NQF Level: 4

Credits: 148

Rationale for the Qualification

This Qualification is aimed at people who are working in the seed industry and who would like to further their career in the seed industry. It is aimed at formalising the skills required in the control of seed processing and packaging to facilitate career-pathing and to provide access to new entrants. The Qualification provides learners with access to advanced learning in specialised areas within the seed industry. It also provides learners with the necessary background knowledge and skills to enhance the NQF principles of portability within other agricultural industries.

Through the above, the Qualification will address one of the key priorities of the Department of Labour in the reduction of unemployment and under employment. It will assist in creating job opportunities.

Purpose of the Qualification

This Qualification will provide learners with the opportunity to obtain competence in the control of seed packaging and processing, including the sampling of a seed lot; analysing the physical purity of seed; storing of seed; determining seed stock levels; disease and pest control of store seed and the dispatch of stock to maintain seed quality. The Qualification will provide learners with the technical competence to perform to industry standards.

This Qualification will enable learners to progress in other fields of learning in the agricultural industry and providing articulation to higher education and learning.

The Qualification focuses on the skills, knowledge, and values to ensure competence at this level of learning. The intention is to enhance the potential of people, in order for them to grow and develop. This Qualification will furthermore add value to the individuals, their workplace and the economy as a whole.

Rules of combination

To obtain this qualification the learner must complete 54 fundamental 74 core and 10 elective unit standards to total 148 credits.

Access to the qualification

There are no further restrictions placed on learners, which may prevent them from gaining access to this Qualification.

Learning assumed to be in place

It is assumed that learners wishing to enter a programme leading to this qualification have demonstrated competence in mathematics, languages and communication at NQF 3.

Exit level Specific Outcomes and Associated Assessment Criteria

Exit level outcome 1

Determine seed stock levels and analyse physical purity of seed.

Associate Assessment Criteria
- The purpose of determining a sequence of operation is explained.
- Reasons for identifying, selecting and using appropriate equipment are explained.
- Consequences of not comparing actual stock levels with recorded levels according to operational procedures are explained.
- Reasons for identifying and reporting deviations to stock according to statutory requirements are explained.
- Affected parties are informed of deviations and corrective actions are taken.
- Consequences of not sub-sampling accurately according to the operational procedures are explained.
- Consequences of not using correct sanitary practices according to work site procedures are explained.
- The possible effects of hazardous seed treatment material on the learner are explained.
- The importance of using the correct equipment during analysis according to work site procedures is explained.
- The importance of keeping the different components according to the operational procedures and work site procedures is explained.
- The importance of retaining the sample and prescribed records according to the operational procedures, work site procedures and statutory requirements is explained.

Exit level outcome 2
Conduct disease and pest control in stored seed and dispatch seed.

Associated Assessment Criteria
- Job instructions, oral or written, are accurately followed and adhered to.
- All affected parties are informed of results, deviations and corrective actions taken.
- Purpose of selecting and verifying the correct seed lots are explained
- Purpose of selecting and using appropriate equipment is explained.
- Purpose of preparing the work area is explained.
- Consequences of not following loading instructions are explained.
- Reasons for adhering to safety and quality procedures.
- Job instructions, oral or written, are accurately followed and adhered to.
- Appropriate tools and equipment are identified and selected according to work site procedures.
- Purpose of determining a sequence of operation is explained.
- Consequences of not completing documentation and informing affected parties according to safety procedures and statutory requirements are explained.
- Reasons for performing follow-up inspections are explained
- Purpose of preparing the work area is explained.
- Reasons for storing tools and equipment according to work site and safety procedures as well as statutory requirements are explained.
- Reasons for adhering to safety and quality procedures.

Exit Level Outcome 3
Communicate in a variety of ways

Assessment criteria

- Oral communication is maintained and adapted as required to promote effective interaction in a work context.
- Information is accessed from standing instructions, visual information and a range of other workplace texts and responses where required are appropriate to the context.
- Written communication is clear and unambiguous and at an appropriate level for designated target audiences.

Exit level Outcome 4
Use mathematics in real life and education, training and development situations.

Assessment criteria
- Mathematical functions are used correctly to solve routine workplace problems and tasks.

International comparability

A thorough search was done to find international qualifications and unit standards in seed processing countries specific to the seed processing and packaging control, but no formal unit standards and qualifications could be found.

However, areas such as seed and grain conditioning were compared to State University. These were:

- AGN 4253/6253 Seed and Grain Conditioning and Storage

  (Mississippi State University)

Comparison of the above Qualifications was undertaken and various literary sources consulted. The best practice points were incorporated and used in the generation of this Qualification's Unit Standards.

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 Qualifications appear to be specific to the needs of the local industry and are therefore slightly more complex in their presentation and execution.

Integrated Assessment Criteria

Unit Standards associated with this Qualification must be used to assess specific and critical cross-field Specific Outcomes.   Assessment should focus in an integrated way on determining the competence of the learner in terms of the overall purpose and title of this Qualification.

The term integrated assessment also implies that the theoretical and practical components should be assessed together and assess combinations of practical, applied, foundational and reflective competencies.

Assessment activities should be done in real workplace situations and where simulations or role-plays are used, there should be supporting evidence to show that the learner is able to display the competencies to the real work situation.

All assessments should be conducted in line with the following documented principles of assessment: appropriateness, fairness, manageability, integration into work of learning, validity, direct, authentic, sufficient, systematic, open and consistent.

Learners wishing to be assessed will need to provide evidence of the following:

- Verbal and written explanations of reasons for adhering to operational and work site procedures as well as statutory requirements, adhering to specific sequence of operations, identifying deviations, taking corrective actions and recording relevant data, and reporting deviations outside the jobholder's responsibility.

- Demonstrations of a range of operational actions relating to applying quality control in storing seed, analysing physical purity of seed, sampling of seed lots, dispatch of seed and applying general safety in the work place. Learners will also demonstrate an understanding of the Seed Industry and the relevant workplace.

- Oral or written questioning regarding the reflective competencies within the qualification:

If the identifying and solving of problems, team work, organising one-self, the using of applied science, the implication of actions and reactions in the world as a set of related systems are not clear from the observation, a method of oral questioning or a case study should be applied to determine the whole person development and integration of applied knowledge and skills.

- A portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner that may include production and quality statistics.

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

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

Recognition of prior learning (RPL)

This Qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. Where RPL is required the learner will need to prove competence in that specific area in order to obtain recognition of that skill and knowledge.

Evidence can be presented in a variety of forms, including international or previous local qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practise and performance records. The assessment methods and tools to be used to assess Prior Learning shall be decided upon jointly by the assessor and the learner.

Articulation possibilities

This Qualification lends itself to both vertical and horizontal articulation possibilities. These possibilities ensure both mobility and progression for the learner in other fields of learning such as Seed Production.

An example of vertical articulation possibilities:
National Certificate in Agricultural Sales and Services NQF 4 (14854)

An example of horizontal articulation possibilities:
National Certificate in Seed Production at NQF 4

Moderation Operations

Anyone assessing a learner against these unit standards must be registered as an assessor with the relevant ETQA.

Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA. Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

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

TITLES OF UNIT STANDARDS AT NQF LEVEL 3

1. Acquire a general knowledge of the seed industry
2. Analyse the physical purity of seed
3. Sample a seed lot

TITLES OF UNIT STANDARD AT NQF LEVEL 4

1. Control the seed processing operation
2. Determine the seed stock levels
3. Store seed
4. Dispatch seed
5. Conduct disease and pest control in stored seed

UNIT STANDARDS' TITLES AND SPECIFIC OUTCOMES AT NQF LEVEL 3

1. TITLE: Acquire a general knowledge of the seed industry

Specific Outcome 1.1: Demonstrate a knowledge of the complexities of living seed.
Specific Outcome 1.2: Demonstrate a knowledge of the operations of the seed industry.
Specific Outcome 1.3: Demonstrate a knowledge of seed legislation.
Specific Outcome 1.4: Demonstrate a knowledge of seed technology and physiology

2. TITLE: Analyse the physical purity of seed

Specific Outcome 2.1: Prepare work area for analysis
Specific Outcome 2.2: Prepare working sample and relevant documentation
Specific Outcome 2.3: Analyse and retain components of working sample
Specific Outcome 2.4: Complete physical seed purity analysis process

3. TITLE: Sample a seed lot

Specific Outcome 3.1: Prepare for drawing a seed sample
Specific Outcome 3.2: Draw a seed sample
Specific Outcome 3.3: Divide the seed sample
Specific Outcome 3.4: Complete the seed sampling process

UNIT STANDARDS' TITLES AND SPECIFIC OUTCOMES AT NQF LEVEL 4

1. TITLE: Control of seed processing operation

Specific Outcome 1.1: Coordinate the processing operation/s
Specific Outcome 1.2: Monitoring the processing operation/s
Specific Outcome 1.3: Complete the processing operation/s

2. TITLE: Determine seed stock levels

Specific Outcome 2.1: Prepare for determining seed stock levels
Specific Outcome 2.2: Determine seed stock levels
Specific Outcome 2.3: Complete process of determining seed stock levels
Specific Outcome 2.4: Restore work area

3. TITLE: Store seed

Specific Outcome 3.1: Prepare for storage
Specific Outcome 3.2: Store seeds
Specific Outcome 3.3: Monitor storage of seed
Specific Outcome 3.4: Complete storage process

4. TITLE: Dispatch seed

Specific Outcome 4.1: Prepare for dispatch
Specific Outcome 4.2: Dispatch seed consignments
Specific Outcome 4.3: Complete dispatch process
Specific Outcome 4.4: Restore work area

6. TITLE: Conduct disease and pest control in stored seed

Specific Outcome 6.1: Prepare for combating contamination
Specific Outcome 6.2: Assess the nature of contamination
Specific Outcome 6.3: Combat contamination
Specific Outcome 6.4 Complete combating procedures

