



Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID-AFRIKA

Vol. 470

Pretoria, 6 August
Augustus 2004

No. 26646



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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**No. 829****6 August 2004**

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Established in terms of Act 58 of 1995

28 July 2004

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

NSB 05 : EDUCATION, TRAINING AND DEVELOPMENT**Additional Names for the SGB for Assessor**

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Gerda Magnus (replacing Marietta van Rooyen)	Assessment College of South Africa	APPETD	BA Honour Human Resources Development (RAU)

Resignation:

Marietta van Rooyen

Yours sincerely,

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."

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Established in terms of Act 58 of 1995

23 July 2004

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

Additional/New Names for the SGB for Power Plant SGB

NSB 06: Manufacturing, Engineering and Assembly

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/QUALIFICATION
Okkie Vermeuler	SASOL Infrchem SB	SASOL Infrchem SB	NTS 4, 23 years experience in the electrical field
Riaan Viljoen	ESKOM	ESKOM	National Dip Electrical 25 years in the Electrical field.
Ubert Coetzee	National Nuclear Regulator	National Nuclear Regulator	CATHARE, Experience in Hydrogen, Nuclear
Peter Bester	National Nuclear Regulator	National Nuclear Regulator	BSC-West Cape, IFM, NRC, Fuel engineering, Diploma in Nuclear
Christo Lombaard	ESKOM, Nuclear Power Generation	ESKOM, Nuclear Power Generation	T3 Mechanical Engineering; 20 years experience in the field of Power Generation.
Zebulon Monkoe	SAMWU	SAMWU	Diploma in Human Resource Management and training, 18 years in experience in power Generation.
Gerald Rademeyer	Transvaal Suiker bedryf (TSB)	Transvaal Suiker bedryf (TSB)	N5 technical, BOP (Unisa) 31 years in Power Plant Operations and management
Karabo Rakgolele	ESKOM	ESKOM	NDP Electrical engineering, FMP (UNISA), MDP (UNISA), 11 years experience in Power Generation.

Yours sincerely,

JOE SAMUELS

DIRECTOR : STANDARDS SETTING AND DEVELOPMENT

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Established in terms of Act 58 of 1995

29 July 2004

Dear Sir/Madam,

The South African Qualifications Authority in terms of the National Standard Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby publishes the new appointments of the National Standards Bodies.

NSB 01 : AGRICULTURE & NATURE CONSERVATION

Category	Nomination	Nominated by	Workplace	Gender	PDI status
Providers	Mr Marius Paulse	College Sector Coalition/ Alliance of Private Providers for ETD	Western Cape Department of Agriculture	Male	White

NSB 09 : HEALTH SCIENCE AND SOCIAL SERVICES

Category	Nomination	Nominated by	Workplace	Gender	PDI status
Critical Interest Group	Ms L Munro	Allied Health Professions Council of SA	Lecturer/ clinical evaluator for radiographic training at King Edward V111 Hospital	Female	White

Yours sincerely

JOE SAMUELS

DIRECTOR : STANDARDS SETTING AND DEVELOPMENT

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Established in terms of Act 58 of 1995

Dear Sir/Madam,

The South African Qualifications Authority in terms of the National Standards Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby publishes the new names of persons nominated to serve as members of the following National Standards Bodies (**NSB 04 & 08**) and their national stakeholder bodies. SAQA invites comment with respect to the acceptability of the nominees and the representativeness of the national bodies with key interests in the field.

Kindly forward any comment not later than **6 September 2004** to:

South African Qualification Authority
Postnet Suite 248
Private Bag X06
WATERKLOOF
0145

Attention: Mr J Samuels
Director : Standards Setting and Development

Telephone: (012) 431 5007
Fax: (012) 431 5123

Yours sincerely,

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."

NSB 04 : COMMUNICATION STUDIES AND LANGUAGE

Category	Nomination	Nominated by	Workplace	Gender	PDI status
Critical Interest Group	Elizabeth Barratt (replacing G Greer)	South African National Editors Forum	Executive Editor : The Star	Female	White

Resignation:

G Greer

NSB 08 : LAW, MILITARY SCIENCE AND SECURITY

Category	Nomination	Nominated by	Workplace	Gender	PDI status
State	Dumisani Nduli (replacing Euleen Patricia Henry)	South African National Academy of Intelligence	South African National Academy of Intelligence	Male	Black
Labour	Dumisani Peter (replacing Col Kruger)	South African National Defence Union	South African National Defence Union	Male	Black

Resignation:

Euleen Patricia Henry

Col Kruger

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."

No. 830

6 August 2004

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Manufacturing and Assembly Processes

Registered by NSB 06, Manufacturing, Engineering and Technology, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the SAQA web-site at www.saga.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 6 August 2004***. All correspondence should be marked **Standards Setting – Manufacturing and Assembly Processes** 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@saga.co.za

JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Manufacturing and Assembly Logistics (M&AL)

SAQA QUAL ID	QUALIFICATION TITLE		
48962	Further Education and Training Certificate: Manufacturing and Assembly Logistics (M&AL)		
SGB NAME	SGB Manufacturing and Assembly Processes		
NSB ACRONYM	PROVIDER NAME		
NSB 06			
QUAL TYPE	FIELD	SUBFIELD	
National Certificate	Manufacturing, Engineering and Technology	Manufacturing and Assembly	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	155	Level 4	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION

The purpose of the qualification is to provide learners, education and training providers and employers with the standards and the range of learning required to work effectively within a manufacturing, assembly and process logistics environment and meet the challenges of such an environment.

The chief skills that are recognised in this qualification are:

- > Communicate and present information clearly and reliably and demonstrate the ability to analyse information to identify problems and determine trends.
- > Warehouse manufacturing and assembly inventory.
- > Determine material requirements.
- > Plan, schedule and monitor production and solve operational problems.
- > Promote, implement and maintain procedures that support safety, health, the environment, quality and risk management including reporting to and coaching team members.
- > Demonstrate an understanding of options for further learning in this or a related field of learning and preparation requirements for such learning.

These skills require an in-depth understanding of manufacturing, parts and accessories manufacturing and distribution processes.

Rationale for the qualification:

Manufacturing and Assembly Logistics is characterised by extensive planning, scheduling and monitoring processes conducted within the competitive and challenging environment of manufacturing, assembly and process. These planning and monitoring services rendered to the larger manufacturing sector ensure that parts, accessories and consumables are available at the production lineside and consumption points on a "just-in-time (JIT) basis". On-going development of new products as the result of constantly changing customer needs and environmental issues require these industries to respond to quality issues and increasing competition in export and domestic markets.

This means that people working in manufacturing, assembly and process logistics operations require a range of skills and knowledge that will help them respond to the exacting quality requirements and ongoing change.

This is one of a series of qualifications for learners who want to follow a Manufacturing and Assembly

Logistics career in the manufacturing and assembly processes, local and export supply industry and parts and accessories sectors.

For those who have been in this type of environment for a long time, this qualification represents part of an RPL process to acknowledge workplace skills acquired without the benefit of formal education or training.

The qualification also forms the basis for further development within manufacturing, assembly and process logistics and the management thereof in the higher education and training band.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

This qualification assumes learners have a National Certificate in Procurement, Logistics and Supply Chain Management at NQF Level 3 or equivalent.

If the learner does not already have such a qualification, learning in preparation for this qualification would also have to include:

> Communication, mathematics and physical science at NQF level 3.

> Basic computer end-user skills at NQF Level 2 or equivalent.

> Understanding of manufacturing assembly and process, parts and accessories manufacturing and distribution processes at NQF Level 3 or equivalent.

Recognition of prior learning:

This qualification may be obtained through a process of RPL. The learner should be thoroughly briefed prior to the assessment and support provided to assist in the process of developing a portfolio. While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

1. Promote, implement and maintain procedures that support safety, health, the environment, quality and risk management including reporting to and coaching team members.

2. Communicate and present information clearly and reliably and demonstrate the ability to analyse information to identify problems and determine trends.

3. Understand and apply Manufacturing and Assembly Process logistics planning in terms of producing manufacturing and assembly material schedules.

Range:

> 3- Level Bill of material.

> Minimum of 10 items of materials.

4. Demonstrate an ability to develop production schedules for manufacturing and/or assembly plants with up to 3 final / end products.

5. Understand and apply warehouse principles and processes.

6. Demonstrate an understanding of options for further learning in this or a related field of learning and preparation requirements for such learning.

ASSOCIATED ASSESSMENT CRITERIA

1.

> Safety, health, environmental quality and risk management procedures in area of responsibility are implemented and updated where required.

- > Team members are working in a safe and environmentally aware manner.
- > Team members are coached where required.
- > Safety, health, environmental, quality and risk management practices are investigated systematically and suggestions for improvement made as appropriate.
- > All actions related to maintaining safety, health, environmental, quality and risk management procedures are documented.

2.

- > Conditions, evidence and incidences are reported accurately in a timely manner and discussed with peers and management.
- > Data gathered through diagnostic procedures is examined systematically and analysis is repeated until problem is solved.
- > Records are available for scrutiny and future reference.

3.

- > Determine supply chain capacity and constraints.
- > Establish individual lead times and agree on time frames as these relate to the organisations demands.
- > Produce material requirement schedules that relate to the requirements of the business unit.

4.

- > Scheduled and monitor production against critical parameters.
- > Identify non-conformances and achievements and take appropriate corrective action to minimise reoccurrence.
- > Report production achievements accurately and timeously to affected parties.

5.

- > Verify material inventories, identify product and quality deviations and take appropriate corrective action to minimise reoccurrence.
- > Receive materials and verify against orders and store / warehouse as per manufacturers / suppliers requirements considering all safety requirements.
- > Accurately fill material requisitions and determine and confirm stock availability.
- > Despatch material to consumer as per requisition / order.

6.

- > Options are explained.
- > Preparation requirements are explained.
- > Learning plan is developed.

Integrated Assessment:

The integrated assessment must be based on a summative assessment guide. The guide will spell out how the assessor will assess different aspects of the performance and will include:

- > Observing the learner at work (both in the primary activity as well as other interactions).
- > Asking questions and initiating short discussions to test understanding.
- > Looking at records and reports in the portfolio and reviewing previous assessments.

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

The assessment process should cover both the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities and the manufacturing process. The assessment process should cover both the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities required for manufacturing and assembly logistics. The assessment process should also establish how the critical outcomes have been advanced by the learning process.

INTERNATIONAL COMPARABILITY

This qualification was compared to other, similar outcomes-based qualifications, certifications or skills standards in Australia and New Zealand, including New Zealand's National Certificate in Logistics Operations NQF Level 4 and National Diploma in Logistics Operations NQF Level 5. It was found to be difficult to compare the New Zealand and Australian narrow focus qualifications with this broad-based qualification that also include fundamentals and generic core standards. It was further difficult to undertake such comparisons given that the New Zealand and Australian qualifications, although they are in the same field, are conceptualised without exit level outcomes. This notwithstanding, the technical content of these qualifications for manufacturing and assembly logistics, of which the highest qualification is at level 5, does correspond with the equivalent level of qualification in manufacturing and assembly logistics in Australia and New Zealand.

This qualification was also compared to logistics skills standards in the United States and this qualification broadly corresponds to these, with the same proviso that the United States skills standards do not make provision for exit levels below the equivalent of NQF level 4.

ARTICULATION OPTIONS

- > The qualification has been designed and structured so that qualifying learners can move from one context to another e.g: Level 5 Diploma in Logistics and any other level 4 Qualification in Manufacturing.
- > Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately.
- > Equally holders of other similar qualifications may be evaluated against this qualification for the purpose of RPL.

MODERATION OPTIONS

Moderators for the qualification should be qualified and accredited with an appropriate ETQA and have a qualification in Logistics Operations.

To assure the quality of the assessment process the moderation should cover one or more of the following:

- > Assessor credentials.
- > The assessment instrument.
- > The assessment process (including preparation and post-assessment feedback).

Where assessment and moderation are taking place in sectors other than the Manufacturing, Engineering and Related Services, assessment and moderation should be in terms of a Memorandum of Understanding negotiated with the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

The following criteria should be applied by the relevant ETQA:

1. Appropriate qualification in the field of manufacturing and/or assembly logistics at or above level 4.
2. Appropriate experience and understanding of assessment theory, processes and practices.
3. Good interpersonal skills and the ability to balance the conflicting requirements of:
 - > Maintaining national standards.
 - > The interests of the learner.
 - > The need for transformation and redressing the legacies of the past.
 - > The cultural background and language of the learner.
4. Registration as an assessor with the relevant ETQA.
5. Any other criteria required by the relevant ETQA.

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	9243 Monitor occupational health & safety	Level 4	8	Registered
Core	10135 Work as a project team member	Level 4	8	Registered
Core	116280 Demonstrate understanding of warehouse manufacturing and inventory assembly	Level 4	20	Draft - Prep for P Comment
Core	116284 Solve operational problems in a manufacturing / assembly context	Level 4	10	Draft - Prep for P Comment
Core	116287 Schedule and monitor production	Level 4	12	Draft - Prep for P Comment
Core	116292 Demonstrate an understanding of the principles of Manufacturing and Assembly logistics planning	Level 4	12	Draft - Prep for P Comment
Core	116294 Determine manufacturing and assembly material requirements	Level 4	12	Draft - Prep for P Comment
Elective	9533 Use communication skills to handle and resolve conflict in the workplace	Level 3	3	Registered
Elective	13234 Apply quality procedures	Level 3	8	Registered
Elective	114932 Explain how to manage diversity in the workplace	Level 3	2	Registered
Elective	12455 Perform the role of a safety, health and environmental protection representative	Level 4	3	Registered
Elective	12544 Facilitate the preparation and presentation of evidence for assessment	Level 4	4	Registered
Elective	114877 Formulate and implement an action plan to improve productivity within an organisational unit	Level 4	8	Registered
Elective	13925 Present information in a public setting	Level 5	5	Registered
Elective	15219 Develop and implement a strategy and action plans for a team, department or division	Level 5	4	Registered
Elective	15224 Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	Level 5	4	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	2	Registered
Fundamental	7784 Communicate in a business environment	Level 4	6	Reregistered
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	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	5	Registered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	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

04/07/29

Qual ID

48962

SAQA: NLRD Report "Qualification Detail"



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of the principles of Manufacturing and Assembly logistics planning

SAQA US ID	UNIT STANDARD TITLE		
116292	Demonstrate an understanding of the principles of Manufacturing and Assembly logistics planning		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Manufacturing and Assembly Processes		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the interfaces and interactions of a manufacturing and assembly system.

SPECIFIC OUTCOME 2

Identify critical issues relating to strategic planning.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the Master Production Plan / Schedule (MPP / MPS) as an output of the planning process.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the uses of the Master Production Plan / Schedule (MPP / MPS).

SPECIFIC OUTCOME 5

Demonstrate an understanding of the importance of the customer in the business process chain (internal and external).



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate understanding of warehouse manufacturing and inventory assembly

SAQA US ID	UNIT STANDARD TITLE		
116280	Demonstrate understanding of warehouse manufacturing and inventory assembly		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Manufacturing and Assembly Processes		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Receive material and transact receipt.

SPECIFIC OUTCOME 2

Route received material to designated storage area and store / warehouse.

SPECIFIC OUTCOME 3

Pick and supply material.

SPECIFIC OUTCOME 4

Audit inventory accuracy.

SPECIFIC OUTCOME 5

Apply reverse logistics.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Determine manufacturing and assembly material requirements

SAQA US ID	UNIT STANDARD TITLE		
116294	Determine manufacturing and assembly material requirements		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Manufacturing and Assembly Processes		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify the inputs into Material Requirements Planning (MRP).

SPECIFIC OUTCOME 2

Calculate basic material requirements.

SPECIFIC OUTCOME 3

Demonstrate an understanding of inventory in raw material, Work in Progress (WIP) and finished goods

SPECIFIC OUTCOME 4

Discuss and explain the material requirements planning and inventory processes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Schedule and monitor production

SAQA US ID	UNIT STANDARD TITLE		
116287	Schedule and monitor production		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Manufacturing and Assembly Processes		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for detailed scheduling activity.

SPECIFIC OUTCOME 2

Schedule production.

SPECIFIC OUTCOME 3

Monitor production.

SPECIFIC OUTCOME 4

Identify non-conformances, determine their cause and take corrective action.

SPECIFIC OUTCOME 5

Report production achievements.

SPECIFIC OUTCOME 6

Discuss and explain the detailed production scheduling and monitoring process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Solve operational problems in a manufacturing / assembly context

SAQA US ID	UNIT STANDARD TITLE		
116284	Solve operational problems in a manufacturing / assembly context		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Manufacturing and Assembly Processes		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Define and analyse the operational problem.

SPECIFIC OUTCOME 2

Identify possible solutions.

SPECIFIC OUTCOME 3

Implement solution.

No. 831

6 August 2004

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Vehicle Maintenance

Registered by NSB 06, Manufacturing, Engineering and Technology, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the SAQA web-site at www.saga.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 6 September 2004*. All correspondence should be marked **Standards Setting – SGB for Vehicle Maintenance** 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@saga.co.za

JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Service Station Operations

SAQA QUAL ID	QUALIFICATION TITLE		
48969	National Certificate: Service Station Operations		
SGB NAME	SGB Vehicle Maintenance		
NSB ACRONYM	PROVIDER NAME		
NSB 06			
QUAL TYPE	FIELD	SUBFIELD	
National Certificate	Manufacturing, Engineering and Technology	Manufacturing and Assembly	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	125	Level 2	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION

The purpose of the qualification is to provide learners, education and training providers and employers with the standards and the range of learning required to work effectively within a service station forecourt environment and meet the challenges of such an environment.

The chief skills that are recognised in this qualification are: interact with customers, detail and up-sell products and services, collect and effect payment and solve operational problems on the service station forecourt. These skills require an in-depth understanding of the sector terms and concepts, the services and products available on the service station forecourt, service delivery principles as well as payment handling practices.

Qualifying learners will also be able to support the various policies and procedures related to the safety, health and environmental systems that govern their workplace.

Rationale for the qualification:

In South Africa the labour force is increasingly called upon to be self-employed or to seek employment in small businesses in contrast to the past where the majority of workers were employed by large companies, the State and parastatals. This situation has led to a large increase in the number of small companies with a small labour force.

Service stations are an example of such small businesses where business is conducted within the competitive and challenging environment of selling fuel, related products and services. In such operations, the attention to detail is imperative and margin of error in terms of customer relations and service rendered need to be kept to a minimum if small companies are to survive. On-going development and changing technology as the result of constantly changing customer needs and environmental issues require of service stations to provide exceptional service and respond to quality issues and increasing competition in the domestic market.

This means that people working at Service Stations require a range of skills and knowledge that will help them respond to the exacting quality requirements and ongoing change. This is one of a series of qualifications for learners who want to follow a career in service station operations.

For those who have been in this type of environment for a long time, this qualification represents part of an RPL process to acknowledge workplace skills acquired without the benefit of formal education or training.

The qualification also forms the basis for further development within service station operations and the management thereof in the higher education and training band.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

This qualification assumes learners have a General Education and Training Certificate at NQF level 1, or alternatively, ABET level 4 qualifications.

If the learner does not already have such a qualification, learning in preparation for this qualification would also have to include:

> Communication, mathematics and basic concepts of physical science and technology at NQF level 1

Recognition of prior learning:

This qualification may be obtained through a process of RPL. The learner should be thoroughly briefed prior to the assessment and support provided to assist in the process of developing a portfolio. While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

1. Interact with customers on the service station forecourt
2. Communicate with peers and members of supervisory / management levels
3. Work effectively with others, understand own role and purpose in the organisation
4. Understand options for further learning and preparation requirements for such learning in this or a related field of learning

ASSOCIATED ASSESSMENT CRITERIA

- 1.> Products and services, their features and advantages are presented to the customer in order to make an informed decision
 - > Basic vehicle safety items are inspected to ensure public safety during the use of the vehicle
 - > Vehicles are cleaned in order to restore them to a pristine condition
 - > Payments for services rendered and products purchased are effected using Electronic payment Terminals (EPT)
 - > Options considered and selected for solving routine problems are appropriate to the nature of the problem and reported timeously to the relevant personnel
- 2.> Relationships with peers and supervisory / management levels are established and functioning
 - > Communication is effective, regular and ongoing
 - > Information is clear and accurate and timeously conveyed
- 3.> Own work activities and efforts do not spoil or disrupt work group efforts
 - > Received information or decisions are acted on
 - > Relevant information is reported or passed on
 - > Respond appropriately to questions and discuss issues at the level of the qualification related to own role and the purpose of the service station
- 4.> Options and preparation requirements are explained
 - > Learning plan is developed

Integrated Assessment:

The integrated assessment must be based on a summative assessment guide. The guide will spell out how the assessor will assess different aspects of the performance and will include:

- > Observing the learner at work (both in the primary activity as well as other interactions)
- > Asking questions and initiating short discussions to test understanding
- > Looking at records and reports in the portfolio and reviewing previous assessments

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

The assessment process should cover both the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities associated with the service station forecourt.

INTERNATIONAL COMPARABILITY

International comparability

Though the stakeholders' companies have close links with their overseas principals and partners, enquiries into similar or equivalent international qualifications elicited little information, not just at this level, but at all levels of the qualification frameworks probed. It was found that companies focus more on operational standards than on individual worker qualifications. Where contact was established, the overseas companies often expressed an interest in the qualification for their own use.

No evidence of standards-based qualifications in service station operations was found in Japan, Malaysia, or the United States of America.

Reference to service station operations related unit standards and qualifications were found in the Australian National Training Authority, the New Zealand Qualifications Authority and United Kingdom National Vocational Qualifications (NVQ).

Australian National Training Authority documentation refers to a qualification entitled Certificate II in Automotive (Sales - Service Station Operations) AUR22199. The table below compares the Australian qualification with the unit standards or outcomes in this South African qualification. Learning hours, as reflected in documentation from Learning Automotive Training, an accredited New Apprenticeship provider for the Automotive Industry, are also shown.

Unit Title - Learning - Hours
Compulsory Common Core

Follow workplace occupational health and safety requirements - 18
Use and maintain workplace tools and equipment - 18
Contribute to workplace communication - 18
Establish relations with customers - 18
Total Core competency hours - 72

Compulsory Stream

Carry out stock control procedures - 36
Identify automotive parts/components/accessories - 36
Carry out console operations - 36
Carry out cash and/or credit/funds transfer transactions - 36
Carry out merchandising procedures - 36
Carry out sales of stock lines - 36
Work with colleagues and customers - 15
Follow workplace hygiene procedures - 15

Total Compulsory stream hours - 246

3 of the following Elective units

Apply sales procedures - 20
 Carry out driveway service, manage forecourt and handle fuel dispensing - 44
 Carry out manual handling operations - 18
 Receive and pass on message to facilitate communication flow - 15
 Apply knowledge of enterprise to complete routine administrative tasks - 10
 Follow established work schedules to achieve designated team/section goals - 10
 Operate a range of office equipment to complete routine tasks - 10
 Negotiate with team members to allocate and complete tasks to achieve team goals - 15
 Develop and update hospitality industry knowledge

Total Elective hours - 35

Total hours for training package - 353

The above programme may take up to 12 months to complete.

The New Zealand Qualifications Authority cites no references to registered qualifications, however a number of individual related unit standards are listed. The table below compares the New Zealand unit standards with the unit standards or outcomes in this South African qualification

Unit Title - Credits

NQF Level 2

Dispense CNG (compressed natural gas) fuel - 2
 Dispense LPG (liquefied petroleum gas) fuel - 2
 Display and sell service station goods - 4

NQF Level 3

Carry out automotive service station forecourt duties - 6

It was found to be difficult to compare the Australian and New Zealand narrow focus qualifications with this broad-based qualification that also includes fundamentals and generic core standards.

Further reference is found in the West Cheshire College course leaflet referring to a tailor-made part time vocational qualification entitled NVQ 2 Retail Operations with Forecourt Units, which is backed by COGENT, the National Standards Organisation that oversees the delivery of training to petroleum industry employees through a global network of approved training providers and centres. The course detail was not available. A comparison is therefore not possible.

The main difficulty in comparison is that one is not always comparing like with like. This notwithstanding, the technical content of this qualification for service station operations does correspond loosely with the level of highlighted international qualifications in Service Station Operations.

ARTICULATION OPTIONS

This qualification has been designed and structured so that qualifying learners can move both horizontally from one area of specialisation (service station operations) to another (motor sales and support), and vertically, further specialising in a particular skills area. It has been designed so that the learner can meaningfully articulate into the next higher NQF band once s/he has obtained the NQF Level 2 qualification. Further qualifications in service station operations are planned at NQF Levels 3 to 5. This will be done in conjunction with subject matter experts in the field. At these levels learners are introduced initially to Wholesale & Retail fundamentals as it would be used in a Service Station Convenience Store context, followed by further learning enabling them to ultimately manage a service station. Learners will also have portable skills. This qualification is designed for learners who are learning and applying service

station operations skills in a wide variety of contexts. Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

MODERATION OPTIONS

Moderators for the qualification should be qualified and accredited with an appropriate ETQA and have a qualification in service station operations at NQF level 3 or equivalent. To assure the quality of the assessment process, the moderation should cover one or more of the following:

- > Assessor credentials
- > The assessment instrument
- > The assessment process (including preparation and post-assessment feedback)

Assessment and moderation should be in terms of appropriate ETQA requirement.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

The following criteria should be applied by the relevant ETQA:

1. Appropriate qualification and preferably relevant workplace practical experience of at least 6 months in the field of service station operations at or above NQF level 2
2. Appropriate experience and understanding of assessment theory, processes and practices
3. Good interpersonal skills and the ability to balance the conflicting requirements of:
 - > Maintaining national standards
 - > The interests of the learner
 - > The need for transformation and redressing the legacies of the past
 - > The cultural background and language of the learner
4. Registration as an assessor with the relevant ETQA
5. Any other criteria required by the relevant ETQA

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	12532 Clean building surrounds	Level 1	4	Registered
Core	14445 Frame and implement an individual action plan to improve productivity within an organisational unit	Level 1	3	Registered
Core	14569 Demonstrate an understanding of how to participate effectively in the workplace	Level 1	3	Registered
Core	110075 Apply basic fire fighting techniques	Level 1	3	Registered
Core	7621 Performing basic business calculations in Retail/Wholesale practices	Level 2	6	Reregistered
Core	8275 Handling cash	Level 2	12	Reregistered
Core	8281 Understanding industry, structures, terms and concepts	Level 2	8	Registered
Core	8288 Applying safety, security and housekeeping	Level 2	12	Reregistered
Core	9322 Work in a team	Level 2	3	Registered
Core	9874 Direct, receive and communicate with customers on the forecourt	Level 2	4	Registered
Core	9875 Perform basic safety checks to ensure general vehicle safety	Level 2	8	Registered
Core	12463 Understand and deal with HIV/AIDS	Level 2	3	Registered
Core	12483 Perform basic first aid	Level 2	4	Reregistered
Core	13222 Deal with safety, health and environmental emergencies in the workplace	Level 2	4	Registered
Elective	13999 Demonstrate an understanding of basic accounting practices	Level 1	4	Reregistered
Elective	116376 Clean the inside of a vehicle	Level 1	4	Draft - Prep for P Comment

04/07/29

Qual ID

48969

SAQA: NLRD Report "Qualification Detail"

Elective	116378 Wash the exterior of a vehicle manually	Level 1	4	Draft - Prep for P Comment
Elective	116386 Wash the exterior of a vehicle using automated vehicle washing equipment	Level 1	4	Draft - Prep for P Comment
Elective	8285 Promoting merchandise	Level 2	16	Reregistered
Elective	12465 Develop a learning plan and a portfolio for assessment	Level 2	6	Registered
Fundamental	7467 Collect and use data to establish basic statistical and probability models and solve related problems	Level 2	5	Reregistered
Fundamental	7469 Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2	Registered
Fundamental	7480 Demonstrate understanding of rational and irrational numbers and number systems	Level 2	3	Registered
Fundamental	8962 Maintain and adapt oral communication	Level 2	5	Registered
Fundamental	8963 Access and use information from texts	Level 2	5	Registered
Fundamental	8964 Write for a defined context	Level 2	5	Registered
Fundamental	8967 Use language and communication in occupational learning programmes	Level 2	5	Registered
Fundamental	9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	4	Registered
Fundamental	12444 Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts	Level 2	3	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Wash the exterior of a vehicle using automated vehicle washing equipment

SAQA US ID	UNIT STANDARD TITLE		
116386	Wash the exterior of a vehicle using automated vehicle washing equipment		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Vehicle Maintenance		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 1	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for operating automated vehicle washing equipment.

SPECIFIC OUTCOME 2

Prepare a vehicle to be washed by automated vehicle washing equipment.

SPECIFIC OUTCOME 3

Operate automated vehicle washing equipment.

SPECIFIC OUTCOME 4

Finishes a vehicle exterior.

SPECIFIC OUTCOME 5

Perform end of task duties when using automated vehicle-washing equipment.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Wash the exterior of a vehicle manually

SAQA US ID	UNIT STANDARD TITLE		
116378	Wash the exterior of a vehicle manually		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Vehicle Maintenance		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 1	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for washing the exterior of a vehicle.

SPECIFIC OUTCOME 2

Wash a vehicle exterior.

SPECIFIC OUTCOME 3

Wash a vehicle engine.

SPECIFIC OUTCOME 4

Finish a vehicle exterior.

SPECIFIC OUTCOME 5

Perform end of task duties for washing vehicles.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Clean the inside of a vehicle

SAQA US ID	UNIT STANDARD TITLE		
116376	Clean the inside of a vehicle		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Vehicle Maintenance		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 1	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for the cleaning of the interior of a vehicle.

SPECIFIC OUTCOME 2

Clean the interior of a vehicle.

SPECIFIC OUTCOME 3

Perform end of task duties for cleaning the interior of a vehicle.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 06, Manufacturing, Engineering and Technology, invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

In addition, the NSB invite submissions from interested parties wishing to serve on such an SGB. Interested parties should take note of the section on SGB Information below.

All nominations/ applications should be accompanied by curricula vitae.

More information regarding this application may be obtained on the SAQA website or from the SAQA offices.

Comment should reach the NSB at the address below by not later than **6 September 2004**. All correspondence should be marked **SGB for Power Plant Operations** and be addressed to:

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

SGB INFORMATION

As a necessary step in the development and implementation of the National Qualifications Framework, The National Standards Bodies are briefed [regulation 19(1)(c) of 28 March 1998] to recognise or establish Standards Generating Bodies (SGBs).

SGBs shall:

- a. generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- b. update and review standards;
- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and
- e. perform such other functions as may from time-to-time be delegated by their National Standards Body.

Any bodies wishing to nominate representatives, make application to serve on, or make any other submission with regard to the above SGB should note the following information.