Further Education and Training Certificate: Seed Processing and Packaging Control at NQF level 4							
	NQF Level 3	ID No	Credits	NQF Level 4	ID No	Credits	Total
Fundamental	Accommodate audience and context needs in oral communication	8968	5	Engage in sustained oral communication and evaluate spoken texts	8974	5	
	Interpret and use information from texts	8969	5	Read, analyse and respond to a variety of texts	8975	5	
	Write texts for a range of communicative contexts	8970	5	Write for a wide range of contexts	8976	5	
	Use language and communication in occupational learning programmes	8973	5	Use language and communication in occupational learning programmes	8979	5	
TOTAL	Language/Communication		20	Language/Communication		20	40
Fundamental	Operate a computer	7786	8	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	9014	6	
	Produce and use spreadsheets for business	7567	5	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life-related problems	9015	6	
	Produce word processing documents for business	7570	5	Measure, estimate and calculate physical quantities and explore, critique and prove geometrical relationships in two and three dimensional space in the life and workplace of the adult with increasing responsibility	9016	4	
TOTAL			18	Mathematics/Numeracy		16	34
Core	Acquire a general knowledge of the seed industry		11	Control the seed processing operation		13	
	Analyse the physical purity of seed		11	Determine the seed stock levels		4	
	Sample a seed lot		8	Store seed		12	
				Dispatch seed		8	
				Conduct disease and pest control in stored seed		7	
TOTAL			30			44	74
Total Credits for Qualification - 148							

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

NATIONAL QUALIFICATIONS FRAMEWORK

Established in terms of Act 58 of 1995

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

Generic Management

Registered by NSB 03, Business, Commerce and Management Studies, 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. The qualification and unit standards can be accessed via the SAQA web-site at www.saqa.org.za . Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the **address below and no later than 16 August 2004.** All correspondence should be marked **Standards Setting – SGB Generic Management** and addressed to

The Director: Standards Setting and Development
SAQA
Attention: Mr D. Mphuthing
Postnet Suite 248
Private Bag x06
WATERKLOOF
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or faxed to 012-431 5144
e-mail: dmphuthing@saqa.co.za

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

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

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Business Advising

SAQA QUAL ID	QUALIFICATION TITLE		
48886	National Certificate: Business Advising		
SGB NAME	SGB Generic Management		
ABET BAND	PROVIDER NAME		
Undefined			
QUALIFICATION CODE	QUAL TYPE	SUBFIELD	
BUS-5-National Certificate	National Certificate	Generic Management	
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS	
151	Level 5	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 wishes to be involved in the Business Advising Industry, where advice is given to businesses on how they can be improved and kept profitable. It also serves as a more advanced Qualification into Business Advising Operations and Support.

This Qualification recognises the broad base of technical business advising competencies required for people who are in business advising related roles, people aspiring to grow in the industry and people wishing to extend their business advising skills. This Qualification will assist learners to gain the skills, knowledge and competence to undertake a broad range of business advising activities and carry out a mix of specialised operations including the giving of advice on organisational processes and human resource needs and utilisation.

A learner can complete the Qualification specialising as a Business Advisor in retailing and services, manufacturing or construction. This elective nature of this Qualification allows the selection of Unit Standards in three areas of specialization to provide learners with the knowledge and skills most appropriate for the learners and their chosen career pathway. The Core Unit Standards are relevant to all three areas of specialisation.

The Qualification will provide the broad knowledge; skills and values needed in the Business Advising Industry and will facilitate access to, and mobility and progression within, education and training and progress along a learning path for learners who:

> Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.
> Have worked in the Business Advising 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 Business Advising industry.

The Qualification not only consists of knowledge and skills required to equip the learner to perform the function of Business Advisor professionally and with insight but contains building blocks of skills and knowledge that can be developed further in Qualifications in Business Advising at higher levels on the NQF. The intention is:

> To promote the development of knowledge, skills and values that are required in the Business Advising 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.

Rationale for the qualification:

The National Certificate in Business Advising: NQF Level 5 is designed to meet the needs of those learners who are already involved in the field of Business Advising and now wish to practice in a supervisory/managerial career in the Business Advising Industry.

The Business Advising Industry is an essential industry and by its very nature a constant supply of customers is ensured. This means there is a need to develop career paths in this field, and it is an industry constantly in need of skilled people.

This Qualification is the second Qualification in the learning pathway for Business Advisers, which starts with the National Certificate in Business Advising information Support at NQF Level 4 and ends with the National Certificate in Business Advising NQF Level 7. The Qualifications in this learning pathway are designed to provide a coherent set of Qualifications that provide flexible entry and exit points and allow specialisation to meet the requirements of individual learners in the sector.

The National Certificate in Business Advising at NQF Level 5 supports the objectives of the NQF in that it gives the learner access to a nationally recognized qualification that acknowledges the skills and knowledge that he/she has acquired. This qualification will therefore ensure that the quality of education and training received by learners in the sector is enhanced and of a world class standard.

The National Certificate in Business Advising: NQF Level 5 recognises the competence, knowledge and skills required to manage and develop small business ventures. The Qualification will allow both those in formal education and those already employed in organisations in the Business Advising industry access to a Qualification that can be used as a benchmark to gauge their competence against local and international standards.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners are competent in the following before accessing this Qualification:
> Communications at NQF Level 4
> Mathematical Literacy at NQF Level 4
> Computer Literacy at NQF Level 3.

Recognition of Prior Learning:

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. Credit will be given to learners for competencies in the knowledge, skills, values and attitudes implicit in this Business Advising Qualification and its constituent Unit Standards.

Assessment for the Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned in Assessment Criteria.

Recognition of Prior Learning may allow for:

> Accelerated access to further learning
> Gaining of credits for Unit Standards mastered
> Obtaining the qualification in whole or in part.

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

QUALIFICATION RULES

Level and Credits of Unit Standards contained in this Qualification:

Fundamental Component

There are Unit Standards to the value of 14 credits in the Fundamental Component. Two of the standards will enhance the ability of the learner to communicate effectively with internal and external clients. The standards will also enable the learner to use the media to find the latest information pertaining to a particular business environment or sector and so be able to give advice to clients that is relevant and based on the most up to date developments. The Unit Standard on implementing an HIV/AIDS policy and information is vital in any business given the enormity of the HIV/IDS pandemic facing our country.

All Fundamental Unit Standards are compulsory

Core Component:

Unit Standards to the value of 117 credits have been included in this Component. These Unit Standards offer the skills, knowledge, values and attitudes required by the learner to be able to perform an effective and efficient business advising function.

All the Unit standards are compulsory.

Elective Component:

Unit Standards to the value of 81 credits have been included in this Component. These standards offer the learner the opportunity to gain knowledge related to fields in which SMMEs operate, which will increase the learner's ability to perform the Business Advising function with greater insight and/or expertise.

The learner must choose Elective Unit Standards totaling 20 credits from this Component.

EXIT LEVEL OUTCOMES

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

1. Use strategic and critical approaches to decision-making and problem solving in order to deliver services to clients and add value to organisations.

2. Analyse, understand and control risk to ensure effective creation and implementation of business strategy.

3. Communicate findings and recommendations to clients in an effective way so as to provide a professional service.

4. Design and carry out research in order to obtain the necessary information from within and outside a business entity to aid understanding of the situation and to give sound advice.

5. Use technology to perform routine tasks related to the provision of a business advising service.

6. Interact and communicate with other individuals in a diversity of roles to accomplish objectives.

7. Behave professionally according to the code of ethics and conduct of the business advisory profession to establish and maintain a reputation for service excellence.

8. Manage and effectively control a diversity of projects and project assets and resources.

9. Describe the legal and regulatory environment and analyse the impact of changes in relevant requirements, constraints, and competitive practices.

10. Anticipate and meet the client's changing needs by being client and market focused.

ASSOCIATED ASSESSMENT CRITERIA

1.
> Approaches to decision-making and problem solving are identified for effective implementation in the organisation.
> Issues are considered objectively and alternatives are identified to enable practical solutions to be implemented by the organization.
> An assessment system is developed to appraise the owner and the business and identify problems and potential solutions.
> Troubleshooting techniques are implemented so as to pre-empt any problems which might arise.
> The business salvage potential is assessed and a rehabilitation strategy is developed o ensure the future viability and profitability of the organization.

2.
> An analysis of risk is conducted so as to identify opportunities for successful implementation of business strategy.
> Controls that mitigate risk of negative outcomes through prevention or detection and correction are evaluated so that advice can be given on which controls to implement.
> Risk and corrective action required are communicated to clients using appropriate report writing

techniques.

3.
> Reports are prepared professionally using the correct format, language and register for the client.
> Work performed and conclusions reached are included in the reports to enhance its usefulness.
> Presentations are made to explain the report using appropriate media, language and presentation style.

4.
> Ways to gather information on an organization are identified and an indication is given of which would be appropriate for a particular organization or set of circumstances.
> Questionnaires are designed and interviews arranged so as to gather information on an organisation.
> Relevant information on the business and the business environment is found in order to understand the context in which advice must be given.
> Information received is evaluated and verified against available information so as to be able to advise on specific areas of business.

5.
> Electronic databases, including the Internet and reference material are used to retrieve and store information.
> The computer is used to draw up reports, compile memorandums, write letters and organise work.
> Information is exchanged using e-mail facilities.

6.
> Partnerships are formed and teamwork techniques are utilized within organisations to provide business solutions.
> The advantages of working within diverse, cross functional teams to ensure best advising results are known and utilised to the benefit of the organization.
> Free expression, communication and constructive activities of others are encouraged in working towards the achievement of common goals.
> Display information is effectively and concisely organised so that it is meaningful to the receiving party.
> Interpersonal skills are used to facilitate effective interaction.

7.
> The requirements of the code of ethics and conduct of the business advising profession are known and applied at all times.
> The need for professional development as a life-long process is accepted to ensure standards and norms are current.

8.
> The project goals and the resources needed are determined to achieve these goals.
> The project process is facilitated and effectively controlled to ensure project success.
> Measure Project progress is measured and reported on to eliminate discrepancies and to enable quick corrective action.
> Projects are managed to completion or orderly transition.
> The costs and benefits of business decisions are determined to ascertain if performance achieved justifies resources used.

9.
> The legal environment in which entities operate are known so that advice can be given on the costs and benefits of compliance and non-compliance.

10.
> Factors that motivate internal and external customers to enter into relationships or continue doing business with a business are recognised so that advice can be given to the organization on gaining and keeping clients.
> Employer/client protocol and expectations are recognised and understood and managed appropriately to maximize the relationship.

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 the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic Business Advising 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

Benchmarking was done by comparison to Unit Standards/Outcomes of learning in the following instances and similarity was found with the following:

Imperial Valley College California:

Ability to:
> Co-ordinate and direct small business assistance programs
> Recommend and implement goals and objectives for providing small business assistance services
> Analyse situations accurately and develop an effective course of action in an individual counselling or group education setting
> Provide guidance, technical assistance and direction to small business
> Effectively teach business management principles and strategies to adults in a group setting
> Create, analyse and modify small business plans to meet client needs
> Ensure small business compliance with laws, codes and regulations as they apply to small business development and expansion
> Provide applicable and helpful information regarding business operations
> Work independently with limited supervision
> Prioritise work to meet schedules and time lines
> Prepare clear and concise reports, proposals and agendas
> Establish and maintain effective working relationship with those contacted in the course of work

Communicate effectively, both orally and in writing, with individuals from diverse cultural, educational and socio-economic backgrounds.