SGBs should be composed of organisations, which shall be key education and training stakeholder interest groups and experts in the sub-field. The NSB, when making its final decisions will have due regard for, among other things, *'the need for representativeness and equity, redress and relevant expertise in terms of the work of the SGBs.'*

Organisations proposing to nominate persons to SGBs should be sensitive to the need for **equity** and **redress**, and shall nominate persons who-

- (a) will be able to consider issues of productivity, fairness, public interest and international comparability as related to education and training in the sub-field;
 - (b) enjoy credibility in the sub-field in question, who enjoy respect; have the necessary expertise and experience in the sub-field and have the support or backing of the nominating body;
 - (c) are able to advocate and mediate the needs and interests of all levels within the sub-field covered by the Standards Generating Body;
 - (d) are able to exercise critical judgement at a high level; and
 - (e) are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.
-

**PUBLIC NOTICE BY NSB 06, ENGINEERING, MANUFACTURING AND TECHNOLOGY TO
RE-REGISTER AN SGB FOR POWER PLANT**

NSB 06, hereby wishes to re-register an SGB for Power Plant in the sub-field of Engineering and Related Design for a period of three years from 23 July 2004 to 23 June 2007

BRIEF OF THE SGB

1. Generate the following qualifications and unit standards and s for Power and Plant, in accordance with Authority requirements, for the areas of Power Plant in accordance with the Authority requirements for NQF level 1 through to 6 [*Regulation 24(1)(a)*]
 - National Certificate in Power Plant Operation: Support (NQF Level 1)
 - National Certificate in Electrical Network (NQF Level 4)
 - National Diploma in Electrical Load Dispatch (NQF Level 5)
 - National Diploma in Electrical Power Distribution (NQF Level 5)
 - National Degree in Power Plant Process Management (NQF Level 6)
2. Recommend the standards and qualifications generated under 1, to the National Standards Body [*Regulation 24(1)(c)*].
3. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24(1)(d)*].
4. Review qualifications and unit standards and effect the necessary changes [*Regulation 24(1)(b)*].
5. Develop learning pathways for potential qualifications and unit standards in the sub-field Manufacturing and Assembly from level 1 through to level 8 [*Regulation 24(1)(e)*].
6. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24(1)(d)*].
7. Review these qualifications and unit standards and effect the necessary changes [*Regulation 24(1)(b)*].

It is incumbent upon the Power Plant SGB to identify and include any other parties/stakeholders/interest groups as and when the need arises.

COMPOSITION OF THE SGB

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/QUALIFICATION
Kobus Brits	Learning Solutions	Learning Solutions	Dip ETDP (RAU) 28 years experience in power Generation, 13 of which in the field of training and development.
Trevor Oosthuizen	Eskom	Eskom	28 years experience in Power Generation, 17 of which in the field of training.
Sonnette Nel	Tshwane Metro Municipality	Tshwane Metro Municipality	BA.HED. 21 years experience in training of which 9 in Power generation field.
Kidibone Pelle	ESKOM	ESKOM	HED,MA African Languages.16 years experience in education and training, including 4 in Power Generation field.
Rudi Byleveld	SAPPI	SAPPI	Dip ETDP 24 years experience in Power Generation
Piet Hitchcock	IMATU	IMATU	24 years experience in Power Generation
Raymond Pillay	ESKOM	ESKOM	Certified in Nuclear Engineering, 10 years experience in the field of nuclear
Okkie Vermeulen	SASOL	SASOL	NTS 4, 23 years experience in the electrical field
Riaan Viljoen	ESKOM	ESKOM	National Dip Electrical 25 years in the Electrical field.
Ubert Coetzee	National Nuclear Regulator	National Nuclear Regulator	CATHARE, Experience in Hydrogen, Nuclear
Peter Bester	National Nuclear Regulator	National Nuclear Regulator	BSC-West Cape, IFM, NRC, Fuel engineering, Diploma in Nuclear
Christo Lombaard	ESKOM, Nuclear Power Generation	ESKOM, Nuclear Power Generation	T3 Mechanical Engineering, 20 years experience in the field of Power Generation.
Zebulon Monkoe	South African Metal Workers Union	South African Metal Workers Union	Diploma in Human Resource Management and training,18 years in experience in power Generation.
Mike McIntyre	ESKOM	ESKOM	MDP, 25 years experience in Power Generation
Gerald Rademeyer	Transvaal Suiker bedryf (TSB)	Transvaal Suiker bedryf (TSB)	N5 technical, BOP (Unisa) 31 years in Power Plant Operations and management
Karabo Rakgolele	ESKOM	ESKOM	NDP Electrical engineering, FMP (UNISA), MDP (UNISA),11 years experience in Power Generation.
Isaac Stephen Abrahams	SASOL	SASOL	BSC University Western-Cape
Corneluis Daniel Benson	SASOL	SASOL	Senior Process Operator, Production maintenance coordinator boiler GO's
Frederik Lodewyk Enslin	SASOL	SASOL	Diploma in ETD,Electro Technology

No. 833

6 August 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

Building Construction

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

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 6 September 2004***. All correspondence should be marked **Standards Setting – SGB Building Construction** and addressed to

The Director: Standards Setting and Development
SAQA

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

or faxed to 012 – 431-5144
e-mail: dmphuthing@saga.co.za

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of the application of advanced construction technology

SAQA US ID	UNIT STANDARD TITLE		
116359	Demonstrate an understanding of the application of advanced construction technology		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Building Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Physical Planning, Design and Management	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the concept of lean production.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the application of industrial building systems.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the application of the concepts of service coordination and service

SPECIFIC OUTCOME 4

Demonstrate an understanding of advanced formwork and scaffolding systems.

SPECIFIC OUTCOME 5

Demonstrate an understanding of the application of structural masonry in construction.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Integrate construction management principles

SAQA US ID	UNIT STANDARD TITLE		
116424	Integrate construction management principles		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Building Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Physical Planning, Design and Management	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Integrate the pre-tender phase.

SPECIFIC OUTCOME 2

Prepare for construction activities.

SPECIFIC OUTCOME 3

Analyse and review the implementation of construction activities.

SPECIFIC OUTCOME 4

Analyse and review contract/s closeout.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Understand and apply the principles of incrementally launched structures

SAQA US ID	UNIT STANDARD TITLE		
116354	Understand and apply the principles of incrementally launched structures		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Building Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Physical Planning, Design and Management	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of materials and equipment used during incremental launching.

SPECIFIC OUTCOME 2

Identify and apply incremental launching technologies and techniques.

SPECIFIC OUTCOME 3

Understand and apply safety measures during incremental launching of structures.

SPECIFIC OUTCOME 4

Implement environmental principles.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Understand and apply the principles of the construction of cable stayed structures

SAQA US ID	UNIT STANDARD TITLE		
116352	Understand and apply the principles of the construction of cable stayed structures		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Building Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Physical Planning, Design and Management	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of materials and equipment used during the construction of cable-stayed

SPECIFIC OUTCOME 2

Demonstrate an understanding of and apply technologies and techniques used during the construction o

SPECIFIC OUTCOME 3

Understand and apply safety measures during the construction of cable-stayed structures.

SPECIFIC OUTCOME 4

Implement environmental principles.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Undertake a research project in the built environment

SAQA US ID	UNIT STANDARD TITLE		
116350	Undertake a research project in the built environment		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Building Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Physical Planning, Design and Management	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Select an appropriate topic and outline the method of research.

SPECIFIC OUTCOME 2

Undertake research and investigation into the topic.

SPECIFIC OUTCOME 3

Catalogue all relevant research and investigation.

SPECIFIC OUTCOME 4

Present research in written submission.

No. 834

6 August 2004

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Clothing, Textiles, Footwear and Leather

Registered by NSB 06, Manufacturing, Engineering and Technology, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the SAQA web-site at www.saga.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 6 September 2004*. All correspondence should be marked **Standards Setting – SGB for Clothing, Textiles, Footwear and Leather** 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@saga.co.za

JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Clothing, Textiles, Footwear and Leather (CTFL) Mechanician Processes

SAQA QUAL ID	QUALIFICATION TITLE		
48964	Further Education and Training Certificate: Clothing, Textiles, Footwear and Leather (CTFL) Mechanician Processes		
SGB NAME	SGB Clothing, Textiles, Footwear and Leather		
NSB ACRONYM	PROVIDER NAME		
NSB 06			
QUAL TYPE	FIELD	SUBFIELD	
National Certificate	Manufacturing, Engineering and Technology	Manufacturing and Assembly	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	178	Level 4	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION

The qualification is applicable to people across the CTFL sector as the fundamental and core and elective components deal with knowledge, skills, values and attitudes required by all mechanicians in the sector. Learners will deal with specific clothing, textile (dry) or textile (wet) processes through the chosen elective area.

The purpose of the qualification is to build the mechanician competence at level 4 to address the following:

1. The need for mechanicians to monitor the use of raw materials, lubricants and chemicals.
2. The need to maintain and use a range of hand or power tools.
3. The need to record quality matters and maintain a quality system.
4. The need to monitor waste and record waste related statistics.
5. The need to determine common mechanical, hydraulic, pneumatic, electrical, electronic and to conduct generic tests on these.
6. The need to monitor and improve employer / employee practices in a CTFL plant.
7. The need to lead teams in CTFL processes
8. The need to describe material flow in the manufacture of CTFL products.
9. The need for learners to maintain a range of clothing machinery.
10. The need for learners to maintain textile (dry) process machinery in the textile industry.
11. The need for learners to complete a product change over in a textile dry process.
12. The need for learners to maintain textile (wet) process machinery in the textile industry.

This qualification will allow a learner to obtain a nationally recognised qualification in mechanician processes. It will set a standard for proficiency and assist in reducing high costs related to machine and equipment maintenance and breakdown. It will also assist with attracting and retaining quality learners. This qualification will also provide for the recognition of prior learning by allowing learners to obtain credits for knowledge and skills that they already possess and so obtain the qualification in whole or in part through such recognition.

The qualification supports the objectives of the National Qualifications Framework in the following ways:
 > It provides for progression from the level 3 qualification and to the level 5 qualification. It also meets the NQF principle of portability in that 24 credits are carried over to the manufacturing processes qualifications

at the same level in clothing, textiles, footwear and leather. Furthermore, it gives the opportunity for learners to obtain official recognition for knowledge and skills that they possess in mechanics processes the awarding of an officially recognised qualification.

> The provision that the qualification may be obtained through recognition of prior learning facilitates access to an education, training and career path in mechanics processes, and thus accelerates the redress of past unfair discrimination in education, training and employment opportunities.

> The inclusion of the specified unit standards in the fundamental and core categories contributes to the full personal development of each learner and the social and economic development of the nation at large.

Rationale for the qualification

The National Certificate in CTFL Mechanician Processes at NQF Level 4 is designed to meet the needs of learners who are involved in mechanic processes or who enter the CTFL sector. This qualification reflects the workplace-based needs across the sector. The current and future need for competent mechanics has been expressed by employers and employees, and is captured in this qualification. This qualification provides the learner with accessibility to be employed in manufacturing support processes and provides the flexibility in that learners accessing this qualification may move into qualifications in Clothing, Textiles, Footwear and Leather manufacturing processes.

To this end 24 credits in this qualification are portable across to the manufacturing process qualifications. This National Certificate is structured in such a way that it gives learners exposure to a broad set of core competencies while the electives may be chosen from either clothing, textiles (dry) or textiles (wet) processes. (Note: further work in developing elective standards in footwear and leather will complete the qualification for those specific elective areas). This qualification will allow for competence in the learner's current work environment or chosen future work environment. This qualification may also be accessed by learners who have demonstrated competence in the National Certificate in CTFL Mechanics Processes at NQF level 3.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners should be competent in the national certificate level 3 in Clothing, Textiles, Footwear and Leather manufacturing processes or equivalent.

Recognition of prior learning

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

QUALIFICATION RULES

Level, credits and learning components assigned to the qualification

This national certificate in CTFL mechanics processes at NQF level 4 comprises of unit standards, which are fundamental, core and elective. The qualification will have a minimum of 150 credits of which 56 credits are fundamental, 72 credits are core and 50 credits are in the elective component.

In this qualification the credits are allocated as follows:

Fundamental	56 credits	37%
Core	72 credits	29%
Elective	50 credits	34%

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

Credits for the fundamental component:

These unit standards are compulsory. These unit standards will add value to learners both socially and

economically in terms of their ability to operate at the level of literacy and numeracy required of mechanics in the sector. 40 credits will apply to standards in communication studies and language (first language - 20 credits and second language - 20 credits) and 16 credits apply to the physical, mathematical computer and life sciences field.

Credits for the core component:

The unit standards classified as core describe the generic mechanic competence applicable to the CTFL sector. The unit standards require learners to monitor, maintain determine faults on appropriate machinery and lead people within a range of knowledge and skill at this level. All these unit standards are compulsory.

Credits for the elective component:

Learners are required to select electives that add up to 50 credits from unit standards in either the clothing, textile (dry) or textile (wet) processes. In the case of textiles (dry) processes further portability principles are enhanced because 15 of the 50 credits exist in the textile (dry) manufacturing process qualification at this level.

EXIT LEVEL OUTCOMES

The outcomes are specified in terms of a combination of specific and critical cross-field outcomes as defined in the different unit standards.

On achieving this qualification, a learner is able to:

- > Monitor the use of raw materials, lubricants and chemicals when maintaining machines and equipment, interpreting data, evaluating information, keeping records and solving under and over use problems related to materials.
- > Maintain and use a range of hand or power tools understanding the technology related to such tools and adapting to situations that occur during maintenance and repair procedures.
- > Record quality matters and maintain a quality system as it applies to maintenance recognising areas of poor quality and then communicating action to rectify areas of poor quality.
- > Monitor waste and record waste related statistics.
- > Determine common mechanical, hydraulic, pneumatic, electrical, electronic and steam generating faults and to conduct generic tests on these ensuring that future faults are prevented through problem solving.
- > Monitor and improve employer / employee practices in a CTFL plant, understanding that interpersonal problems in one section or forum affects relations throughout the organisation.
- > Lead teams in CTFL processes and identify and solve problems so that appropriate coaching counselling motivating disciplining and rewarding are implemented.
- > Describe material flow in the manufacture of CTFL products working with others ensuring smooth material flow from previous processes to future processes is optimised.
- > Maintain a range of clothing machinery where communication and problem solving allows for accuracy and proficiency.
- > Maintain textile (dry) process machinery in the textile industry where communication and problem solving allows for accuracy and proficiency.
- > Complete a product change over in a textile dry process using information for accurate interpretation of specifications and understanding technology for the use of appropriate testing where it applies to the introduction of new products to a process.
- > Maintain textile (wet) process machinery in the textile industry where communication and problem solving allows for accuracy and proficiency.

ASSOCIATED ASSESSMENT CRITERIA

Assessors should check that the learner can demonstrate an ability to consider a range of options, make decisions and apply the skills that relate to:

- > Raw materials, chemicals and lubricants used when maintaining machines and equipment in order to keep the machines running at optimal efficiency.
- > A range of hand and hand held power tools that are used and maintained ensuring legislation,

manufacturers specifications and safety procedures are met.