> Consult with potential and existing small business owners, assess and analyse business needs, assist in researching, planning and problem solving for starting or maintaining a small business, assist in developing marketing plans
> Establish and co-ordinate formal agreements delineating specific services and roles between the Small Business Development Centre, public and private entities and private individuals
> Co-ordinate college credit courses in small business management with local community colleges, universities and service providers
> Assist in co-ordinating, implementing and facilitating various community service courses, workshops, seminars and counselling events related to business topics including financing legal requirements marketing and other related issues
> Develop survey instruments to evaluate program effectiveness, conduct surveys of program participants to determine participant needs, interpret and record survey results, implement program changes in response to results
> Maintain activities and performance to comply with funding contracts and program objectives
> Accomplish counselling milestones objectives and maintain client progress portfolio according to established policy and procedures

Maintain positive and productive relationships with organisations, businesses, individual partners and others contacted in performing assigned functions.

Recommend and assist in the implementation of goals and objectives.

Chartered Management Institute:

> Develop and implement the business plan for growth
> Enhance the financial framework of the business
> Implement marketing and sales plans to increase profitability
> Assess personnel and training needs, including one's own
> Assess, negotiate and monitor terms and conditions with suppliers, including premises

> Develop and implement the business plan for growth
> Enhance the financial framework of the business
> Implement marketing and sales plans to increase profitability
> Assess personnel and training needs, including one's own

Assess, negotiate and monitor terms and conditions with suppliers, including premises
> Provide direct technical assistance to small business clients in the research and development of business plans, marketing plans, loan proposals and related business development requirements
> Evaluate business proposals together with client financial and business status to assess viability and bankability of proposals, advise clients as appropriate
> Advise clients in micro and small business management practices, methods and techniques
> Provides advice and assistance in the establishment and maintenance of business and financial records and record keeping systems, in compliance with all relevant business, accounting and taxation laws, regulations, guidelines and standards
> Participate in the development promotion, co-ordination and delivery of small business management training programs and workshops
> Co-ordinates and/or participates in efforts to build relationships with area business to establish and develop contract training

University of Mexico:

Working with a diverse population
> Writing business and marketing plans, loan packaging, and business counselling
> Interpreting financial statements
> Creating spreadsheets
> Conducting research, compiling data and preparing reports
> Developing training materials and presenting at workshops

Provides advice and assistance in the establishment and maintenance of business and financial records and recordkeeping systems, in compliance with all relevant business, accounting and taxation laws, regulations, guidelines and standards.

New Zealand Qualifications Authority -
> National Diploma in Small Business Management - 140 Credits - Level 5
> National Diploma in Business - 120 Credits - Level 6

New Zealand Unit Standards:
> Apply marketing concepts within a small business - 7 credits - Level 5
> Establish costs, prices and conditions for provision of products and services for a small business - 5 credits - Level 5
> Establish human resource needs of the small business operation- 5 credits - Level 5
> Manage financial resources for a small business enterprise - 5 credits - Level 5
> Produce establishment plans for small business ventures - 5 credits - Level 5
> Investigate and evaluate small business franchising options - 10 Credits - Level 6
> Manage small business operations - 5 Credits - Level 6
> Manage the development of small business ventures - 5 Credits - Level 6
> Develop Strategies to foster innovation and entrepreneurship for small business enterprises - 10 Credits - Level 7
> Identify and assess business development opportunities for a small business enterprise - 10 Credits - Level 7

ARTICULATION OPTIONS

This Qualification articulates with the following Qualifications:

> National Certificate in Labour Relations Practice: NQF Level 5
> National Certificate in Human Resource Management: NQF Level 5
> National Certificate in Business Advising Operations: NQF Level 6

MODERATION OPTIONS

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

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

CRITERIA FOR 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 an ETQA that has a Memorandum of Understanding with the relevant ETQA.
> Be in possession of a Qualification in Management, Business Advising, Management Consulting or any other relevant Qualification at NQF Level 6 or above.
> Have a minimum of two years' practical, relevant occupational experience.

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	114593 Tender to secure business for a new venture	Level 4	5	Registered
Core	114598 Demonstrate an understanding of an entrepreneurial profile	Level 4	5	Registered
Core	15236 Apply financial analysis	Level 5	4	Registered
Core	115811 Establish and appraise the SMMEs current situation and potential	Level 5	10	Draft - Prep for P Comment
Core	115815 Conduct an analysis of business opportunities and develop future rehabilitation strategies	Level 5	10	Draft - Prep for P Comment
Core	115819 Create and build an optimum advice environment	Level 5	5	Draft - Prep for P Comment
Core	115821 Apply business financial practices	Level 5	4	Draft - Prep for P Comment
Core	115823 Gather and manage information for decision-making	Level 5	5	Draft - Prep for P Comment
Core	115824 Appraise the SMME business owner and or manager	Level 5	5	Draft - Prep for P Comment
Core	115827 Explain the impact of and use information technology in an SMME	Level 5	7	Draft - Prep for P Comment
Core	115830 Develop own ability to provide a business advisory service for SMMEs	Level 5	10	Draft - Prep for P Comment
Core	115833 Monitor, assess and manage risk	Level 5	6	Draft - Prep for P Comment
Core	115835 Operate in a professional manner utilising trouble shooting techniques while applying creative thinking processes	Level 5	5	Draft - Prep for P Comment
Core	115854 Determine and negotiate terms of reference of business appraisal service to SMMEs	Level 5	7	Draft - Prep for P Comment

Core	115855 Create, maintain and update record keeping systems	Level 5	5	Draft - Prep for P Comment
Core	115857 Explain marketing for SMMEs	Level 5	6	Draft - Prep for P Comment
Core	115875 Enhance and enable clients to act on their own	Level 5	12	Draft - Prep for P Comment
Core	14505 Apply the principles of ethics and professionalism to a business environment	Level 6	6	Registered
Elective	14416 Implement a quality management system, project quality plan and a quality improvement process on a construction project	Level 4	10	Registered
Elective	14781 Collect, interpret and communicate process conditions	Level 4	12	Registered
Elective	10631 Demonstrate an understanding of manufacturing, principles, methodologies and processes	Level 5	7	Registered
Elective	15137 Apply contract documentation	Level 5	10	Registered
Elective	15141 Manage construction resources	Level 5	10	Registered
Elective	115816 Identify business success issues for SMME's	Level 5	6	Draft - Prep for P Comment
Elective	115817 Provide and respond to feedback	Level 5	4	Draft - Prep for P Comment
Elective	115820 Evaluate, assess and apply merchandising and marketing practices	Level 5	8	Draft - Prep for P Comment
Elective	115852 Evaluate stock policies and logistic services	Level 5	6	Draft - Prep for P Comment
Elective	10606 Apply financial and business principles in a manufacturing environment	Level 6	8	Registered
Fundamental	8662 Analyse and communicate workplace data	Level 5	5	Registered
Fundamental	9224 Implement policies regarding HIV/AIDS in the workplace	Level 5	4	Registered
Fundamental	14525 Present an informed argument on a current issue in a business sector	Level 5	5	Registered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 1

Apply business financial practices

SAQA US ID	UNIT STANDARD TITLE			
115821	Apply business financial practices			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Generic Management		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies		Generic Management		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
BUS-GMT-0-SGB GM	Regular	Level 5		4

Specific Outcomes:

SPECIFIC OUTCOME   1

Describe the financial aspects of a business.

SPECIFIC OUTCOME   2

Interpret financial statements.

SPECIFIC OUTCOME   3

Describe and prepare financial forecasts.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Appraise the SMME business owner and or manager

SAQA US ID	UNIT STANDARD TITLE				
115824	Appraise the SMME business owner and or manager				

SGB NAME		ABET BAND	PROVIDER NAME	
SGB Generic Management		Undefined		

FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Business, Commerce and Management Studies	Generic Management

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-GMT-0-SGB GM	Regular	Level 5	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Appraise the owner and/or management's track record.

SPECIFIC OUTCOME 2

Assess the owner and or management's personal issues.

SPECIFIC OUTCOME 3

Assess the SMME business owner and/or management's understanding of business.

SPECIFIC OUTCOME 4

Integrate findings of track record, personal situations, and business understanding.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 3

Conduct an analysis of business opportunities and develop future rehabilitation strategies

SAQA US ID	UNIT STANDARD TITLE			
115815	Conduct an analysis of business opportunities and develop future rehabilitation strategies			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Generic Management		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies		Generic Management		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
BUS-GMT-0-SGB GM	Regular	Level 5		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse market potential.

SPECIFIC OUTCOME 2

Identify marketing mix.

SPECIFIC OUTCOME 3

Conduct customer needs analysis.

SPECIFIC OUTCOME 4

Describe rehabilitation concepts and procedures.

SPECIFIC OUTCOME 5

Assess rehabilitation potential and needs.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 4

Create and build an optimum advice environment

SAQA US ID	UNIT STANDARD TITLE		
115819	Create and build an optimum advice environment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Generic Management		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Generic Management	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-GMT-0-SGB GM	Regular	Level 5	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Monitor own activity in dealing with clients.

SPECIFIC OUTCOME 2

Maintain capability in specialist areas.

SPECIFIC OUTCOME 3

Develop professional practice to adapt to technical and environmental changes.

SPECIFIC OUTCOME 4

Develop and maintain information and support networks and contacts.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 5

Create, maintain and update record keeping systems

SAQA US ID	UNIT STANDARD TITLE			
115855	Create, maintain and update record keeping systems			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Generic Management		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies		Generic Management		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
BUS-GMT-0-SGB GM	Regular	Level 5		5

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain why companies record and keep information.

SPECIFIC OUTCOME 2

Describe the type of records that are used in a specific business sector.

SPECIFIC OUTCOME 3

Locate and provide records to users on request.

SPECIFIC OUTCOME 4

Create a record keeping system.

SPECIFIC OUTCOME 5

Maintain and update the record keeping system.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 6

Determine and negotiate terms of reference of business appraisal service to SMMEs

SAQA US ID	UNIT STANDARD TITLE			
115854	Determine and negotiate terms of reference of business appraisal service to SMMEs			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Generic Management		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Business, Commerce and Management Studies		Generic Management		
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
BUS-GMT-0-SGB GM	Regular	Level 5		7

Specific Outcomes:

SPECIFIC OUTCOME 1

Gather and evaluate SMMEs needs and expectations.