- > Quality matters that are recorded and quality systems that are maintained ensuring accurate explanation and demonstration meet laid down quality procedures.
- > The monitoring of waste and the recording of statistics ensuring accuracy in terms of time frames, procedures, legislation, company policies and procedures and compliance with industry waste reduction practices.
- > Mechanical pneumatic hydraulic electrical electronic and steam generating systems faults which are determined by identifying symptoms selecting instruments and applying systematic approaches to identify and locate causes.
- > Employer / employee practices which are monitored and improved through implementing procedures, establishing committees and consultation.
- > The leading of CTFL teams that are organised according to work schedules planned with people and targets being met.
- > Material flow within CTFL processes that is described accurately and emergency conditions responded to ensuring material flow is optimised.
- > Either the maintenance, diagnostics, repair and/ or overhaul of a range of CTFL machines and equipment ensuring that manufacturers and company specifications are met.
- > Relate to a product change over that is completed (specific to a textile dry process) where specifications are interpreted accurately, and stripping, assembling and setting is demonstrated sequentially and new product checks are conducted according to manufacturers specifications and company procedures.

Integrated assessment

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

Certain exit level outcomes are measurable and verifiable through assessment criteria assessed in one application. Competence will be assessed when conducting formative and summative assessment.

Formative assessment:

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

These tools include the following:

- > On-the-job observations where practical demonstration is required.
- > Role-play simulations where observation of people interaction competence is required.
- > Structured group discussions that require communication and teamwork.
- > Knowledge tests, exams, case studies, projects, registers, logbooks, workbooks that applicable to specific contexts.
- > Verbal report backs (presentations) that require accuracy of information.
- > Portfolios of evidence that may be applicable to prior learning.
- > Projects especially relating to a complete process of either cleaning, lubricating, stripping, repairing and / or assembling.
- > Completed production related documentation, progress and variance reports.
- > Requisition documentation in terms of spares and / or equipment.
- > Costing documentation relating to appropriate spares and / or equipment.

Assessment tools must encourage learners to give an account of the thinking and decision-making that underpins their demonstrated performance. Some assessments will be of a more practical nature others will be more theoretical. The assessment method and/or tools used by the assessor must be fair so as not to hinder or advantage the learner, valid in a sense that it measures what it intends to measure, reliable in

a sense that it is consistent and delivers the same output across a range of learners and practical in a sense that it takes into account the available financial resources, facilities, equipment and time.

The key to successful assessment in the field of mechanic processes, lies in ongoing formative assessment. There will need to be a continuous process of evaluation of results achieved which will include the demonstration of all the outcomes in the context where learners are responsible for performing a range of mechanic operations.

Summative assessment:

Summative assessment is carried out at the end of the learning programme, under the direction of the appropriate ETQAs, to assess the overall achievement of the learner. A detailed portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner.

The overall integration of the fundamental and core unit standards with the elective unit standards in the learner's working context is critical, and will ultimately show the impact of the qualification on improving mechanic competence. At the point of the summative assessment co-operation between the sector and band ETQAs may be required.

Assessors and moderators:

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

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

INTERNATIONAL COMPARABILITY

The qualification was benchmarked against mechanic qualifications in Britain, Australia and New Zealand, and was found to be comparable with other qualifications at this level, in terms of the outcomes and assessment criteria. In addition, the existing internationally benchmarked textile trades, were used as input.

ARTICULATION OPTIONS

This qualification provides the following articulation possibilities at level 4:

- > The national certificate in Textile Processes (NQF 4).
- > The national certificate in Clothing Manufacturing Technology (NQF 4).
- > The national certificate in Footwear Technology (NQF 4).
- > The national certificate in Leather Manufacturing (NQF 4).
- > The National Diploma in Clothing, Textiles, Footwear and Leather (NQF 5).
- > Any other manufacturing related qualifications.

MODERATION OPTIONS

- > Assessors must be registered as an assessor with the relevant ETQA.
- > Moderators must be registered as assessors with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > The mechanisms and requirements for moderation should be applied in accordance with the requirements of the relevant ETQA.

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

Assessors need experience in the following areas:

- > Interpersonal skills.
- > Subject matter.
- > Assessment.

The assessor needs to be competent in the planning and conducting of assessment of learning outcomes and in the design and development of assessments as described in the unit standards 'Plan and conduct assessment of learning outcomes NQF level 4'. Subject matter experience must be well developed within the different functional areas of the specific industry. The assessor must have completed:

- > A similar qualification at the level with a minimum of 6-12 months field experience after he/she has completed the qualification or,
 - > The subject matter experience of the assessor can be established by recognition of prior learning.
- Assessors need to be registered with the relevant Education and Training Quality Assurance Body.

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	7176 Describe material flow in the manufacture of textiles	Level 4	4	Registered-capture in proc
Core	12058 Demonstrate knowledge and operation of mechanical and electrical systems	Level 4	6	Registered
Core	12662 Prepare and process raw materials	Level 4	10	Registered
Core	13115 Install, test and maintain an electro-hydraulic system	Level 4	20	Registered
Core	13116 Install, test and maintain an electro-pneumatic system	Level 4	20	Registered
Core	116325 Monitor the use of raw materials, chemicals and lubricants when maintaining machines and equipment	Level 4	3	Draft - Prep for P Comment
Core	116326 Determine common steam faults and conduct generic steam tests	Level 4	3	Draft - Prep for P Comment
Core	116329 Determine common electronic faults and conduct generic electronic tests	Level 4	3	Draft - Prep for P Comment
Core	116374 Monitor waste and record waste related statistics	Level 4	3	Draft - Prep for P Comment
Elective	10252 Identify, inspect, use, maintain and care for engineering hand tools	Level 2	6	Reregistered
Elective	7120 Monitor and improve employer/employee practices in a textile plant	Level 4	4	Registered-capture in proc
Elective	7178 Lead teams in textile processes	Level 4	7	Registered-capture in proc
Elective	13235 Maintain the quality assurance system	Level 4	5	Registered
Elective	116323 Complete a product change over in a textile dry process	Level 4	15	Draft - Prep for P Comment
Elective	116331 Maintain textile (wet processes) machinery in the textile industry	Level 4	50	Draft - Prep for P Comment
Elective	116332 Maintain textile (dry processes) machinery in the textile industry	Level 4	35	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	9013 Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4	Registered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	2	Registered
Fundamental	7483 Solve problems involving sequences and series in real and simulated situations	Level 4	2	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered

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Qual ID

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SAQA: NLRD Report "Qualification Detail"

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	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	5	Registered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor waste and record waste related statistics

SAQA US ID	UNIT STANDARD TITLE		
116374	Monitor waste and record waste related statistics		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Conducting and monitoring waste processes for work in progress.

SPECIFIC OUTCOME 2

Recording, reporting, analysing and evaluating waste.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Determine common electronic faults and conduct generic electronic tests

SAQA US ID	UNIT STANDARD TITLE		
116329	Determine common electronic faults and conduct generic electronic tests		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Identifying symptoms which are related to system malfunctions.

SPECIFIC OUTCOME 2

Identifying and selecting appropriate instruments.

SPECIFIC OUTCOME 3

Applying logical and systematic fault finding approaches to identify and locate fault causes.

SPECIFIC OUTCOME 4

Testing electronic equipment and machinery for compliance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Determine common steam faults and conduct generic steam tests

SAQA US ID	UNIT STANDARD TITLE		
116326	Determine common steam faults and conduct generic steam tests		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Identifying symptoms which are related to steam system malfunctions.

SPECIFIC OUTCOME 2

Identifying and selecting appropriate instruments.

SPECIFIC OUTCOME 3

Applying logical and systematic fault finding approaches to identify and locate fault causes.

SPECIFIC OUTCOME 4

Testing steam operated machinery and equipment for compliance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor the use of raw materials, chemicals and lubricants when maintaining machines and equipment

SAQA US ID	UNIT STANDARD TITLE		
116325	Monitor the use of raw materials, chemicals and lubricants when maintaining machines and equipment		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Determining material requirements, quantities, times and supply.

SPECIFIC OUTCOME 2

Identifying and describing control procedures for monitoring materials used.

SPECIFIC OUTCOME 3

Monitoring usage of raw materials, chemicals and lubricants.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Maintain textile (dry processes) machinery in the textile industry

SAQA US ID	UNIT STANDARD TITLE		
116332	Maintain textile (dry processes) machinery in the textile industry		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	35

Specific Outcomes:

SPECIFIC OUTCOME 1

Conducting repairs to textile machinery (dry processes).

SPECIFIC OUTCOME 2

Demonstrating the ability to strip and assemble textile machinery (dry processes).

SPECIFIC OUTCOME 3

Carrying out a product / style change.

SPECIFIC OUTCOME 4

Diagnosing faults and conducting running repairs.

SPECIFIC OUTCOME 5

Conducting major overhauls on textile machinery (dry process).



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Complete a product change over in a textile dry process

SAQA US ID	UNIT STANDARD TITLE		
116323	Complete a product change over in a textile dry process		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Interpreting specifications.

SPECIFIC OUTCOME 2

Demonstrating the ability to strip, assemble and set textile machinery (dry processes).

SPECIFIC OUTCOME 3

Adjusting material inputs.

SPECIFIC OUTCOME 4

Conducting new product checks.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Maintain textile (wet processes) machinery in the textile industry

SAQA US ID	UNIT STANDARD TITLE		
116331	Maintain textile (wet processes) machinery in the textile industry		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	50

Specific Outcomes:

SPECIFIC OUTCOME 1

Diagnosing faults and conducting repairs to textile machinery (wet processes).

SPECIFIC OUTCOME 2

Conducting an overhaul on textile machinery (wet processes).

SPECIFIC OUTCOME 3

Conducting repairs to textile machinery (wet processes).

SPECIFIC OUTCOME 4

Demonstrating the ability to overhaul, (strip, assemble and set) textile machinery (wet processes).

SPECIFIC OUTCOME 5

Conducting maintenance on textile machinery (wet processes).



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Clothing, Textiles, Footwear and Leather (CTFL) Mechanician Processes

SAQA QUAL ID	QUALIFICATION TITLE		
48973	National Certificate: Clothing, Textiles, Footwear and Leather (CTFL) Mechanician Processes		
SGB NAME	SGB Clothing, Textiles, Footwear and Leather		
NSB ACRONYM	PROVIDER NAME		
NSB 06			
QUAL TYPE	FIELD	SUBFIELD	
National Certificate	Manufacturing, Engineering and Technology	Manufacturing and Assembly	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	130	Level 3	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION

The qualification is applicable to people across the CTFL sector as the fundamental and core and elective components deal with knowledge, skills, values and attitudes required by all mechanicians in the sector. Learners will deal with specific clothing, textile (dry) or textile (wet) processes through the chosen elective area.

The purpose of the qualification is to build the mechanician competence at level 3 to address the following:

1. The need for mechanicians to describe and identify raw materials, lubricants and chemicals.
2. The need for mechanicians to describe and relate the mechanician competence to the various production sectors, end uses and role players in the CTFL sector.
3. The need to use a range of hand or power tools, as well as a range of fastening devices and systems
4. The need comply with quality and waste reduction practices as well as the need to apply safety, house keeping, environmental practices and specific legal requirements.
5. The need to understand mechanical, pneumatic, hydraulic, electrical, electronic and steam generating systems and concepts.
6. The need to maintain positive \ employee relationships and to interact with people within other CTFL processes.
7. The need to read and react to machine control variables.
8. The need to identify calculations, terms, concepts and materials.
9. The need for learners in a clothing environment to maintain a range of clothing machinery.
10. The need for learners in a textile dry process to maintain and care for machinery and to start up and shut down a textile dries process.
11. The need for learners in a textile wet process to maintain and care for machinery.

This qualification will allow a learner to obtain a nationally recognised qualification in mechanician processes. It will set a standard for proficiency and assist in reducing high costs related to machine and equipment maintenance and breakdown. It will also assist with attracting and retaining quality learners. This qualification will also provide for the recognition of prior learning by allowing learners to obtain credits for knowledge and skills that they already possess and so obtain the qualification in whole or in part through such recognition.

The qualification supports the objectives of the National Qualifications Framework in the following ways:
 > It provides an entry level learning opportunity at level 3 which will lead to qualifications for mechanicians

at levels 4 and 5. It also meets the NQF principle of portability in that 21 credits are carried over to the manufacturing processes qualifications in clothing, textiles, footwear and leather. Furthermore, it gives the opportunity for learners to obtain official recognition for knowledge and skills that they possess in mechanics processes the awarding of an officially recognised qualification.

> The provision that the qualification may be obtained through recognition of prior learning facilitates access to an education, training and career path in mechanics processes, and thus accelerates the redress of past unfair discrimination in education, training and employment opportunities.

> The inclusion of the specified unit standards in the fundamental and core categories contributes to the full personal development of each learner and the social and economic development of the nation at large.

Rationale for the qualification

The National Certificate in CTFL Mechanician Processes at NQF Level 3 is designed to meet the needs of learners who are involved in mechanic processes or who enter the CTFL sector. This qualification reflects the workplace-based needs across the sector. The current and future need for competent mechanics has been expressed by employers and employees, and is captured in this qualification. This qualification provides the learner with accessibility to be employed in manufacturing support processes and provides the flexibility in that learners accessing this qualification may move qualifications in Clothing, Textiles, Footwear and Leather manufacturing processes. To this end 21 credits in this qualification are portable across to the manufacturing process qualification. This National Certificate is structured in such a way that it gives learners exposure to a broad set of core competencies while the electives may be chosen from either clothing, textiles (dry) or textiles (wet) processes. (Note: further work in developing elective standards in footwear and leather will complete the qualification for those specific elective areas). This qualification will allow for competence in the learner's current work environment or chosen future work environment.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners should be competent at NQF level 2 in Clothing, Textiles, Footwear and Leather manufacturing Processes or equivalent.

Recognition of prior learning

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

QUALIFICATION RULES

Level, credits and learning components assigned to the qualification

This national certificate in CTFL mechanics processes at NQF level 3 comprises of unit standards, which are fundamental, core and elective. The qualification will have a minimum of 149 credits of which 56 credits are fundamental, 64 credits are core and 29 credits are in the elective component.

In this qualification the credits are allocated as follows:

Fundamental	36 credits	38%
Core	64 Credits	43%
Elective	29 credits	19%

Credits for the fundamental component:

These unit standards are compulsory.

Credits for the core component:

The unit standards classified as core describe the generic mechanician competence applicable to the CTFL sector and are compulsory.

Credits for the elective component:

Learners are required to select electives that add up to 29 credits from unit standards in either the clothing, textile (dry) or textile (wet) processes. In the case of textiles (dry) processes further portability principles are enhanced because 12 of the 29 credits exist in the textile (dry) manufacturing process qualification at this level.

EXIT LEVEL OUTCOMES

The outcomes are specified in terms of a combination of specific and critical cross-field outcomes as defined in the different unit standards. On achieving this qualification, a learner is able to:

- > Describe and identify raw materials, lubricants and chemicals relating these to common raw materials across the sector where problems are resolved through recognising suitability for end use.
- > Describe and relate the mechanician competence to the various production sectors, end users and role players in the CTFL sector where both written and verbal communication demonstrate sound interaction, use of electronic media and understanding the impact of competitor countries on the domestic market is demonstrated.
- > Use a range of hand or power tools, as well as a range of fastening devices and systems, and serviceability, alternatives and applicability \ appropriateness are recognised.
- > Comply with quality and waste reduction practices as well as the need to apply safety, house keeping, environmental practices and specific legal requirements where standards in the above are accurately interpreted and communicated to all role players.
- > Understand mechanical, pneumatic, hydraulic, electrical, electronic and steam generating systems and concepts where the understanding of the technology of the concepts demonstrates appropriateness and safe use.
- > Maintain positive \ employee relationships and interact with people in other CTFL processes, understanding the importance of relationships and ensuring sound communications when interacting with various forums.
- > Read and react to machine control variables using technology, relating to gauges and / or computer monitors and ensuring information is accurately analysed and evaluated.
- > Identify calculations, terms, concepts and materials and ensure appropriateness of these to different processes in a CTFL environment.
- > Maintain a range of clothing machinery solving a range of problems which may be routine, fault identification, cleaning and lubrication and relating the importance of this to meeting production targets.
- > Maintain and care for machinery and to start up and shut down a textile (dry) process solving a range of problems which may be routine, fault identification, cleaning and lubrication and relating the importance of this to meeting production targets.
- > Maintain and care for machinery in a textile (wet) process solving a range of problems, which may be routine, fault identification, cleaning and lubrication, and relating the importance of this to meeting production targets.

ASSOCIATED ASSESSMENT CRITERIA

Assessors should check that the learner can demonstrate an ability to consider a range of options, make decisions and apply the skills that relate to:

- > Raw materials, lubricants and chemicals in a range of manufacturing contexts which are accurately described and identified with particular reference to product specifications.
- > Hand and hand held tools that are prepared, operated, cleaned and stored to manufacturers' specifications and appropriate legislative and safety standards that are met.
- > A range of fastening devices and systems where the selection and use are to manufacturers' specifications.
- > Quality practices that are met as they relate to the CTFL sector specifically around mechanician processes.
- > Safety, housekeeping, environment and legal requirements which are explained accurately and that

relevant equipment used as per related legislation.

- > Waste reduction practices relevant to mechanician process that are met.
- > Mechanical, pneumatic, hydraulic, electrical, electronic and steam generating systems and concepts through working safely and accurately.
- > Positive employer / employee practices that meet organisational policies and procedures as well as obligatory rights of both parties.
- > Production sectors, end users and competitors to the sector that are accurately described and related as the sector changes to meet its needs
- > Machine control variables that are read, interpreted and reacted to.
- > The interaction of people through day-to-day communications, reporting and coaching.
- > Calculations, terms, concepts and materials that are identified in detail.
- > The care and maintenance of a range of CTFL machinery and equipment that are either cleaned, lubricated, stripped, assembled and / or repaired according to manufacturers' specifications.
- > The start up and shut down (of a textile dry process) including preparation of equipment and raw materials and the implementation of production plans ensures efficient start up and shut down.

Integrated assessment

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

Certain exit level outcomes are measurable and verifiable through assessment criteria assessed in one application. Competence will be assessed when conducting formative and summative assessment.

Formative assessment:

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

These tools include the following:

- > On-the-job observations where practical demonstration is required.
- > Role-play simulations where observation of people interaction competence is required
- > Structured group discussions that require communication and teamwork.
- > Knowledge tests, exams, case studies, projects, registers, logbooks, workbooks that applicable to specific contexts.
- > Verbal report backs (presentations) that require accuracy of information.
- > Portfolios of evidence that may be applicable to prior learning.
- > Projects especially relating to a complete process of either cleaning, lubricating, stripping, repairing and / or assembling.
- > Completed production related documentation, progress and variance reports.
- > Requisition documentation in terms of spares and / or equipment.
- > Costing documentation relating to appropriate spares and / or equipment.

Assessment tools must encourage learners to give an account of the thinking and decision-making that underpins their demonstrated performance. Some assessments will be of a more practical nature others will be more theoretical. The assessment method and/or tools used by the assessor must be fair so as not to hinder or advantage the learner, valid in a sense that it measures what it intends to measure, reliable in a sense that it is consistent and delivers the same output across a range of learners and practical in a sense that it takes into account the available financial resources, facilities, equipment and time.

The key to successful assessment in the field of mechanician processes lies in ongoing formative assessment. There will need to be a continuous process of evaluation of results achieved which will include the demonstration of all the outcomes in the context where learners are responsible for performing

a range of mechanician operations.

Summative assessment:

Summative assessment is carried out at the end of the learning programme, under the direction of the appropriate ETQA/s, to assess the overall achievement of the learner. A detailed portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner.

The overall integration of the fundamental and core unit standards with the elective unit standards in the learner's working context is critical, and will ultimately show the impact of the qualification on improving mechanician competence. At the point of the summative assessment co-operation between the sector and band ETQAs may be required.

Assessors and moderators:

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

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

INTERNATIONAL COMPARABILITY

The qualification was benchmarked against mechanician qualifications in Britain, Australia and New Zealand, and was found to be comparable with other qualifications at this level, in terms of the outcomes and assessment criteria. In addition, the existing internationally benchmarked textile trades, were used as input.

ARTICULATION OPTIONS

This qualification provides the following articulation possibilities:

- > The national certificate in General Textiles (NQF 2 and 4).
- > The national certificate in Clothing Manufacturing Processes (NQF 2 and 4).
- > The national certificate in Footwear Manufacturing (NQF 2 and 4).
- > The national certificate in Leather Manufacturing (NQF 2 and 4).
- > Any other manufacturing related qualifications.

MODERATION OPTIONS

- > Assessors must be registered as an assessor with the relevant ETQA.
- > Moderators must be registered as assessors with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > The mechanisms and requirements for moderation should be applied in accordance with the requirements of the relevant ETQA.

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

Assessors need experience in the following areas:

- > Interpersonal skills.
- > Subject matter and
- > Assessment.

The assessor needs to be competent in the planning and conducting of assessment of learning outcomes

and in the design and development of assessments as described in the unit standards 'Plan and conduct assessment of learning outcomes NQF level 4'. Subject matter experience must be well developed within the different elected areas of the CTFL sector. The assessor must have completed:

> A similar qualification at the level with a minimum of 6-12 months field experience after he/she has completed the qualification; or

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

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	12037 Demonstrate knowledge of mechanical and electrical equipment	Level 2	4	Registered
Core	12216 Select, use and care for engineering hand tools	Level 2	8	Registered
Core	10574 Demonstrate knowledge of Steam Generator design and application	Level 3	6	Registered
Core	13234 Apply quality procedures	Level 3	8	Registered
Core	114406 Understand basic electronic theory and components	Level 3	4	Registered
Core	116441 Read and react to machine control variables	Level 3	4	Draft - Prep for P Comment
Core	116442 Describe and relate to production sectors, end uses and competitors to the CTFL industry	Level 3	4	Draft - Prep for P Comment
Core	116446 Maintain positive employer / employee practices	Level 3	3	Draft - Prep for P Comment
Core	116447 Interact with people in clothing, textiles, footwear and leather processes	Level 3	4	Draft - Prep for P Comment
Core	116448 Identify and use a range of fastening devices and systems	Level 3	3	Draft - Prep for P Comment
Core	116449 Describe and identify raw materials used including lubricants and chemicals	Level 3	3	Draft - Prep for P Comment
Core	116450 Demonstrate a broad understanding of pneumatic and hydraulic systems and concepts	Level 3	4	Draft - Prep for P Comment
Core	116452 Comply with waste reduction practices	Level 3	3	Draft - Prep for P Comment
Core	116455 Apply safety, housekeeping, environment practices and legal requirements when working on machines and equipment	Level 3	3	Draft - Prep for P Comment
Core	7182 Process electronic banking-related reports	Level 4	6	Reregistered
Elective	116435 Start up and Shut down a textile dry processes	Level 3	3	Draft - Prep for P Comment
Elective	116443 Maintenance and care of machinery in the textile industry (dry processes)	Level 3	17	Draft - Prep for P Comment
Elective	116444 Maintenance and care of machinery in the textile industry (wet processes)	Level 3	29	Draft - Prep for P Comment
Elective	116445 Maintain a range of clothing machinery	Level 3	29	Draft - Prep for P Comment
Fundamental	7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	2	Registered
Fundamental	7460 Use structured models to describe, represent and analyse shape and motion in 2- and 3-dimensional space	Level 3	4	Registered
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	9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2	Registered
Fundamental	9012 Investigate life and work related problems using data and probabilities	Level 3	5	Registered

04/07/28

Qual ID

48973

SAQA: NLRD Report "Qualification Detail"

Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify and use a range of fastening devices and systems

SAQA US ID	UNIT STANDARD TITLE		
116448	Identify and use a range of fastening devices and systems		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Identifying common fastening devices and systems.

SPECIFIC OUTCOME 2

Selecting the appropriate fastening device or system for an application.

SPECIFIC OUTCOME 3

Using fastening devices and systems most common in the industry.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Comply with waste reduction practices

SAQA US ID	UNIT STANDARD TITLE		
116452	Comply with waste reduction practices		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Describing waste reduction practices according to company and industry standards.

SPECIFIC OUTCOME 2

Identifying, measuring and applying current waste reduction practices and taking corrective action.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate a broad understanding of pneumatic and hydraulic systems and concepts

SAQA US ID	UNIT STANDARD TITLE		
116450	Demonstrate a broad understanding of pneumatic and hydraulic systems and concepts		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrating a knowledge of pneumatic and hydraulic systems, concepts and circuits.

SPECIFIC OUTCOME 2

Demonstrating knowledge of pneumatic and or hydraulic tools and equipment components and the system

SPECIFIC OUTCOME 3

Demonstrating knowledge of general hydraulic and pneumatic testing equipment and tools.

SPECIFIC OUTCOME 4

Demonstrating knowledge of the general principles and precautions relating to working safely with pn

SPECIFIC OUTCOME 5

Demonstrating knowledge of safety clothing and safety equipment as used when working with pneumatic



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Maintain positive employer / employee practices

SAQA US ID	UNIT STANDARD TITLE		
116446	Maintain positive employer / employee practices		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Identifying and meeting policies and procedures.

SPECIFIC OUTCOME 2

Participating and interacting with forums.

SPECIFIC OUTCOME 3

Identifying structures and their roles.

SPECIFIC OUTCOME 4

Identifying rights and obligations of employers and employees.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Describe and relate to production sectors, end uses and competitors to the CTFL industry

SAQA US ID	UNIT STANDARD TITLE		
116442	Describe and relate to production sectors, end uses and competitors to the CTFL industry		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Describing and relating to main production sectors.

SPECIFIC OUTCOME 2

Describing and relating to end uses.

SPECIFIC OUTCOME 3

Describing and relating to competitors.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Read and react to machine control variables

SAQA US ID	UNIT STANDARD TITLE		
116441	Read and react to machine control variables		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Recognising and reacting to speed.

SPECIFIC OUTCOME 2

Recognising and reacting to moisture and humidity.

SPECIFIC OUTCOME 3

Recognising and reacting to pressure and vacuum.

SPECIFIC OUTCOME 4

Recognising and reacting to temperature.

SPECIFIC OUTCOME 5

Recognising and reacting to electricity.

SPECIFIC OUTCOME 6

Recognising and reacting to tension.

SPECIFIC OUTCOME 7

Recognising and reacting to time.

SPECIFIC OUTCOME 8

Recognising and reacting to liquor ratios.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Interact with people in clothing, textiles, footwear and leather processes

SAQA US ID	UNIT STANDARD TITLE		
116447	Interact with people in clothing, textiles, footwear and leather processes		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Handling day to day verbal communications.

SPECIFIC OUTCOME 2

Completing reports and documents.

SPECIFIC OUTCOME 3

Coaching fellow employees.

SPECIFIC OUTCOME 4

Using electronic information/ communication technology.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply safety, housekeeping, environment practices and legal requirements when working on machines and equipment

SAQA US ID	UNIT STANDARD TITLE		
116455	Apply safety, housekeeping, environment practices and legal requirements when working on machines and equipment		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Clothing, Textiles, Footwear and Leather	NSB 06		
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Explaining the legal, safety, environmental and specified procedures in health, safety and environme

SPECIFIC OUTCOME 2

Using relevant safety and protective equipment, clothing and machine guards common to the CTFL secto

SPECIFIC OUTCOME 3

Explaining and applying housekeeping practices and measures.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Describe and identify raw materials used including lubricants and chemicals

SAQA US ID	UNIT STANDARD TITLE		
116449	Describe and identify raw materials used including lubricants and chemicals		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Identifying common raw materials used to maintain machinery.

SPECIFIC OUTCOME 2

Describing methods used to identify common raw materials.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Maintaina range of clothing machinery

SAQA US ID	UNIT STANDARD TITLE		
116445	Maintaina range of clothing machinery		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	29

Specific Outcomes:

SPECIFIC OUTCOME 1

Cleaning and lubricating basic clothing machinery.

SPECIFIC OUTCOME 2

Stripping, assembling and setting a range of clothing machinery.

SPECIFIC OUTCOME 3

Conducting running maintenance to a range of clothing machinery.

SPECIFIC OUTCOME 4

Diagnosing and repairing a range of clothing machinery.

SPECIFIC OUTCOME 5

Constructing a garment using applicable stitch types.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Maintenance and care of machinery in the textile industry (dry processes)

SAQA US ID	UNIT STANDARD TITLE		
116443	Maintenance and care of machinery in the textile industry (dry processes)		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	17

Specific Outcomes:

SPECIFIC OUTCOME 1

Conducting routine and running maintenance on textile machinery (dry processes).

SPECIFIC OUTCOME 2

Demonstrating the ability to identify and react to symptoms of textile machinery faults (dry process

SPECIFIC OUTCOME 3

Demonstrating the ability to clean and lubricate textile machinery (dry processes).



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Start up and Shut down a textile dry processes

SAQA US ID	UNIT STANDARD TITLE		
116435	Start up and Shut down a textile dry processes		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Preparing machinery and equipment for production.

SPECIFIC OUTCOME 2

Obtaining and preparing raw materials to be processed.

SPECIFIC OUTCOME 3

Implementing production plans.

SPECIFIC OUTCOME 4

Conducting shut-down processes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Maintenance and care of machinery in the textile industry (wet processes)

SAQA US ID	UNIT STANDARD TITLE		
116444	Maintenance and care of machinery in the textile industry (wet processes)		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	29

Specific Outcomes:

SPECIFIC OUTCOME 1

Conducting routine and running maintenance on textile machinery (wet processes).

SPECIFIC OUTCOME 2

Demonstrating the ability to identify and react to textile machinery faults (wet processes).

SPECIFIC OUTCOME 3

Demonstrating the ability to clean and lubricate textile machinery (wet processes).



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Clothing, Textiles, Footwear and Leather (CTFL) Mechanician Processes

SAQA QUAL ID	QUALIFICATION TITLE		
48968	National Diploma: Clothing, Textiles, Footwear and Leather (CTFL) Mechanician Processes		
SGB NAME	SGB Clothing, Textiles, Footwear and Leather		
NSB ACRONYM	PROVIDER NAME		
NSB 06			
QUAL TYPE	FIELD	SUBFIELD	
National Diploma	Manufacturing, Engineering and Technology	Manufacturing and Assembly	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	250	Level 5	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION

The qualification is applicable to people across the CTFL sector as the fundamental and core and elective components deal with knowledge, skills, values and attitudes required by all mechanicians in the sector. Learners will deal with specific clothing, textile (dry) or textile (wet) processes through the chosen elective area.

The purpose of the qualification is to build the mechanician competence at level 5 to address the following:

1. The need for mechanicians to plan and implement a waste management system.
2. The need for mechanicians to implement quality elements and enhance quality systems.
3. The need for mechanicians to promote employer / employee relationships in a CTFL plant.
4. The need for mechanicians to integrate electrical, steam, electronic, hydraulic, pneumatic and mechanical systems to engineer new products.
5. The need for mechanicians to source new materials, chemicals and lubricants.
6. The need for mechanicians to develop and manage maintenance policies and schedules.
7. The need for mechanicians to maintain advanced clothing machinery or
8. The need for mechanicians to diagnose and conduct major repairs to machines in dry process textile industry and to set and adjust complex parameters to a textile dry process or
9. The need for mechanicians to conduct major repairs to machines in the wet process in the textiles industry

Note, In addition, footwear and leather processes will be included later.