SPECIFIC OUTCOME 2

Set the boundaries and nature of the business appraisal service.

SPECIFIC OUTCOME 3

Manage business advising relationships.

SPECIFIC OUTCOME 4

Conclude business advising relationships.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 7

Develop own ability to provide a business advisory service for SMMEs

SAQA US ID	*UNIT STANDARD TITLE*			
115830	Develop own ability to provide a business advisory service for SMMEs			

SGB NAME	*ABET BAND*	*PROVIDER NAME*
SGB Generic Management	Undefined	

FIELD DESCRIPTION	*SUBFIELD DESCRIPTION*
Business, Commerce and Management Studies	Generic Management

UNIT STANDARD CODE	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
BUS-GMT-0-SGB GM	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME   1

Monitor own activity in dealing with clients of an SMME.

SPECIFIC OUTCOME   2

Analyse and record business performance and activity.

SPECIFIC OUTCOME   3

Maintain capability in own elective/specialist area.

SPECIFIC OUTCOME   4

Develop professional business advisory practice to adapt to technical and environmental change.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 8

Enhance and enable clients to act on their own

SAQA US ID	UNIT STANDARD TITLE		
115875	Enhance and enable clients to act on their own		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Generic Management		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Generic Management	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-GMT-0-SGB GM	Regular	Level 5	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Evaluate business owner's contributions to business performance.

SPECIFIC OUTCOME 2

Determine opportunities to improve owner's effectiveness.

SPECIFIC OUTCOME 3

Seek and utilise professional advice to supplement competence.

SPECIFIC OUTCOME 4

Enable client to develop the ability to act on own behalf.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 9

Establish and appraise the SMMEs current situation and potential

SAQA US ID	UNIT STANDARD TITLE			
115811	Establish and appraise the SMMEs current situation and potential			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Generic Management		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies		Generic Management		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
BUS-GMT-0-SGB GM	Regular	Level 5		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Elicit and construct a realistic personal financial budget with owner and or management.

SPECIFIC OUTCOME 2

Gather, analyse and evaluate current financial situation for SMMEs.

SPECIFIC OUTCOME 3

Gather, analyse and evaluate current marketing situation for SMMEs.

SPECIFIC OUTCOME 4

Gather, analyse and evaluate current operational situation for SMMEs.

SPECIFIC OUTCOME 5

Gather, analyse and evaluate current legal requirements specific to a SSME.

SPECIFIC OUTCOME 6

Compile an SMME appraisal.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　10

Evaluate stock policies and logistic services

SAQA US ID	UNIT STANDARD TITLE				
115852	Evaluate stock policies and logistic services				
SGB NAME			ABET BAND	PROVIDER NAME	
SGB Generic Management			Undefined		
FIELD DESCRIPTION			SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies			Generic Management		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL		CREDITS
BUS-GMT-0-SGB GM		Regular	Level 5		6

Specific Outcomes:

SPECIFIC OUTCOME　1

Analyse local and international stock and logistic policy trends.

SPECIFIC OUTCOME　2

Audit stock holding procedures.

SPECIFIC OUTCOME　3

Evaluate logistic services.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 11

Evaluate, assess and apply merchandising and marketing practices

SAQA US ID	UNIT STANDARD TITLE			
115820	Evaluate, assess and apply merchandising and marketing practices			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Generic Management		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies		Generic Management		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
BUS-GMT-0-SGB GM	Regular	Level 5		8

Specific Outcomes:

SPECIFIC OUTCOME   1

Identify and describe the merchandising aspects of a business.

SPECIFIC OUTCOME   2

Identify and describe the marketing aspects of a business.

SPECIFIC OUTCOME   3

Interpret merchandising and marketing information.

SPECIFIC OUTCOME   4

Apply and evaluate Merchandising and Marketing practices.

SPECIFIC OUTCOME   5

Apply security and confidentiality practices.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 12

Explain marketing for SMMEs

SAQA US ID	UNIT STANDARD TITLE				
115857	Explain marketing for SMMEs				
SGB NAME			ABET BAND	PROVIDER NAME	
SGB Generic Management			Undefined		
FIELD DESCRIPTION			SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies			Generic Management		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL		CREDITS
BUS-GMT-0-SGB GM		Regular	Level 5		6

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and define marketing within the SMME environment.

SPECIFIC OUTCOME 2

Describe market segmentation and market segmentation processes for SMMEs.

SPECIFIC OUTCOME 3

Explain positioning strategies for chosen segments.

SPECIFIC OUTCOME 4

Explain the nature and the extent of the competitive environment for SMMEs.

SPECIFIC OUTCOME 5

Maintain customer satisfaction and relationships.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 13

Explain the impact of and use information technology in an SMME

SAQA US ID	UNIT STANDARD TITLE			
115827	Explain the impact of and use information technology in an SMME			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Generic Management		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Business, Commerce and Management Studies		Generic Management		
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
BUS-GMT-0-SGB GM	Regular	Level 5		7

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the uses and functions of information technology in SMMEs.

SPECIFIC OUTCOME 2

Produce a computer spreadsheet file to solve a business problem in an SMME.

SPECIFIC OUTCOME 3

Use computer spreadsheet file to generate information to assist problem solving and decision-making.

SPECIFIC OUTCOME 4

Manage computer files in an SMME.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 14

Gather and manage information for decision-making

SAQA US ID	UNIT STANDARD TITLE			
115823	Gather and manage information for decision-making			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Generic Management		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Business, Commerce and Management Studies		Generic Management		
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
BUS-GMT-0-SGB GM	Regular	Level 5		5

Specific Outcomes:

SPECIFIC OUTCOME 1

Establish information-gathering team.

SPECIFIC OUTCOME 2

Identify information required.

SPECIFIC OUTCOME 3

Gather information and record information.

SPECIFIC OUTCOME 4

Report on information gathered.

SPECIFIC OUTCOME 5

Develop a feedback system.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 15

Identify business success issues for SMME's

SAQA US ID	UNIT STANDARD TITLE			
115816	Identify business success issues for SMME's			

SGB NAME		ABET BAND	PROVIDER NAME	
SGB Generic Management		Undefined		

FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Generic Management	

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-GMT-0-SGB GM	Regular	Level 5	6

Specific Outcomes:

SPECIFIC OUTCOME   1

Identify the success factors of a business.

SPECIFIC OUTCOME   2

Assess the performance of the business in meeting its objectives.

SPECIFIC OUTCOME   3

Identify potential improvements.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　　　　　　16

Monitor, assess and manage risk

SAQA US ID	UNIT STANDARD TITLE		
115833	Monitor, assess and manage risk		

SGB NAME		ABET BAND	PROVIDER NAME
SGB Generic Management		Undefined	

FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Generic Management	

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-GMT-0-SGB GM	Regular	Level 5	6

Specific Outcomes:

SPECIFIC OUTCOME　1

Demonstrate an understanding of business processes, the environment and potential risk.

SPECIFIC OUTCOME　2

Identify potential risks and the impact thereof on the SMME.

SPECIFIC OUTCOME　3

Develop and implement SMME continuity strategies.

SPECIFIC OUTCOME　4

Test and monitor SMME continuity plans .

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 17

Operate in a professional manner utilising trouble shooting techniques while applying creative thinking processes

SAQA US ID	UNIT STANDARD TITLE			
115835	Operate in a professional manner utilising trouble shooting techniques while applying creative thinking processes			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Generic Management		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies		Generic Management		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
BUS-GMT-0-SGB GM	Regular	Level 5		5

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe professionalism, for business advisers.

SPECIFIC OUTCOME 2

Explain and apply creative thinking to business advising practices.

SPECIFIC OUTCOME 3

Identify and utilise trouble-shooting techniques.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 　　18

Provide and respond to feedback

SAQA US ID	UNIT STANDARD TITLE		
115817	Provide and respond to feedback		
SGB NAME		**ABET BAND**	**PROVIDER NAME**
SGB Generic Management		Undefined	
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**	
Business, Commerce and Management Studies		Generic Management	
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
BUS-GMT-0-SGB GM	Regular	Level 5	4

Specific Outcomes:

SPECIFIC OUTCOME　1

Plan and prepare to give feedback.

SPECIFIC OUTCOME　2

Identify opportunities to retain clients and expand business in line with needs and expectations.

SPECIFIC OUTCOME　3

Receive and Respond to Feedback.

No. 840   **16 July 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

Society and Environmental Interactions

Registered by NSB 07, Human and Social Studies, publishes the following qualification 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 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 16 August 2004.* All correspondence should be marked **Standards Setting – SGB Society and Environmental Interactions** 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

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AUTHORITY

Established in terms of Act 58 of 1995

FURTHER EDUCATION AND TRAINING CERTIFICATE (FETC): COMMUNITY FACILITATION IN SOCIETY AND ENVIRONMENT INTERACTIONS: LEVEL 4

NQF LEVEL: 4

FIELD: Human and Social Studies

SUB-FIELD: Environmental Relations

LEVEL: 4

CREDITS: 166

ISSUE DATE:

REVIEW DATE:

RATIONALE FOR THE QUALIFICATION:

Community Facilitation in Society and Environment Interactions is an important area of learning because communities potentially affected by projects with society and environment implications often do not have appropriate mechanisms or experience to represent themselves in public participation processes. People involved in this field would require a broad, but not detailed, knowledge of environmental processes, how proposed development projects might impact on such processes and what the impacts might be for local communities. Therefore, such a person would also be required to gain basic knowledge of local communities; their available skills, local knowledge and other resources, values, structures and relevant socio-economic data.

The FETC: Community Facilitation in Society and Environment Interactions: NQF Level 4 forms part of a learning pathway in Society and Environment Interactions. In particular, this Qualification provides a grounding for career pathways in a number of different but related directions, for example, an occupational health and safety orientation, community environmental mobilisation, the more formal public participation field, or para-legal environmental services.

The FETC: Community Facilitation in Society and Environment Interactions: NQF Level 4 supports the objectives of the NQF in that it gives the learner access to a registered Qualification. It will ensure that the quality of education and training in the sub-field is enhanced and is of a world-class standard. The Qualification will allow learners not only to

develop their knowledge and skills in the field of Environmental Relations, but will also enable them to benchmark their competence against international standards.

RANGE STATEMENT

Society and Environment Interactions can be seen simply as the interactions between human activities and the natural resources around us in ways that have an impact (positive or negative) on people's lives and/or on the natural resources. Some of these interactions can result from simple actions at a household level, or they may result from larger structures in society and the way they are set up or operate, for example, a particular economic system, a land tenure policy, a development strategy, or the way legislation is defined.

Society and Environment Interactions are complex, and include most human activities because what we do has an impact on natural resources and processes. The focus is less on people as individuals, and more on structures in society (formal and non-formal) e.g. business, government, community structures, etc. and how decisions taken in one can impact on other parts of society and on the environment with consequences for people.

PURPOSE OF THE QUALIFICATION

The FETC: Community Facilitation in Society and Environment Interactions (SEI): NQF Level 4 is designed to meet the needs of those learners who are already involved, or wish to become involved, in supporting communities to participate in public processes around proposed developments that have society and environment implications. It is applicable to employed and unemployed learners.

This Qualification is for any learner who is, or wishes to be, involved in community facilitation in the area of Society and Environment Interactions. The skills gained by such a learner could be applied in any context, urban or rural, but would be limited to specific local communities. A Community Facilitator in Society and Environment Interactions would be able to demonstrate the following competencies:

- Show, explain, discuss and analyse the relationship between society and environment
- Demonstrate a critical understanding of the role and impact of technology in society
- Facilitate group work in development practice
- Collect, organise and present community needs information
- Facilitate the identification of society and environment interactions in the local context
- Explain and apply broad environmental principles, rights and duties in relation to work in society and environment interactions
- Facilitate a participatory community or committee process
- Identify and respond to (natural resource utilisation) conflict
- Facilitate community environmental safety
- Facilitate recognition and development of eco-business opportunities at local level

Learners working towards this Qualification will find that the acquisition of competence in the Unit Standards that make up the Qualification will add value to their work performance. This Qualification is intended to enhance the access of local communities to participatory processes and to enhance their ability to have a voice in society and environment interactions.

Through building relevant skills, as well as general operational competencies, the Qualification ensures progression of learning, enabling the learner to meet standards of excellence in the social facilitation field.

The Qualification will provide the broad knowledge, skills and values needed in Society and Environment Interactions and will facilitate access to, and mobility and progression within, education and training for learners who:

- Were previously disadvantaged or who were unable to access Further Education and Training.
- Have worked in this field for many years, but have no formal Qualifications and would like to achieve this Qualification through the process of RPL (Recognition of Prior Learning) and/or formal study (including RPL for the access requirement of a General Education and Training Certificate).
- Wish to extend their range of skills and knowledge of Society and Environment Interactions so that they can extend their competency levels.

The Qualification has building blocks that can be developed further in Qualifications at a higher level. It contains all the competencies, skills and values required by a learner who wishes to access further Qualifications in Society and Environment Interactions. Specifically, these Unit Standards fall into a community facilitation and public participation grouping, and a para-legal grouping around public participation.

ACCESS TO THE QUALIFICATION

There is open access to the Qualification bearing in mind the **Learning assumed to be in place** detailed below. It is also necessary that learners should first complete their General Education and Training Certificate or equivalent Level 1 Qualification before accessing this Qualification.

LEARNING ASSUMED TO BE IN PLACE

Communication Skills at NQF Level 3 or equivalent, and Mathematical Literacy at Level 2 or equivalent.

LEVEL, CREDITS AND LEARNING COMPONENTS ASSIGNED TO THE QUALIFICATION

The Qualification 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.

The Qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective for the purpose of this Qualification. A minimum of 166 credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows:

Fundamental	56 credits	34%
Core	98 credits	59%
Electives (minimum)	12 credits	7%
TOTAL	166 credits	100%

Note that 59% of the credits, therefore, relate directly to facilitating community participation. The elective component allows the learner to select Unit Standards that are:

- Related to the work done by the learner in an organisation.
- Related to specialist areas of society and environment interactions that the learner might be interested in.

This is to ensure that while there is a strong community participation focus, there is scope for learners to select additional Unit Standards that are relevant to their own situations.

	LEVEL 4	LEVEL 5	LEVEL 6	TOTAL
FUNDAMENTAL	56	0		56
CORE	98	0		98
ELECTIVE	38	4	32	12 (minimum)
TOTAL				166

MOTIVATION FOR NUMBER OF CREDITS ASSIGNED TO FUNDAMENTAL, CORE AND ELECTIVE

Allocation of Fundamental credits

Unit Standards to the value of 20 credits in Communication in the First Language, 20 credits in Communication in the Second Language and 16 credits in Mathematical Literacy have been selected for the Fundamental Component. These 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.

All the Fundamental Unit Standards are compulsory.

Allocation of Core credits

98 credits have been allocated to Unit Standards in the Core Component of this Qualification. This is to ensure that the Qualification has a strong community facilitation and public participation focus. The Unit Standards classified as Core describe community facilitation knowledge, values and skills that are generic to public participation organisations where community participation is required. The Unit Standards provide the basic knowledge, values and skills that all learners require in order to facilitate community participation. They also encourage the application of that knowledge, values and skills in real situations. All Core Unit Standards are compulsory.

Allocation of Elective credits

There are Unit Standards totalling 76 credits in this component. Learners are required to select electives totalling at least 12 credits. It is intended that the selected electives should allow learners to develop alternative career paths or gain additional skills and knowledge that relate directly to the work of the learner and which will enhance the learner's work performance.

UNIT STANDARDS IN NATIONAL CERTIFICATE: COMMUNITY FACILITATION IN SOCIETY AND ENVIRONMENT INTERACTIONS: LEVEL 4

TITLE		LEVEL	CREDITS
FUNDAMENTAL COMPONENTS			
Communication in the First Language			
8974	Engage in sustained oral communication and evaluate spoken texts	4	5
8975	Read, analyse and respond to a variety of texts	4	5
8976	Write for a wide range of contexts	4	5
12153	Use language and communication in occupational learning programmes	4	5

	TOTAL CREDITS FOR COMUNICATION IN FIRST LANGUAGE		20
Communication in the Second Language			
8968	Accommodate audience and context needs in oral communication	3	5
8969	Interpret and use information from texts	3	5
8970	Write texts for a variety of communicative contexts	3	5
8972	Interpret a variety of literary texts	3	5
	TOTAL CREDITS FOR COMMUNICATION IN SECOND LANGUAGE		20
Mathematics Literacy			
9014	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	4	6
9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	4	3
7485	Demonstrate understanding of real and complex number systems	4	3
9016	Measure, estimate and calculate physical quantities and explore, critique and prove geometrical relationships in two- and three-dimensional space in the life and workplace of the adult with increasing responsibilities	4	4
	TOTAL CREDITS FOR MATHEMATICS LITERACY		16
TOTAL CREDITS FOR FUNDAMENTAL COMPONENT			**56**
CORE COMPONENT			
13671	Demonstrate knowledge of environmental systems and ecology	4	12
10140	Apply a range of project management tools	4	8
	Collect, organise and present community needs information using simple information-gathering tools	4	10
	Facilitate the identification of society and environment interactions in the local context	4	12
	Explain and apply broad environmental legal principles, rights and duties in relation to work in society and environment interactions	4	8
	Facilitate social participatory processes	4	16
	Facilitate community environmental safety	4	16
	Facilitate recognition and development of eco-business opportunities at local level	4	12
13669	Apply introductory knowledge of environmental ethics in the context of personal experience	4	4
TOTAL FOR CORE COMPONENT			**98**
ELECTIVE COMPONENT			
13950	Apply technical knowledge and skill in order to manage risk in occupational health and occupational hygiene	4	8
9243	Monitor occupational health and safety	4	8
13837	Supervise a project team of a developmental project to project objectives	4	14
14609	Participate in management of conflict	5	4
110502	Demonstrate and apply knowledge and understanding of the roles, function and responsibilities of the main stakeholders and role-players in local economic	4	4

		development		
110493		Demonstrate knowledge and understanding of the basic principles of budgeting and financial management applicable to a local economic development project	4	4
		Design and manage public participation processes	6	16
		Analyse and evaluate the regulatory and policy framework in relation to a society and environment interaction and submit recommendations	6	16
TOTAL FOR ELECTIVE COMPONENT				**76 Min 12**
TOTAL CREDITS FOR QUALIFICATION				**166**

CRITICAL CROSS-FIELD OUTCOMES

The Critical Cross-Field Outcomes are realised as follows:

Identify and solve problems, make responsible decisions, demonstrating critical and creative thinking: learners show, explain, discuss and analyse the relationship between society and the environment; learners collect, organise and present community needs information; learners recognise what impacts on natural resources and processes.

Work effectively with others as a member of a team, group, organisation, community: learners work in and with communities to mobilise them and to facilitate community participation in public processes.

Organise and manage oneself and one's activities responsibly and effectively: learners identify and explain tools and methods for gathering purposes; use appropriate tools and methods to gather information in a community context; organise and present information relating to a community context.

Collect, analyse, organise and critically evaluate information: learners acquire al the competencies, skills, knowledge and values needed for community facilitation and public participation; learners engage in complex procedures, data analysis or interpretation.

Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written communication: learners are competent in communication in the first and second language and have mathematical literacy at the level of the qualification; learners facilitate community participation; reporting s done in a suitably simplified or summarised format.

Use science and technology effectively and critically, showing responsibility towards the environment and the well-being of others: learners identify, explain and use tools and methods for information-gathering purposes.

Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation: learners engage with the complex interrelated aspects of society and environmental interactions, namely, information-gathering, legal principles, duties and responsibilities, community interactions, social participation and public participation processes.

Participate as responsible citizens in the life of local, national and global communities: learners design and manage public and community participation processes.

Show cultural or aesthetic awareness across a range of social contexts: learners become aware of the impact of society and environmental interactions on the natural resources and processes and become aware of how decisions taken in one structure I society, business, government and community structures can impact on other parts of society with consequences for people.
Explore education and career opportunities: learners are able to follow careers in different directions, e.g. occupational health and safety, community environmental mobilisation, formal public participation and para-legal environment services.

Develop entrepreneurial opportunities: learners facilitate recognition and development of eco-business opportunities at local le

EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA

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

Demonstrate a critical understanding of the relationship between society and environment and the implications of the interactions between these for people and natural resources

Associated Assessment Criteria:
   o   Understand that the relationship between society and the environment is complex and consists of many components (social, political, economic)

Work effectively with local communities and community structures using appropriate facilitation methods in a development context
Associated Assessment Criteria:
   o   Work in a development context with appropriate tools, methods and sensitivities

Support local communities to identify specific society and environment interactions in the local context and to understand the implications, and identify suitable actions that are not in conflict with broad environmental principles, rights and duties.