This qualification will allow a learner to obtain a nationally recognised qualification in mechanician processes. It will set a standard for proficiency and assist in reducing high costs related to machine and equipment maintenance and breakdown. It will also assist with attracting and retaining quality learners. This qualification will also provide for the recognition of prior learning by allowing learners to obtain credits for knowledge and skills that they already possess and so obtain the qualification in whole or in part through such recognition.

The qualification supports the objectives of the National Qualifications Framework in the following ways:

> It meets the NQF principle of portability in that 30 credits are carried over to the manufacturing processes qualifications at the same level in clothing, textiles, footwear and leather. Furthermore, it gives the

opportunity for learners to obtain official recognition for knowledge and skills that they possess in mechanics processes the awarding of an officially recognised qualification. It also meets the principle of progression in that learners accessing this qualification would have acquired the NQF level 4 mechanician qualification and it may allow for learners to progress to higher level related engineering degree qualifications.

> The provision that the qualification may be obtained through recognition of prior learning facilitates access to an education, training and career path in mechanics processes, and thus accelerates the redress of past unfair discrimination in education, training and employment opportunities.

> The inclusion of the specified unit standards in the fundamental and core categories contributes to the full personal development of each learner and the social and economic development of the nation at large.

Rationale for the qualification

The National Diploma in CTFL Mechanician Processes at NQF Level 5 is designed to meet the needs of learners who are involved in mechanician processes or who enter the CTFL sector with related engineering qualifications. This qualification reflects the workplace-based needs across the sector. The current and future need for competent mechanics has been expressed by employers and employees, and is captured in this qualification. This qualification provides the learner with accessibility to be employed in manufacturing or support processes and provides the flexibility in that learners accessing this qualification may move into the qualifications in Clothing, Textiles, Footwear and Leather manufacturing processes. To this end 30 credits in this qualification are portable across to the manufacturing process qualifications. This National Diploma is structured in such a way that it gives learners exposure to a broad set of core competencies while the electives may be chosen from either clothing, textiles (dry) or textiles (wet) processes. (Note: further work in developing elective standards in footwear and leather will complete the qualification for those specific elective areas). This qualification will allow for competence in the learner's current work environment or chosen future work environment.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners should be competent at level 4 mechanics or equivalent.

Recognition of prior learning

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

QUALIFICATION RULES

Level, credits and learning components assigned to the qualification

This National Diploma in CTFL mechanician's processes at NQF level 5 comprises of unit standards, which are fundamental, core and elective. The qualification will have a minimum of 250 credits of which 10 credits are fundamental 180 credits are core and 60 credits are in the elective component.

In this qualification the credits are allocated as follows:

Fundamental	10 credits	4%
Core	180 credits	72%
Elective	60 credits	24%

Credits for the fundamental component:

These unit standards are compulsory. These unit standards will add value to learners both socially and economically in terms of their ability to operate at the level of literacy and numeracy required of mechanics in the sector. 5 credits will apply to standards in communication studies and language and 5 credits apply to the physical, mathematical computer and life sciences field.

Credits for the core component:

The unit standards classified as core describe the generic mechanician competence applicable to the CTFL sector. The unit standards require learners to describe, identify, and comply with a range of knowledge and skill at this level. Furthermore, it is a broad and generic understanding of systems and concepts that will be important at this level. All these unit standards are compulsory.

Credits for the elective component:

Learners are required to select electives that add up to 60 credits from unit standards in the clothing, textile (dry) or textile (wet) processes. In the case of textiles (dry) processes further portability principles are enhanced because 30 of the 60 credits exist in the textile (dry) manufacturing process qualification at this level.

EXIT LEVEL OUTCOMES

The outcomes are specified in terms of a combination of specific and critical cross-field outcomes as defined in the different unit standards.

On achieving this qualification, a learner is able to:

- > Plan and implement a waste management system, working effectively with people to ensure successful company implementation.
- > Implement quality elements and enhance quality systems understanding technology where sampling or testing needs to be appropriate to the desired outcome.
- > Promote employer / employee relationships in a CTFL plant, communicating to all role players to ensure positive consultation and solving a range of interpersonal problems.
- > Integrate electrical, steam, electronic, hydraulic, pneumatic and mechanical systems to engineer new products, understanding the impact and the interrelationship between the various systems and where each best applies in the CTFL sector.
- > Source new materials, chemicals and lubricants and making decisions to the benefit of the application of such materials.
- > Develop and manage maintenance policies and schedules, effectively managing information related to policies and procedures.
- > Maintain advanced clothing machinery; or
- > Diagnose and conduct major repairs to machines in dry process textile industry and set and adjust complex parameters to a textile dry process; or
- > Conduct major repairs to machines in the wet process in the textiles industry focussing on the application and implementation of practices to minimize downtime, wear and tear and on costs related to this.

ASSOCIATED ASSESSMENT CRITERIA

Assessors should check that the learner can demonstrate an ability to consider a range of options, make decisions and apply the skills that relate to:

- > Waste management systems which are planned and implemented and waste is reduced to acceptable sector standards.
- > Quality systems that are interpreted and enhanced and evaluated against company standards.
- > Employer and employee relationships that are promoted to result in positive climate through responding and consulting.
- > Electric, electronic, hydraulic, pneumatic, mechanical and steam systems that are integrated.
- > Raw materials, chemicals and lubricants are sourced, structures developed and implementation of new sources are managed.
- > Maintenance policies and procedures are developed and meet all legislative, sector and company requirements.
- > Advanced clothing machinery that is maintained according to laid down procedures.
- > Textile dry machinery that are diagnosed and repaired according to laid down procedures.
- > Textile dry processes that are set and adjusted.

> Textile wet process machinery that is maintained according to laid down procedures.

Integrated assessment

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

Certain exit level outcomes are measurable and verifiable through assessment criteria assessed in one application. Competence will be assessed when conducting formative and summative assessment.

Formative assessment:

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

These tools include the following:

- > On-the-job observations where practical demonstration is required.
- > Role-play simulations where observation of people interaction competence is required.
- > Structured group discussions that require communication and team work.
- > Knowledge tests, exams, case studies, projects, registers, logbooks, workbooks that applicable to specific contexts.
- > Verbal report backs (presentations) that require accuracy of information.
- > Portfolios of evidence that may be applicable to prior learning.
- > Projects especially relating to a complete process of either diagnosing, repairing, testing and maintaining machines.
- > Completed production related documentation, progress and variance reports.
- > Requisition documentation in terms of spares and / or equipment.
- > Costing documentation relating to appropriate spares and / or equipment.

Assessment tools must encourage learners to give an account of the thinking and decision-making that underpins their demonstrated performance. Some assessments will be of a more practical nature others will be more theoretical. The assessment method and/or tools used by the assessor must be fair so as not to hinder or advantage the learner, valid in a sense that it measures what it intends to measure, reliable in a sense that it is consistent and delivers the same output across a range of learners and practical in a sense that it takes into account the available financial resources, facilities, equipment and time.

The key to successful assessment in the field of mechanic processes lies in ongoing formative assessment. There will need to be a continuous process of evaluation of results achieved which will include the demonstration of all the outcomes in the context where learners are responsible for performing a range of mechanic operations.

Summative assessment:

Summative assessment is carried out at the end of the learning programme, under the direction of the appropriate ETQA/s, to assess the overall achievement of the learner. A detailed portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner.

Assessors and moderators:

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

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

INTERNATIONAL COMPARABILITY

The qualification was benchmarked against mechanician qualifications in Britain, Australia and New Zealand, and was found to be comparable with other qualifications at this level, in terms of the outcomes and assessment criteria. In addition, the existing internationally benchmarked textile trades, were used as input.

ARTICULATION OPTIONS

This qualification provides the following articulation possibilities at level 5:

- > The National Diploma in Textile Technology (NQF 6).
- > The National Diploma in Clothing Manufacturing Technology (NQF 5).
- > The National Diploma in Footwear Technology (NQF 5).
- > The National Diploma in Leather Technology (NQF 5).
- > Any other manufacturing related qualifications.

MODERATION OPTIONS

- > Assessors must be registered as an assessor with the relevant ETQA.
- > Moderators must be registered as assessors with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > The mechanisms and requirements for moderation should be applied in accordance with the requirements of the relevant ETQA.

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

Assessors need experience in the following areas:

- > Interpersonal skills.
- > Subject matter.
- > Assessment.

The assessor needs to be competent in the planning and conducting of assessment of learning outcomes and in the design and development of assessments as described in the unit standards 'Plan and conduct assessment of learning outcomes NQF level 4'. Subject matter experience must be well developed within the different functional areas of the specific industry.

The assessor must have completed:

- > A similar qualification at the level with a minimum of 6-12 months field experience after he/she has completed the qualification or,
 - > The subject matter experience of the assessor can be established by recognition of prior learning.
- Assessors need to be registered with the relevant Education and Training Quality Assurance Body.

NOTES

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	116401 Integrate electrical, steam, electronic hydraulic, pneumatic and mechanical systems to engineer new products	Level 5	50	Draft - Prep for P Comment
04/07/28	Qual ID 48968	SAQA: NLRD Report "Qualification Detail"		

Core	116404 Interpret quality elements and enhance quality systems	Level 5	30	Draft - Prep for P Comment
Core	116417 Plan and implement a waste management system	Level 5	40	Draft - Prep for P Comment
Core	116420 Promote employer/employee relationships in a CTFL plant	Level 5	30	Draft - Prep for P Comment
Core	116423 Source new materials, chemicals and lubricants	Level 5	10	Draft - Prep for P Comment
Core	116456 Develop and manage maintenance policies and schedules	Level 5	20	Draft - Prep for P Comment
Elective	116391 Diagnose and conduct major repairs on machinery in the textile industry (dry processes)	Level 5	30	Draft - Prep for P Comment
Elective	116395 Diagnose and conduct major repairs on machinery in the textile industry (wet processes)	Level 5	60	Draft - Prep for P Comment
Elective	116410 Maintain advanced clothing machinery	Level 5	60	Draft - Prep for P Comment
Elective	116422 Set and adjust complex parameters to a textile dry process	Level 5	30	Draft - Prep for P Comment
Fundamental	10293 Mediate language, literacies and mathematics across the curriculum	Level 5	20	Reregistered
Fundamental	12433 Use communication techniques effectively	Level 5	8	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop and manage maintenance policies and schedules

SAQA US ID	UNIT STANDARD TITLE		
116456	Develop and manage maintenance policies and schedules		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Developing systems, policies and procedures for maintenance of plant and equipment in operational co

SPECIFIC OUTCOME 2

Analysing and monitoring repair and maintenance levels in respect of quality of output and quality o

SPECIFIC OUTCOME 3

Analysing, recording and reporting on repair and maintenance policies, procedures and processes.

SPECIFIC OUTCOME 4

Evaluating existing maintenance policies, systems etc.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Integrate electrical, steam, electronic hydraulic, pneumatic and mechanical systems to engineer new products

SAQA US ID	UNIT STANDARD TITLE		
116401	Integrate electrical, steam, electronic hydraulic, pneumatic and mechanical systems to engineer new products		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Clothing, Textiles, Footwear and Leather	NSB 06		
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	50

Specific Outcomes:

SPECIFIC OUTCOME 1

Producing operational systems, policies and procedures for electrical, steam, electronic, hydraulic,

SPECIFIC OUTCOME 2

Implementing approved operational systems, policies and procedures for electrical, steam, electronic

SPECIFIC OUTCOME 3

Enhancing systems.

SPECIFIC OUTCOME 4

Evaluating electrical, steam, electronic, hydraulic, pneumatic and mechanical systems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Interpret quality elements and enhance quality systems

SAQA US ID	UNIT STANDARD TITLE		
116404	Interpret quality elements and enhance quality systems		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	30

Specific Outcomes:

SPECIFIC OUTCOME 1

Identifying and describing quality control procedures in the industry.

SPECIFIC OUTCOME 2

Applying, monitoring and measuring quality principles.

SPECIFIC OUTCOME 3

Identifying areas for improvement to enhance the quality system.

SPECIFIC OUTCOME 4

Training and developing others.

SPECIFIC OUTCOME 5

Evaluating quality systems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Plan and implement a waste management system

SAQA US ID	UNIT STANDARD TITLE		
116417	Plan and implement a waste management system		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	40

Specific Outcomes:

SPECIFIC OUTCOME 1

Designing a system for managing waste in a relevant manufacturing CTFL plant.

SPECIFIC OUTCOME 2

Implementing a waste management system.

SPECIFIC OUTCOME 3

Monitoring a waste management system and recording and reporting on results.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Promote employer/employee relationships in a CTFL plant

SAQA US ID	UNIT STANDARD TITLE		
116420	Promote employer/employee relationships in a CTFL plant		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	30

Specific Outcomes:

SPECIFIC OUTCOME 1

Identifying and responding to areas affecting relationships.

SPECIFIC OUTCOME 2

Consulting with parties.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Source new materials, chemicals and lubricants

SAQA US ID	UNIT STANDARD TITLE		
116423	Source new materials, chemicals and lubricants		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Developing structures, sources and methods for new materials, chemicals and lubricants.

SPECIFIC OUTCOME 2

Managing the implementation of the new sources of product.

SPECIFIC OUTCOME 3

Evaluating new materials, chemicals and lubricants.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Diagnose and conduct major repairs on machinery in the textile industry (wet processes)

SAQA US ID	UNIT STANDARD TITLE		
116395	Diagnose and conduct major repairs on machinery in the textile industry (wet processes)		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	60

Specific Outcomes:

SPECIFIC OUTCOME 1

Re-commissioning textile machinery (wet processes).

SPECIFIC OUTCOME 2

Sourcing, acquiring and controlling consumables for textile machinery (wet processes).

SPECIFIC OUTCOME 3

Developing maintenance schedules.

SPECIFIC OUTCOME 4

Interpreting design and innovation specifications for textile machinery (wet processes).

SPECIFIC OUTCOME 5

Selecting a product design concept and proving design functionality.

SPECIFIC OUTCOME 6

Optimising machine performance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Set and adjust complex parametersto a textile dry process

SAQA US ID	UNIT STANDARD TITLE		
116422	Set and adjust complex parametersto a textile dry process		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	30

Specific Outcomes:

SPECIFIC OUTCOME 1

Setting parameters on a range of equipment and machinery within the dry process.

SPECIFIC OUTCOME 2

Interpreting design and innovation specifications for textile machinery (dry processes).



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Diagnose and conduct major repairs on machinery in the textile industry (dry processes)

SAQA US ID	UNIT STANDARD TITLE		
116391	Diagnose and conduct major repairs on machinery in the textile industry (dry processes)		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	30

Specific Outcomes:

SPECIFIC OUTCOME 1

Conducting major repairs to textile machinery (dry processes).

SPECIFIC OUTCOME 2

Interpreting design and innovation specifications for textile machinery (dry processes).

SPECIFIC OUTCOME 3

Selecting a product design concept and proving design functionality.

SPECIFIC OUTCOME 4

Installing and commissioning as per manufacturer's specifications for textile machinery.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Maintain advanced clothing machinery

SAQA US ID	UNIT STANDARD TITLE		
116410	Maintain advanced clothing machinery		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Clothing, Textiles, Footwear and Leather		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	60

Specific Outcomes:

SPECIFIC OUTCOME 1

Identifying and reacting to faults found in advanced clothing machinery.