Associated Assessment Criteria:
   o   Work with people in specific communities in ways that empower them to understand the society and environment interactions issues that affect them in their local context, while taking account of the wider dynamics of such interactions

Facilitate recognition and development of eco-business opportunities at local level

Associated Assessment Criteria:
   o   Assist people in specific communities to address environmental risks effectively
   o   Support people in specific communities to engage effectively in public participation processes

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 should studies be recommended, provided the Unit Standards are still relevant to the Qualification.

INTERNATIONAL COMPARABILITY

A careful internet search of Qualifications and Qualification frameworks from developing and developed world countries was conducted. Countries where information was gathered include Australia, Ghana, Kenya, Malaysia, New Zealand, and the United Kingdom.

This search revealed no Qualifications that are directly comparable to this FET Certificate in Community Facilitation in Society and Environment Interactions. Most of these had a focus in other specialist areas, for example, community development had Unit Standard titles such as "Contribute to strategies to effect community or social change" (Level 4) or "Implement programmes and projects to respond to community concerns, issues, and needs" (Level 5) where the identified concerns, issues, or needs include, amongst many others, economic development, employment, environmental issues, housing and land, human rights, development, etc. None of these have the same integrative perspective of society and environment interactions, nor provide such a vocationally-oriented skills development platform in community facilitation within a broad environmental context.

The closest Malaysian Qualification that could be found were Environmental Management and Environmental Auditing, which were aligned to international standards such as ISO 14010 and ISO 14011. As a result these were focused on the technical procedures and requirements and had a more scientific orientation.

Qualifications covering Conservation Management, Environmental Management and Community Development in the UK and New Zealand were found to have some close similarities, with similar expectations of learners. For example, a New Zealand Unit Standard "Demonstrate knowledge of and apply sustainable environmental management practices in the workplace" (Level 2) enables learners to "describe the effect of a human activity on the environment; demonstrate knowledge of the effect on the environment, of activities and practices in a specified workplace; and take actions within a workplace that help to sustain and improve the environment." However, this Unit Standard does not have a facilitation focus, nor the broad SEI overview so fundamental to our own Qualification.

For these reasons it is felt that the present Certificate in Community Facilitation in Society and Environment Interactions makes a unique contribution to learning, has a specifically South African relevance and applicability, but also matches and even exceeds the standards of similar Qualifications elsewhere in the world.

INTEGRATED ASSESSMENT

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

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

Assessment of communication and mathematical literacy should be integrated as far as possible with other aspects and should use practical administration 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 or will work. 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 a range of formative and summative assessment tools methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors must 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 in an integrated manner.

RECOGNITION OF PRIOR LEARNING

The structure of this Unit Standards-based Qualification makes the Recognition of Prior Learning possible. If the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification the appropriate credits should be assigned to the learner. Recognition of Prior Learning will be done by means of Integrated Assessment as mentioned above.

This Recognition of Prior Learning may allow:

- For accelerated access to further learning at this or higher levels on the NQF
- Gaining of credits towards a Unit Standard
- Obtaining of this Qualification in part or in whole

ARTICULATION POSSIBILITIES

This Qualification articulates with the following proposed Qualifications:

- The National Certificate: Support Community Participation in Society and Environment Interactions: Level 2
- The National Certificate: Society and Environment Interactions in the Workplace: Level 4
- The National Certificate: Society and Environment Interactions in the Workplace: Level 5

It should also articulate horizontally and vertically with any other Qualifications at Level 4 or 5 in the following fields:

- occupational health and safety

- community environmental mobilisation

- public participation

- para-legal environmental services

MODERATION OPTIONS

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

- Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.
- 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 in the exit level outcomes described in the Qualification.

CRITERIA FOR REGISTRATION OF ASSESSORS

For an applicant to register as an assessor for this Qualification, the applicant should:

- hold a similar Qualification to this at NQF level 4 or above
- be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Community Facilitation in Society and Environment Interactions

SAQA QUAL ID	QUALIFICATION TITLE	
48884	Further Education and Training Certificate: Community Facilitation in Society and Environment Interactions	
SGB NAME	SGB Society and Environment Interactions	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
HUM-4-National Certificate	National Certificate	Environmental Relations
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
166	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The FETC: Community Facilitation in Society and Environment Interactions (SEI): NQF Level 4 is designed to meet the needs of those learners who are already involved, or wish to become involved, in supporting communities to participate in public processes around proposed developments that have society and environment implications. It is applicable to employed and unemployed learners.

This Qualification is for any learner who is, or wishes to be, involved in community facilitation in the area of Society and Environment Interactions. The skills gained by such a learner could be applied in any context, urban or rural, but would be limited to specific local communities. A Community Facilitator in Society and Environment Interactions would be able to demonstrate the following competencies:
> Show, explain, discuss and analyse the relationship between society and environment
> Demonstrate a critical understanding of the role and impact of technology in society
> Facilitate group work in development practice
> Collect, organise and present community needs information
> Facilitate the identification of society and environment interactions in the local context
> Explain and apply broad environmental principles, rights and duties in relation to work in society and environment interactions
> Facilitate a participatory community or committee process
> Identify and respond to (natural resource utilisation) conflict
> Facilitate community environmental safety
> Facilitate recognition and development of eco-business opportunities at local level

Learners working towards this Qualification will find that the acquisition of competence in the Unit Standards that make up the Qualification will add value to their work performance. This Qualification is intended to enhance the access of local communities to participatory processes and to enhance their ability to have a voice in society and environment interactions.

Through building relevant skills, as well as general operational competencies, the Qualification ensures progression of learning, enabling the learner to meet standards of excellence in the social facilitation field.

The Qualification will provide the broad knowledge, skills and values needed in Society and Environment Interactions and will facilitate access to, and mobility and progression within, education and training for learners who:
> Were previously disadvantaged or who were unable to access Further Education and Training.
> Have worked in this field for many years, but have no formal Qualifications and would like to achieve this Qualification through the process of RPL (Recognition of Prior Learning) and/or formal study (including RPL for the access requirement of a General Education and Training Certificate).
> Wish to extend their range of skills and knowledge of Society and Environment Interactions so that they can extend their competency levels.

The Qualification has building blocks that can be developed further in Qualifications at a higher level. It contains all the competencies, skills and values required by a learner who wishes to access further Qualifications in Society and Environment Interactions. Specifically, these Unit Standards fall into a community facilitation and public participation grouping, and a para-legal grouping around public participation.

Rationale

Community Facilitation in Society and Environment Interactions is an important area of learning because communities potentially affected by projects with society and environment implications often do not have appropriate mechanisms or experience to represent themselves in public participation processes. People involved in this field would require a broad, but not detailed, knowledge of environmental processes, how proposed development projects might impact on such processes and what the impacts might be for local communities. Therefore, such a person would also be required to gain basic knowledge of local communities; their available skills, local knowledge and other resources, values, structures and relevant socio-economic data.

The FETC: Community Facilitation in Society and Environment Interactions: NQF Level 4 forms part of a learning pathway in Society and Environment Interactions. In particular, this Qualification provides a grounding for career pathways in a number of different but related directions, for example, an occupational health and safety orientation, community environmental mobilisation, the more formal public participation field, or para-legal environmental services.

The FETC: Community Facilitation in Society and Environment Interactions: NQF Level 4 supports the objectives of the NQF in that it gives the learner access to a registered Qualification. It will ensure that the quality of education and training in the sub-field is enhanced and is of a world-class standard. The Qualification will allow learners not only to develop their knowledge and skills in the field of Environmental Relations, but will also enable them to benchmark their competence against international standards.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Communication Skills at NQF Level 3 or equivalent, and Mathematical Literacy at Level 2 or equivalent.

Recognition of Prior Learning

The structure of this Unit Standards-based Qualification makes the Recognition of Prior Learning possible. If the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification the appropriate credits should be assigned to the learner. Recognition of Prior Learning will be done by means of Integrated Assessment as mentioned above.

This Recognition of Prior Learning may allow:

> For accelerated access to further learning at this or higher levels on the NQF.
> Gaining of credits towards a Unit Standard
> Obtaining of this Qualification in part or in whole

QUALIFICATION RULES

Level, credits and learning components assigned to the qualification:

The Qualification 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.

The Qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective for the purpose of this Qualification. A minimum of 166 credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows:
> Fundamental: 56 credits - 34%
> Core: 98 credits - 59%
> Electives (minimum): 12 credits - 7%
> TOTAL: 166 credits - 100%

Note that 59% of the credits, therefore, relate directly to facilitating community participation. The elective component allows the learner to select Unit Standards that are:
> Related to the work done by the learner in an organisation;
> Related to specialist areas of society and environment interactions that the learner might be interested in.

This is to ensure that while there is a strong community participation focus, there is scope for learners to select additional Unit Standards that are relevant to their own situations.

> Fundamental Level 4: 56 credits
> Core Level 4: 98 credits
> Total Elective: 12 credits (minimum)
> > Elective Level 4: 38 credits
> > Elective Level 5: 4 credits
> > Elective Level 6: 32 credits

Total: 166 credits

Motivation for number of credits assigned to fundamental, core and elective

Allocation of Fundamental credits

Unit Standards to the value of 20 credits in Communication in the first language, 20 credits in Communication in the second language and 16 credits in Mathematical Literacy have been selected for the Fundamental Component. These 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 All the Fundamental Unit Standards are compulsory.

Allocation of Core credits

98 credits have been allocated to Unit Standards in the Core Component of this Qualification. This is to ensure that the Qualification has a strong community facilitation and public participation focus. The Unit Standards classified as Core describe community facilitation knowledge, values and skills that are generic to public participation organisations where community participation is required. The Unit Standards provide the basic knowledge, values and skills that all learners require in order to facilitate community participation. They also encourage the application of that knowledge, values and skills in real situations. All Core Unit Standards are compulsory.

Allocation of Elective credits

There are Unit Standards totalling 76 credits in this component. Learners are required to select electives totalling at least 12 credits. It is intended that the selected electives should allow learners to develop alternative career paths or gain additional skills and knowledge that relate directly to the work of the learner and which will enhance the learner's work performance.

EXIT LEVEL OUTCOMES

Exit Level Outcomes:

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

1. Demonstrate a critical understanding of the relationship between society and environment and the implications of the interactions between these for people and natural resources;

2. Work effectively with local communities and community structures using appropriate facilitation methods in a development context;

3. Support local communities to identify specific society and environment interactions in the local context and to understand the implications, and identify suitable actions that are not in conflict with broad environmental principles, rights and duties;

4. Facilitate recognition and development of eco-business opportunities at local level.

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 should studies be recommenced, provided the Unit Standards are still

relevant to the Qualification.

The Critical Cross-Field Outcomes are realised as follows:

Identify and solve problems, make responsible decisions, demonstrating critical and creative thinking: learners show, explain, discuss and analyse the relationship between society and the environment; learners collect, organise and present community needs information; learners recognise what impacts on natural resources and processes.

Work effectively with others as a member of a team, group, organisation, community: learners work in and with communities to mobilise them and to facilitate community participation in public processes.

Organise and manage oneself and one's activities responsibly and effectively: learners identify and explain tools and methods for gathering purposes; use appropriate tools and methods to gather information in a community context; organise and present information relating to a community context.

Collect, analyse, organise and critically evaluate information: learners acquire al the competencies, skills, knowledge and values needed for community facilitation and public participation; learners engage in complex procedures, data analysis or interpretation.

Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written communication: learners are competent in communication in the first and second language and have mathematical literacy at the level of the qualification; learners facilitate community participation; reporting s done in a suitably simplified or summarised format.

Use science and technology effectively and critically, showing responsibility towards the environment and the well-being of others: learners identify, explain and use tools and methods for information-gathering purposes.

Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation: learners engage with the complex interrelated aspects of society and environmental interactions, namely, information-gathering, legal principles, duties and responsibilities, community interactions, social participation and public participation processes.

Participate as responsible citizens in the life of local, national and global communities: learners design and manage public and community participation processes.

Show cultural or aesthetic awareness across a range of social contexts: learners become aware of the impact of society and environmental interactions on the natural resources and processes and become aware of how decisions taken in one structure I society, business, government and community structures can impact on other parts of society with consequences for people.
Explore education and career opportunities: learners are able to follow careers in different directions, e.g. occupational health and safety, community environmental mobilisation, formal public participation and para-legal environment services.

Develop entrepreneurial opportunities: learners facilitate recognition and development of eco-business opportunities at local level.

ASSOCIATED ASSESSMENT CRITERIA

In particular, assessors should check that the learner can demonstrate an ability to apply learned competencies, skills and knowledge in an integrated way, as well as an ability to consider a range of options and make decisions. The learner should be able to:

1. Understand that the relationship between society and the environment is complex and consists of many components (social, political, economic).

2. Work in a development context with appropriate tools, methods and sensitivities.

3. Work with people in specific communities in ways that empower them to understand the society and environment interactions issues that affect them in their local context, while taking account of the wider dynamics of such interactions;

4.1 Assist people in specific communities to address environmental risks effectively.

4.2 Support people in specific communities to engage effectively in public participation processes.

Integrated Assessment

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

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

Assessment of communication and mathematical literacy should be integrated as far as possible with other aspects and should use practical administration 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 or will work. 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 a range of formative and summative assessment tools and methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors must 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 in an integrated manner.

INTERNATIONAL COMPARABILITY

A careful internet search of Qualifications and Qualification frameworks from developing and developed world countries was conducted. Countries where information was gathered include Australia, Ghana, Kenya, Malaysia, New Zealand, and the United Kingdom.

This search revealed no Qualifications that are directly comparable to this Certificate in Community Facilitation in Society and Environment Interactions. Most of these had a focus in other specialist areas. For example, community development had Unit Standard titles such as "Contribute to strategies to effect community or social change" (Level 4) or "Implement programmes and projects to respond to community concerns, issues, and needs" (Level 5) where the identified concerns, issues, or needs include, amongst many others, economic development, employment, environmental issues, housing and land, human rights, development, etc. None of these have the same integrative perspective of society and environment interactions, nor provide such a vocationally-oriented skills development platform in community facilitation within a broad environmental context.

The closest Malaysian Qualifications that could be found were Environmental Management and Environmental Auditing, which were aligned to international standards such as ISO 14010 and ISO 14011. As a result these were focused on the technical procedures and requirements and had a more scientific orientation.

Qualifications covering Conservation Management, Environmental Management and Community Development in the UK and New Zealand were found to have some close similarities, with similar expectations of learners. For example, a New Zealand Unit Standard "Demonstrate knowledge of and apply sustainable environmental management practices in the workplace" (Level 2) enables learners to "describe the effect of a human activity on the environment; demonstrate knowledge of the effect on the environment, of activities and practices in a specified workplace; and take actions within a workplace that help to sustain and improve the environment." However, this Unit Standard does not have a facilitation focus, nor the broad SEI overview so fundamental to our own Qualification.

For these reasons it is felt that the present Certificate in Community Facilitation in Society and Environment Interactions makes a unique contribution to learning, has a specifically South African relevance and applicability, but also matches and even exceeds the standards of similar Qualifications elsewhere in the world.

ARTICULATION OPTIONS

This Qualification articulates with the following proposed Qualifications:

> The National Certificate: Support Community Participation in Society and
Environment Interactions: Level 2
> The National Certificate: Society and Environment Interactions in the
Workplace: Level 4
> The National Certificate: Society and Environment Interactions in the
Workplace: Level 5

It should also articulate horizontally and vertically with any other Qualifications at
Level 4 or 5 in the following fields:
> Occupational health and safety
> Community environmental mobilisation
> Public participation
> Para-legal environmental services

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with an appropriate Education, 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.

> Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

> 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 in the exit level outcomes described in the Qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor for this Qualification, the applicant should:

> Hold a similar Qualification to this at NQF level 4 or above;
> Be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA).

NOTES

Range:

Society and Environment Interactions can be seen simply as the interactions between human activities and the natural resources around us in ways that have an impact (positive or negative) on people's lives and/or on the natural resources. Some of these interactions can result from simple actions at a household level, or they may result from larger structures in society and the way they are set up or operate, for example, a particular economic system, a land tenure policy, a development strategy, or the way legislation is defined.

Society and Environment Interactions are complex, and include most human activities because what we do has an impact on natural resources and processes. The focus is less on people as individuals, and more on structures in society (formal and non-formal) e.g. business, government, community structures, etc. and how decisions taken in one can impact on other parts of society and on the environment with consequences for people.

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	10140 Apply a range of project management tools	Level 4	8	Registered

Core	13669 Apply introductory knowledge of environmental ethics in the context of personal experience	Level 4	4	Registered
Core	13671 Demonstrate knowledge of environmental systems and ecology	Level 4	20	Registered
Core	115587 Collect, organise and present community needs information using simple information-gathering tools	Level 4	12	Draft - Prep for P Comment
Core	115591 Explain and apply broad environmental legal principles, rights, duties and responsibilities in relation to work in society and environment interactions	Level 4	8	Draft - Prep for P Comment
Core	115593 Facilitate the identification of society and environment interactions in the local context	Level 4	12	Draft - Prep for P Comment
Core	115595 Facilitate recognition and development of eco-business opportunities at local level	Level 4	12	Draft - Prep for P Comment
Core	115596 Facilitate social participatory processes	Level 4	16	Draft - Prep for P Comment
Core	115598 Facilitate community environmental safety	Level 4	16	Draft - Prep for P Comment
Elective	9243 Monitor occupational health & safety	Level 4	8	Registered
Elective	13837 Supervise a project team of a developmental project to deliver project objectives	Level 4	14	Registered
Elective	13950 Apply technical knowledge and skill in order to manage risk in occupational health and occupational hygiene	Level 4	8	Registered
Elective	110493 Demonstrate a knowledge and understanding of the basic principles of budgeting and financial management applicable to a local economic development project	Level 4	4	Registered
Elective	110493 Demonstrate a knowledge and understanding of the basic principles of budgeting and financial management applicable to a local economic development project	Level 4	4	Registered
Elective	110502 Demonstrate and apply knowledge and understanding of the roles, function and responsibilities of the main stakeholders and role players in local economic development	Level 4	4	Registered
Elective	14609 Participate in management of conflict	Level 5	4	Registered
Elective	115589 Analyse and evaluate the regulatory and policy framework in relation to a society and environment interaction and submit recommendations	Level 6	16	Draft - Prep for P Comment
Elective	115590 Design and manage public participation processes	Level 6	16	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	8972 Interpret a variety of literary texts	Level 3	5	Registered
Fundamental	7485 Demonstrate understanding of real and complex number systems	Level 4	3	Registered
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	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	8979 Use language and communication in occupational learning programmes	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	12417 Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4	Reregistered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 1

Collect, organise and present community needs information using simple information-gathering tools

SAQA US ID	UNIT STANDARD TITLE			
115587	Collect, organise and present community needs information using simple information-gathering tools			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Society and Environment Interactions		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Human and Social Studies		Environmental Relations		
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
HUM-ENV-0-SGB SEI	Regular	Level 4		12

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and explain tools and methods for information-gathering purposes in a community context.

SPECIFIC OUTCOME 2

Use appropriate tools and methods to gather information in a community context.

SPECIFIC OUTCOME 3

Organise and present information relating to a community context.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 4

Explain and apply broad environmental legal principles, rights, duties and responsibilities in relation to work in society and environment interactions

SAQA US ID	UNIT STANDARD TITLE			
115591	Explain and apply broad environmental legal principles, rights, duties and responsibilities in relation to work in society and environment interactions			

SGB NAME		ABET BAND	PROVIDER NAME	
SGB Society and Environment Interactions		Undefined		

FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Environmental Relations	

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-ENV-0-SGB SEI	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain broad environmental principles, rights, responsibilities and duties of all South Africans.

SPECIFIC OUTCOME 2

Identify, describe roles and functions of institutions that develop and implement environmental law.

SPECIFIC OUTCOME 3

Identify, describe environmental legal rights, duties, remedies relevant to a particular society.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 5

Facilitate the identification of society and environment interactions in the local context

SAQA US ID	UNIT STANDARD TITLE			
115593	Facilitate the identification of society and environment interactions in the local context			

SGB NAME		ABET BAND	PROVIDER NAME	
SGB Society and Environment Interactions		Undefined		

FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Human and Social Studies		Environmental Relations		

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-ENV-0-SGB SEI	Regular	Level 4	12

Specific Outcomes:

SPECIFIC OUTCOME   1

Identify, describe society and environment interactions and their implications in a local context.

SPECIFIC OUTCOME   2

Identify, describe factors, contributors, and parties affected by a selected local example.