SPECIFIC OUTCOME 2

Conducting running maintenance to advanced clothing machinery.

SPECIFIC OUTCOME 3

Stripping and assembling advanced clothing machinery.

SPECIFIC OUTCOME 4

Conducting repairs to advanced clothing machinery.

SPECIFIC OUTCOME 5

Diagnosing and repairing advanced clothing machinery.

SPECIFIC OUTCOME 6

Conducting overhauls of advanced clothing machinery.

SPECIFIC OUTCOME 7

Designing and innovating advanced clothing machinery.

SPECIFIC OUTCOME 8

Evaluating the characteristics of a new range of machines.

No. 835

6 August 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

Banking and Micro-Finance

Registered by NSB 03, Business, Commerce and Management Studies, publishes the following unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards upon which qualifications are based. The unit standards can be accessed via the SAQA web-site at www.saga.org.za. 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 6 September 2004***. All correspondence should be marked **Standards Setting – SGB for Banking and Micro-Finance** 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 – 4315144

e-mail: dmphuthing@saga.co.za

JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPM

**PUBLIC NOTICE BY NSB 03, BUSINESS, COMMERCE AND MANAGEMENT
STUDIES OF THE INTENTION TO ESTABLISH AND REGISTER A STANDARDS
GENERATING BODY (SGB) FOR BANKING AND MICRO-FINANCE**

PROPOSED BRIEF OF THE SGB

The National Standards Body (NSB) 03, intends to register an SGB for Banking and Micro-Finance, from NQF Level 2-6 in order to:

1. Identify, transformation, development, access and equity issues relevant to the sub-field Financial Services and develop mechanisms to include these issues within the standards and qualifications as envisaged in (2) below [Regulation 24(1)(a)].
2. Generate appropriate Qualifications and Unit Standards across the Banking and Micro-Finance Industry as follows:
 - National Certificates in Banking : NQF Levels 2-6
 - National Diploma in Banking : NQF Levels 5 and 6
 - Bachelors Degree in Banking : NQF Level 6
3. Recommend the Unit Standards and Qualifications generated in 2. above to National Standards Body 03 [Regulation 24 (1)(c)].
4. Recommend criteria for the registration of assessors and moderators or moderating bodies.
5. Accept and perform other related functions as requested by NSB 03 [regulation 24 (1)(e)].
6. Review already registered Qualifications and Unit Standards that have reached the end of their registration period and make recommendations on their re-registration.

PROPOSED COMPOSITION OF THE SGB

Name of Nominee	Workplace	Nominating Body	Qualifications/ Experience
Daphne Hamilton	BANKSETA	BANKSETA	Holds: <ul style="list-style-type: none"> • Masters in General Linguistics • Assessor Training Programme Certificate • Program in Human Resource Development Certificate • Programme in Management Development Certificate Is responsible for the ETQA and Investors in People functions Was Chairperson of the Financial Services SGB
Caroline King	BANKSETA	BANKSETA	Holds: <ul style="list-style-type: none"> • General Bachelor of Commerce

			<p>Degree</p> <ul style="list-style-type: none"> • Credit Diploma • Advanced Credit Diploma • CAIB (SA) Qualification • Associate Diploma of the Institute of Bankers <p>Is an ETQA and Investors in People Specialist Was a Distance Learning Programme Manager with NEDCOR for 4 years and 6 months</p>
Annette Bredenkamp	FirstRand Banking Group	Large Banks	<p>Holds:</p> <ul style="list-style-type: none"> • B. Prim Ed • Post Graduate Diploma in Pre-Primary teaching • B. Tech <p>Is the Chairperson for the Roodepoort Business Women's Club Is Vice President of the National Council for Business Women Is currently a Group Skills Development Facilitator</p>
Rougendren Naidoo	ABSA Bank	Large Banks	<p>Holds a Post Graduate Certificate in Business Administration</p> <p>Certified competent at Diploma level in the training field of Learner Support, Needs Analysis, Philosophy of Education, Training and Development, Learning Facilitation and Design and Development</p> <p>Has held positions as Head Of Department Training (SAA), Head of Training (QAS Aviation Academy), Senior Training Manager (Unibank), and is currently Manager NQF Delivery and Implementation with ABSA Bank</p>
Anila Ramsaroop	Standard Bank of S.A. Ltd.	Large Banks	<p>Holds:</p> <ul style="list-style-type: none"> • Masters in Management • Post Graduate Diploma in Management • Bachelor of Commerce <p>Is currently the Group Skills Development Facilitator at the Standard Bank of S.A. Ltd.</p>
Freda Motshidisi Malema	South African Reserve Bank	Central Banking	<p>Holds:</p> <ul style="list-style-type: none"> • B. Admin • Masters Diploma in Human Resources Management Development • Certificate in Education Training and Development Practitioner • Advanced Programme in Organisational Development

			<p>Career Management Certificate</p> <p>Is currently employed by the South African Reserve Bank as a Senior Training Consultant and is a member of the Institute of People Management and the Black Management Forum</p>
Derek Shirley	Cornerstone Solutions PTY Ltd.	Medium size banks	<p>Holds a Doctoral Degree in Psychology</p> <p>Has spent 13 years managing teams consulting in the design, development and implementation of people and management systems and processes in the banking sector.</p> <p>Has extensive local and international experience in the financial services industry.</p>
Alpheus Maliehe	VBS Mutual Bank	Small Banks	<p>Holds:</p> <ul style="list-style-type: none"> • B. Com. UED • Management Principles for First Line Managers Certificate • Diploma in Financial Management • Management Development Progress • Is currently Assistant General Manager-Branch Network at VBS Mutual Bank
Maleshoane S.J. Lebakeng	Marang Financial Services	Micro-Finance (Development Finance)	<p>Holds:</p> <ul style="list-style-type: none"> • B. Comm Human Resources Management • Marketing Management • B. Comm Accounting and Business Management • University Education Diploma <p>Has extensive knowledge regarding the determination of training needs and the development of programmes</p>
David Mark De Jong	Savings and Credit Co-operative League of South Africa (SACCOL)	Co-operatives	<p>Holds:</p> <ul style="list-style-type: none"> • B. Econ • B. Econ Hon. • M. Econ Social Development <p>Currently General Manager at SACCOL dealing with the implementation of policies as well as the management of human and financial resources of the organization.</p>
Charles Patrick Wells	South African Society of Banking Officials	Labour	<p>Holds:</p> <ul style="list-style-type: none"> • Associate Diploma CAIB SA • MDP Human Resources Management • Development Program in Labour Relations Certificate • Licentiate Diploma in Banking

			Has been with SASBO since 1988. Is a Board Member of the Financial Services SGB, as well as the SASBO Pension Fund
Brian John Pearce	Damelin School of Training	Privately funded Providers external to the constituent members of the BANKSETA	<p>Holds:</p> <ul style="list-style-type: none"> • B. Econ Degree • CAIB • B. Econ Honours Degree • CIS-Institute of Chartered Secretaries. <p>Has been in the Banking Industry since 1975 and is currently a Director of the Damelin School of Banking</p>
Michael Sandler	Full Value Financial Services (PTY) Ltd	Privately funded Providers external to the constituent members of the BANKSETA	<p>Holds:</p> <ul style="list-style-type: none"> • B. Comm • H. Dip Ed • CAIB • <p>Designs and presents training courses on subjects primarily aimed at the treasury functions within banks, corporates and other financial institutions. Also consults to treasuries, current clients being The Johannesburg Securities Exchange</p>
Tom Cronje	University of Pretoria	Higher Education	<p>Holds:</p> <ul style="list-style-type: none"> • Bachelor of Commerce • Bachelor of Commerce Honours • Masters Degree in Commerce • Doctorate in Commerce • Diploma in Tertiary Education <p>Is currently Professor in Financial and Risk Management at UNISA Section Head for Risk Management in the Financial Management sub-department Serves on the Faculty Board for Finance and Credit of the Institute of Bankers in South Africa Moderator for Finance and Risk Management papers of the IBSA Serves as an External Examiner for the University of Pretoria and the Oxford Brooks MBA Programme</p>

No. 836

6 August 2004

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Traffic, Traffic Related and Local Government Law Enforcement

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

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

Comment on the unit standards should reach SAQA at the address *below and no later than 6 September 2004*. All correspondence should be marked **Standards Setting – Traffic, Traffic Related and Local Government Law Enforcement** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: dmphuthing@saqa.co.za


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



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Traffic Management

SAQA QUAL ID	QUALIFICATION TITLE	
48921	Further Education and Training Certificate: Traffic Management	
SGB NAME	SGBTraffic, Traffic-Related, L. Government Law Enforc	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
LMS-4-National Certificate	National Certificate	Safety in Society
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
180	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification aims to address three main areas of competence, namely:

1. Ensuring/enforcing a safe traffic environment.
2. Educating the road user community.
3. Developing the road environment.

The core areas of competence are traffic management and municipal policing. Fundamental to these areas are communication and mathematic literacy competence. In addition, learners can elect to focus their competence regarding road traffic management and municipal policing, road safety, and licensing and registration, including the following areas: driver examination; vehicle examination; national traffic information system (Natis) data maintenance; traffic management; policing; education.

Qualifying learners are capable of:

- > Assessing driver fitness.
- > Conducting visible traffic patrols.
- > Controlling traffic.
- > Ensuring safe passage in traffic.
- > Assessing road traffic environment safety.
- > Evaluating vehicle fitness at the roadside.
- > Evaluating loads on vehicles.
- > Attending to and handling a collision scene.
- > Conducting themselves in a professional manner in a policing environment.
- > Giving evidence in a court of law.
- > Conducting a lawful arrest.
- > Rendering basic first aid.
- > Applying strategies to achieve optimal stress levels in personal and work situations.
- > Investigating and monitoring the financial aspects of personal, business, and national issues.
- > Critically interrogating and effectively communicating statistical findings on life-related problems.
- > Measuring, estimating and calculating physical quantities and exploring, critiquing and proving geometrical relationships in two and three-dimensional space in the life and workplace of the adult with increasing responsibilities.
- > Engaging in sustained oral communication and evaluating spoken texts.
- > Reading, analysing and responding to a variety of texts.
- > Writing for a wide range of contexts.
- > Using language and communication in occupational learning programmes.
- > Operating a personal computer system.
- > Receiving and handling complaints.

Qualifying learners also elect two additional areas of competence from the following:

- > Educating road users.

- > Policing.
- > Examining vehicles.
- > Examining drivers.
- > Using communication aids or equipment.
- > Inspecting, driving and maintaining an official vehicle.
- > National traffic information system (Natis) data maintenance.
- > Using a firearm.

Rationale

The South African vehicle population currently exceeds 7 million. With the high incidence of road-related fatalities in South Africa, it is a national priority to make South African roads safer for all users. More than 9 000 people die every year and many others are injured on South African roads. The cost to the South African economy is estimated at around 14 billion Rand a year. Addressing this issue includes having effective regulations, administration and stakeholder relationships, as well as operational planning, traffic management and data gathering systems, none of which are effective without the professionalisation of traffic law enforcement training, related career development and specialisation in key areas of enforcement.

Key focus areas for improvement include enforcement, coordination, and communication. Thus, there is a need for developing enforcement, coordination, and communication capacity. Specifically prevalent transgressions include exceeding the speed limit, driving recklessly and aggressively, driving under the influence of intoxicating liquor or drugs with a narcotic effect, deliberately overloading vehicles, paying for a forged driving license, bribing traffic officers or paying for a false roadworthy certificate.

When the National Department of Transport established Centres of Development (tertiary institutions providing transport related studies) in the 1990's, the focus of the centres was at a postgraduate level. However, there has been a shift to the undergraduate level. The aim is to build human and research capacity in the transport field, in partnership with technikons and universities. Internationally, traffic law enforcement is known as one of the most effective measures to prevent accidents, deaths and injuries. Faced with various challenges, traffic officers in South Africa must employ a wide array of competencies to work effectively.

Previously, traffic officer learning programs in South Africa did not focus on competence. Rather, it provided learners with an overview of activities that does not result in the competence required to perform their daily activities. The institutional learning component of traffic officer learning programs has been relatively standardised, but in-service learning programs have not been, and this split between attaining theoretical knowledge and practical skills training requires integration. This national qualification standard and its composite unit standards were developed to specify the outcomes required when knowledge and skills are integrated to comprise traffic officer competence. Furthermore, by setting a minimum national standard, accreditation of learning programs can take place, resulting in improved quality management in terms of program delivery.

RECOGNIZE PREVIOUS LEARNING?

N

LEARNING ASSUMED TO BE IN PLACE

This qualification was designed and its credits assigned based on the assumption that communication and language competencies at NQF Level 3 for one language, and NQF Level 2 for a second language, as well as mathematic literacy competencies at NQF Level 3 have already been attained.

Recognition of prior learning (RPL)

This qualification can be achieved wholly or in part through recognition of prior learning, which includes formal, informal and non-formal learning and workplace experience, in terms of the assessment criteria specified. Any learner wishing to be directly assessed may arrange to do so, without participating in further training or education.

QUALIFICATION RULES

Learning Components

Minimum credits required at each NQF level:

Credits-NQF Level
 Component-2-3-4-5-Total
 Fundamental-0-20-36-0-56
 Core-9-4-68-27-108

Subtotal-9-4-104-27-144

Elective-0-0-65-36-16

Total-9-24-147-180

- > All Fundamental and Core component Unit Standards are compulsory.
- > Unit standards of at least 16 credits from at least TWO of the six areas of competence must be achieved, for the Elective component.

EXIT LEVEL OUTCOMES

Fundamental and Core:

1. Communicate effectively using mathematic, oral and written presentation in two languages.
2. Apply strategies to achieve optimal stress levels in personal and work situations.
3. Provide first aid.
4. Operate personal computer systems.
5. Participate effectively in traffic-related legal processes.
6. Provide customer service required by standard operating procedures.
7. Collect, analyse, organise and critically evaluate information about driver fitness.
8. Collect, analyse, organise and critically evaluate information about vehicle fitness.
9. Conduct visible traffic patrols.
10. Control traffic safely.

Elective:

11. Inform road users of road safety.
12. Facilitate driver learning.
13. Use traffic management communication aids and equipment technology effectively.
14. Enforce traffic-related and municipal policing laws.
15. Collect, analyse, organise and critically evaluate information regarding drivers and vehicles.
16. Use national traffic information system technology effectively.

ASSOCIATED ASSESSMENT CRITERIA

Fundamental and Core:

1.
 - > Communication processes and procedures implemented are effective within given contexts.
 - > Monitoring of financial aspects of personal, business, and national issues follows specified requirements.
 - > Communication of findings on life-related problems is accurate.
 - > Evaluation of spoken text is relevant to a given context and can be justified.
 - > Evaluation of text takes into account diversity of writers and speakers of text.
 - > Writing is appropriate for specific audiences and purposes.
 - > Conduct is professional at all times.
2.
 - > Stressors and stress are correctly defined and identified.
 - > Where relevant, steps taken to alleviate stress are appropriate for the context.
3.
 - > Intervention in first aid scenarios eliminates potential hazards.
 - > Examination of visible vital signs follows required procedures.
 - > Information gathered meets specifications.
 - > Actions taken meet standard operational procedures.
4.
 - > Operation of personal computer systems adheres to standard operational procedures.
 - > Operation of personal computer systems adheres to safety requirements.
 - > Operation of personal computer systems ensures security of information.
5.
 - > Standards and procedures in relevant legislation are adhered to

Range: Traffic-related legal processes can include those involved in arrests, giving evidence, attending to collision scenes, assessing road user fitness, conducting visible traffic patrols, controlling traffic, ensuring safe passage in traffic, assessing road traffic environment safety, examining vehicle fitness at the roadside, evaluating loads on vehicles.