SPECIFIC OUTCOME   3

Facilitate community participation in identification, understanding of interaction in local context.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 6

Facilitate recognition and development of eco-business opportunities at local level

SAQA US ID	UNIT STANDARD TITLE			
115595	Facilitate recognition and development of eco-business opportunities at local level			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Society and Environment Interactions		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Human and Social Studies		Environmental Relations		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
HUM-ENV-0-SGB SEI	Regular	Level 4		12

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify society and environment interactions addressed through eco-business interventions.

SPECIFIC OUTCOME 2

Facilitate the development of an eco-business opportunity.

SPECIFIC OUTCOME 3

Facilitate the development of an eco-business plan.

SPECIFIC OUTCOME 4

Develop an incubation and mentorship plan for a new eco-business venture.

SOUTH
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QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 7

Facilitate social participatory processes

SAQA US ID	UNIT STANDARD TITLE		
115596	Facilitate social participatory processes		
SGB NAME		**ABET BAND**	**PROVIDER NAME**
SGB Society and Environment Interactions		Undefined	
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**	
Human and Social Studies		Environmental Relations	
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
HUM-ENV-0-SGB SEI	Regular	Level 4	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Communicate information effectively with a particular community.

SPECIFIC OUTCOME 2

Provide information and training as appropriate about participatory processes.

SPECIFIC OUTCOME 3

Explain the principles and practices of participation.

SPECIFIC OUTCOME 4

Demonstrate understanding of participatory methods in facilitating social participation processes.

SPECIFIC OUTCOME 5

Facilitate decision-making within a social participation process.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　　　　　　　　　8

Facilitate community environmental safety

SAQA US ID	UNIT STANDARD TITLE				
115598	Facilitate community environmental safety				
SGB NAME		ABET BAND	PROVIDER NAME		
SGB Society and Environment Interactions		Undefined			
FIELD DESCRIPTION		SUBFIELD DESCRIPTION			
Human and Social Studies		Environmental Relations			
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS	
HUM-ENV-0-SGB SEI	Regular	Level 4		16	

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and explain methods to limit pollution and environmental hazards in a community context.

SPECIFIC OUTCOME 2

Describe and apply mechanisms to assist community members to deal with household waste.

SPECIFIC OUTCOME 3

Assist members of a specific community to identify and prioritise community environmental risks.

SPECIFIC OUTCOME 4

Facilitate process of developing an appropriate community response to a selected environmental risk.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 3

Design and manage public participation processes

SAQA US ID	UNIT STANDARD TITLE				
115590	Design and manage public participation processes				
SGB NAME		ABET BAND	PROVIDER NAME		
SGB Society and Environment Interactions		Undefined			
FIELD DESCRIPTION		SUBFIELD DESCRIPTION			
Human and Social Studies		Environmental Relations			
UNIT STANDARD CODE	UNIT STANDARD TYPE		NQF LEVEL		CREDITS
HUM-ENV-0-SGB SEI	Regular		Level 6		16

Specific Outcomes:

SPECIFIC OUTCOME 1

Communicate effectively relevant to a society and environment interaction.

SPECIFIC OUTCOME 2

Identify and justify applicability of the principles and practices of social participation.

SPECIFIC OUTCOME 3

Develop a framework for a public participation process.

SPECIFIC OUTCOME 4

Implement and manage a social participation process.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 　　　　　　　　　　　2

Analyse and evaluate the regulatory and policy framework in relation to a society and environment interaction and submit recommendations

SAQA US ID	UNIT STANDARD TITLE		
115589	Analyse and evaluate the regulatory and policy framework in relation to a society and environment interaction and submit recommendations		
SGB NAME		**ABET BAND**	**PROVIDER NAME**
SGB Society and Environment Interactions		Undefined	
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**	
Human and Social Studies		Environmental Relations	
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
HUM-ENV-0-SGB SEI	Regular	Level 6	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify shortcomings in current regulatory and policy framework.

SPECIFIC OUTCOME 2

Conduct appropriate research to develop recommendations that address shortcomings.

SPECIFIC OUTCOME 3

Identify appropriate process for submission of recommendations, and assist submission thereof.

Wetlands are wonderlands!
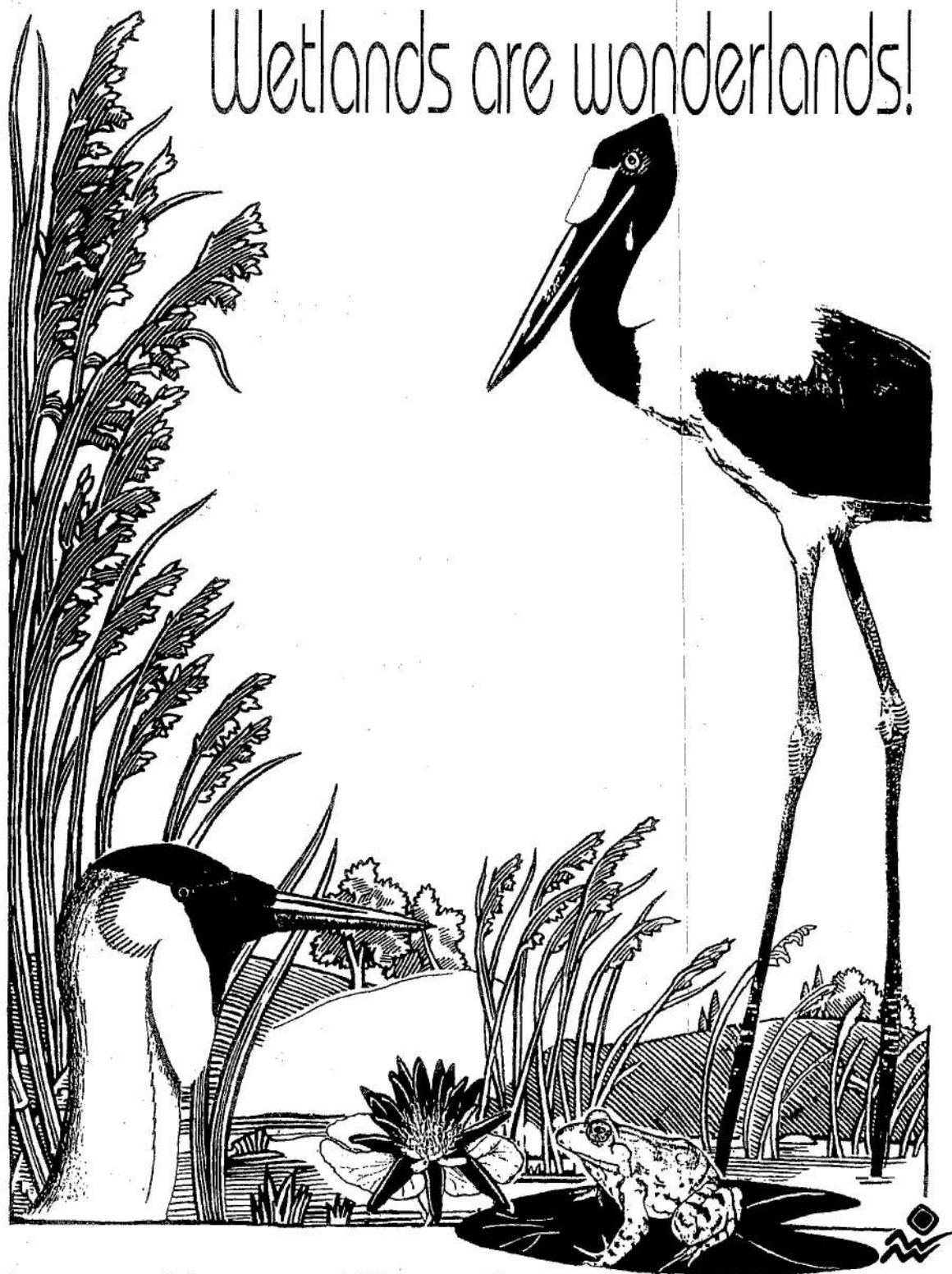
Department of Environmental Affairs and Tourism

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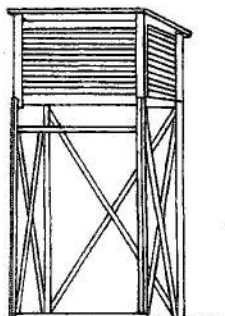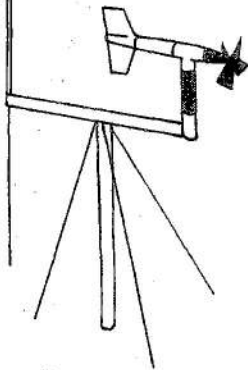
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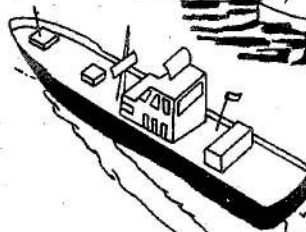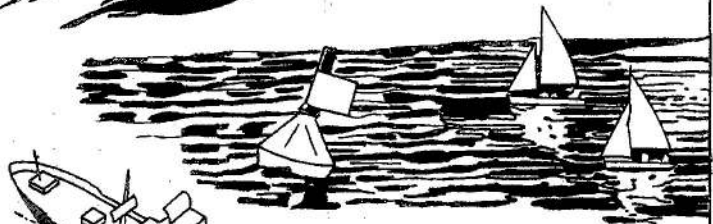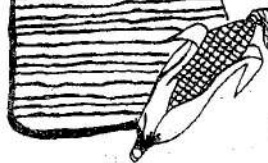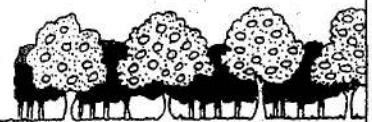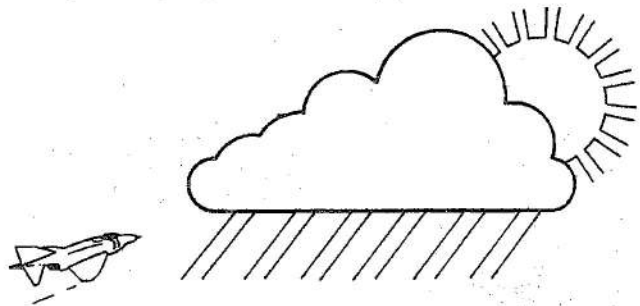
THE WEATHER BUREAU HELPS FARMERS TO PLAN THEIR CROP

THE WEATHER BUREAU: DEPARTMENT OF ENVIRONMENTAL AFFAIRS & TOURISM
DIE WEERBURO: DEPARTEMENT VAN OMGEWINGSAKE EN TOERISME