 - > Conduct is acceptable to communities served.
 - > Conduct is professional at all times.

> Conduct adheres to specified ethical requirements.

6.

- > Complaints are addressed as required by standard operating procedures.
- > Conduct is professional at all times.
- > Specified customer service requirements are met.

7.

- > Information collection methods are appropriate to the relevant contexts.
- > Recording of information regarding driver fitness and related traffic violations is accurate.

8.

- > Information collection methods are appropriate to the relevant contexts.
- > Management of vehicle fitness minimises abnormal wear and tear of road surfaces.
- > Recording of information regarding traffic flow, and vehicle fitness and related traffic violations is accurate.

9.

- > Execution of crime prevention strategies ensures safety of the community.

10.

- > Traffic safety measures introduced are holistic.
- > Enforcement of traffic and municipal policing and related legislation controls traffic and flow of traffic optimally.
- > Accident investigation and recording is effective.

Elective

11.

- > Informing of road users meets standard operating procedure, legal and safety requirements.
- > Conduct is acceptable to communities served.
- > Conduct is professional at all times.
- > Conduct adheres to specified ethical requirements.

12.

- > Facilitation of driver learning meets standard operating procedure, legal and safety requirements.
- > Conduct is acceptable to communities served.
- > Conduct is professional at all times.
- > Conduct adheres to specified ethical requirements.

13.

- > Use of communication aids and equipment technology meets legal, standard operating, manufacturer and safety requirements.
- > Conduct is acceptable to communities served.
- > Conduct is professional at all times.

14.

- > Enforcement of traffic and municipal policing and related legislation meet standard operating procedures and relevant legislation requirements.

15.

- > Recording of information regarding drivers and vehicles is accurate.
- > Recording of information regarding drivers and vehicles meets standard operating procedures and relevant legislation requirements.
- > Conduct adheres to specified ethical requirements.
- > Conduct is acceptable to specific communities to whom service is delivered.

16.

- > Use of national traffic information system technology meets standard operating procedures and relevant legislation requirements.

Integrated assessment

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

should show how already demonstrated competence in individual areas can be linked and applied for the achievement of exit level outcomes. Integrated assessment must judge the quality of the observable performance, and also the quality of thinking that lies behind it. Assessment tools must encourage learners to explain the thinking and decision-making that underpin their demonstrated performance.

The assessment criteria in the unit standards are performance-based (applied competence as opposed to required knowledge only). This means that workplace experience may be recognised when awarding credits towards this qualification. A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. 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 reflexive competencies.

INTERNATIONAL COMPARABILITY

As the United States of America does not currently have a national standards framework, an analysis of learning programs was conducted. Comparable traffic management competence is addressed as a professional stream following the law enforcement officer qualification. It is assigned approximately 35 credits in total. This South African qualification addresses competence for both aspects within one qualification. Competencies that form part of learning in the USA include collision investigation (both at scene and technical), collision reconstruction, radar operation, road blocking, data capturing, driver training, driver competence testing, speed measuring, and media relations.

In Europe in general, basic police training provides the entry point for specialisation in traffic policing. Duration of basic police training varies from four months to four years. Most countries require the equivalent of the South African NQF Level 4 Further Education and Training Certificate for entry, except in Germany, Austria, the Netherlands, Switzerland, Finland and the Czech Republic. For the most part, law, general legal and administrative, psychology, crime prevention, youth issues, drug-related issues, computer literacy, statistics, crime scene investigation, patrolling, stopping vehicles, crime-related information gathering, witness interviewing, intervening in public disorders and the history of law enforcement knowledge are included in programs. In terms of skills, most programs include evidence handling, traffic regulation, self-defence, swimming, using a firearm, report writing, first aid, communication, computer skills, public relations, crowd control, gathering information, using tools, general equipment (batons, handcuffs, etc.) and technical equipment, using standard operating procedures, documenting, team/group work, decision-making, administration, languages, and physical training. Specialised police training (the equivalent of South African NQF Level 5 outcomes) in specific areas of police work, ranging from one day to four weeks, includes traffic-related learning such as law issues in traffic (Germany), traffic accident investigation (Hungary, the Netherlands), and driving skills (the Netherlands), specialised driving (Hungary) and general traffic management (Belgium, Turkey, Greece, Poland, Slovak Republic, Croatia).

In Sweden, traffic safety science courses include outcomes that overlap with the South African qualification presented here. Total duration is 80 hours. In the United Kingdom, Traffic Management and Systems Engineering qualification exists at Level 4 (equivalent to the South African NQF Level 5). The Scottish framework contains programs at this level, including Police Road Traffic Patrols, and Police Road Traffic Patrol Operations (hazardous loads, legislation, road accidents and tachograph chart inspections). There are no South African NQF Level 4 equivalent qualifications.

The Australian framework does not contain any traffic management standards or programs. New Zealand places traffic management within the field of law and security, as is the case here. Specifically, it forms part of policing, and only contains standards for police traffic crash investigation. Included are core driving competence, at their Level 1 (the equivalent of South African NQF Level 2), with traffic flow and traffic management techniques falling under Civil Engineering at Levels 5 and 6 respectively (the equivalent of South African NQF Level 5).

ARTICULATION OPTIONS

This qualification articulates vertically downward and horizontally with all NQF Level 3 and 4 qualifications by means of the fundamental component. In addition, because the qualification contains unit standards from other qualifications, vertical articulation upwards is currently possible with qualifications such as the National Certificate in Policing (NQF Level 5), and vertical articulation upwards and horizontal articulation with various qualifications containing information technology, marketing (customer service and contact centre), and first aid competence outcomes.

MODERATION OPTIONS

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

To register as an assessor, the following are required:

- > Detailed documentary proof of relevant qualification/s, practical training completed, and experience gained at an NQF level above this qualification
- > NQF recognised assessor credit

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

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

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

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

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

- > Appropriate: The method of assessment is suited to the performance being assessed.
- > Fair: The method of assessment does not present any barriers to achievements, which are not related to the evidence.

- > Manage: The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- > Integrate into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- > Valid: The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
- > Direct: The activities in the assessment mirror the conditions of actual performance as close as possible.
- > Authentic: The assessor is satisfied that the work being assessed is attributable to the learner being assessed.
- > Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > Open: Learners can contribute to the planning and accumulation of evidence. Learners for assessment understand the assessment process and the criteria that apply.
- > Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors.

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.

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	7547 Operate a personal computer system	Level 2	6	Reregistered
Core	9965 Render basic first aid	Level 2	3	Registered
Core	116138 Assess road traffic environment safety	Level 3	4	Draft - Prep for P Comment
Core	116129 Assess road user fitness	Level 4	12	Draft - Prep for P Comment
Core	116131 Conduct visible traffic patrols	Level 4	14	Draft - Prep for P Comment
Core	116133 Control traffic	Level 4	12	Draft - Prep for P Comment
Core	116134 Ensure safe passage in traffic	Level 4	3	Draft - Prep for P Comment
Core	116141 Examine vehicle fitness at the roadside	Level 4	7	Draft - Prep for P Comment
Core	116143 Evaluate loads on vehicles	Level 4	16	Draft - Prep for P Comment
Core	11974 Conduct oneself in a professional manner in a policing environment	Level 5	4	Registered
Core	11975 Conduct a lawful arrest	Level 5	4	Registered
Core	11981 Attend to and manage a road accident scene	Level 5	12	Registered
Core	11984 Give evidence in a court of law	Level 5	4	Registered
Core	11987 Receive and handle complaints	Level 5	5	Registered
Core	15096 Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5	Registered
Elective	11985 Inspect, drive and maintain an official vehicle	Level 4	3	Registered
Elective	13874 Work as a member of a Contact Centre Team	Level 4	5	Registered
Elective	14118 Use of firearms in a policing environment	Level 4	12	Registered
Elective	116145 Inform road users	Level 4	3	Draft - Prep for P Comment
Elective	116151 Evaluate vehicle fitness	Level 4	7	Draft - Prep for P Comment
Elective	116155 Examine drivers for licensing	Level 4	12	Draft - Prep for P Comment
Elective	116170 Establish and maintain information on a national traffic information system	Level 4	10	Draft - Prep for P Comment
Elective	116171 Test drivers for learner's licensing	Level 4	5	Draft - Prep for P Comment

Elective	11973 Build and maintain relationships with local communities	Level 5	4	Registered
Elective	11982 Attend to and handle a crime scene	Level 5	5	Registered
Elective	11986 Plan and conduct various kinds of crime prevention patrols	Level 5	6	Registered
Elective	12989 Make and record payments	Level 5	8	Registered
Elective	14130 Master restraining techniques	Level 5	6	Registered
Elective	116147 Use communication aids and equipment	Level 5	8	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	2	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	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	5	Registered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Assess road traffic environment safety

SAQA US ID	UNIT STANDARD TITLE		
116138	Assess road traffic environment safety		
SGB NAME	ABET BAND	PROVIDER NAME	
SGBTraffic,Traffic-Related,L.Government Law Enforc	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Law, Military Science and Security	Safety in Society		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB TRAFF	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Observe and identify road environment characteristics.

SPECIFIC OUTCOME 2

Identify possible deficiencies or contraventions in road environments.

SPECIFIC OUTCOME 3

Report deficiencies to relevant persons.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Assess road user fitness

SAQA US ID	UNIT STANDARD TITLE		
116129	Assess road user fitness		
SGB NAME		ABET BAND	PROVIDER NAME
SGBTraffic,Traffic-Related,L.Government Law Enforc		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB TRAFF	Regular	Level 4	12

Specific Outcomes:**SPECIFIC OUTCOME 1**

Assess documentation according to prescribed procedures.

SPECIFIC OUTCOME 2

Assess the use of alcohol and drugs in a road block situation, according to operating procedures.

SPECIFIC OUTCOME 3

Evaluate unsafe vehicle and pedestrian manoeuvres in traffic.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct visible traffic patrols

SAQA US ID	UNIT STANDARD TITLE		
116131	Conduct visible traffic patrols		
SGB NAME	ABET BAND	PROVIDER NAME	
SGBTraffic,Traffic-Related,L.Government Law Enforc	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Law, Military Science and Security	Safety in Society		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB-TRAFF	Regular	Level 4	14

Specific Outcomes:

SPECIFIC OUTCOME 1

Unlawful and unsafe traffic behaviour and circumstances are addressed to improve safety and security

SPECIFIC OUTCOME 2

Patrol public areas to identify and prevent offences.

SPECIFIC OUTCOME 3

Render assistance to members of the public, colleagues and other relevant services.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Control traffic

SAQA US ID	UNIT STANDARD TITLE		
116133	Control traffic		
SGB NAME		ABET BAND	PROVIDER NAME
SGBTraffic,Traffic-Related,L.Government Law Enforc		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB TRAFF	Regular	Level 4	12

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare self and vehicles for different traffic control situations, according to operating procedure

SPECIFIC OUTCOME 2

Set up road blocks according to operating procedures.

SPECIFIC OUTCOME 3

Direct traffic (incl. pedestrians) in a safe way and according to operating procedures.

SPECIFIC OUTCOME 4

Safeguard incident scenes according to appropriate operating procedures.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Ensure safe passage in traffic

SAQA US ID	UNIT STANDARD TITLE		
116134	Ensure safe passage in traffic		
SGB NAME		ABET BAND	PROVIDER NAME
SGBTraffic,Traffic-Related,L.Government Law Enforc		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB TRAFF	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Comply with permissions and provisions for escorting.

SPECIFIC OUTCOME 2

Assess routes and assigned duties.

SPECIFIC OUTCOME 3

Confirm that equipment is in working order for effective escorting.

SPECIFIC OUTCOME 4

Escort vehicles and persons through traffic.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Establish and maintain information on a national traffic information system

SAQA US ID	UNIT STANDARD TITLE		
116170	Establish and maintain information on a national traffic information system		
SGB NAME		ABET BAND	PROVIDER NAME
SGBTraffic, Traffic-Related, L. Government Law Enforc		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB TRAFF	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify applicants by means of prescribed documentation.

SPECIFIC OUTCOME 2

Gather information required for transactions on a national traffic information system.

SPECIFIC OUTCOME 3

Perform transactions on a national traffic information system in line with prescribed system procedu



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Evaluate loads on vehicles

SAQA US ID		UNIT STANDARD TITLE	
116143		Evaluate loads on vehicles	
SGB NAME		ABET BAND	PROVIDER NAME
SGBTraffic,Traffic-Related,L.Government Law Enforc		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB TRAFF	Regular	Level 4	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify possible overloaded vehicles through subjected screening process.

SPECIFIC OUTCOME 2

Weigh all relevant categories of vehicles identified as possibly overloaded.

SPECIFIC OUTCOME 3

Charge drivers and operators who contravene relevant regulation(s).

SPECIFIC OUTCOME 4

Release vehicles after legal compliance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Evaluate vehicle fitness

SAQA US ID		UNIT STANDARD TITLE	
116151		Evaluate vehicle fitness	
SGB NAME		ABET BAND	PROVIDER NAME
SGBTraffic,Traffic-Related,L.Government Law Enforc		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB TRAFF	Regular	Level 4	7

Specific Outcomes:

SPECIFIC OUTCOME 1

Verify vehicle identity using the vehicle descriptors.

SPECIFIC OUTCOME 2

Categorise vehicles in terms of types and classes.

SPECIFIC OUTCOME 3

Assess the different systems of vehicles according to requirements.

SPECIFIC OUTCOME 4

Certify roadworthiness status based on assessment.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Examine drivers for licensing

SAQA US ID	UNIT STANDARD TITLE		
116155	Examine drivers for licensing		
SGB NAME	ABET BAND	PROVIDER NAME	
SGBTraffic,Traffic-Related,L.Government Law Enforc	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Law, Military Science and Security	Safety in Society		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB TRAFF	Regular	Level 4	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Verify driver's licence applicants' identity and information following prescribed procedures.

SPECIFIC OUTCOME 2

Conduct driver's licence yard tests according to minimum requirements for yard test facilities.

SPECIFIC OUTCOME 3

Conduct driver's licence road tests following pre-established routes.

SPECIFIC OUTCOME 4

Certify driver's licence test results meeting legal certification requirements.

SPECIFIC OUTCOME 5

Record driver's licence test results making use of appropriate recording systems and procedures.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Examine vehicle fitness at the roadside

SAQA US ID	UNIT STANDARD TITLE		
116141	Examine vehicle fitness at the roadside		
SGB NAME		ABET BAND	PROVIDER NAME
SGBTraffic,Traffic-Related,L.Government Law Enforc		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB TRAFF	Regular	Level 4	7

Specific Outcomes:

SPECIFIC OUTCOME 1

Stop vehicles next to the road.

SPECIFIC OUTCOME 2

Examine vehicles systematically at the road side.

SPECIFIC OUTCOME 3

Implement procedures applicable to offenders.

SPECIFIC OUTCOME 4

Assist drivers safely back onto the road.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Inform road users

SAQA US ID	UNIT STANDARD TITLE		
116145	Inform road users		
SGB NAME		ABET BAND	PROVIDER NAME
SGBTraffic,Traffic-Related,L.Government Law Enforc		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB TRAFF	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain accident/injury risks to different public target groups according to current knowledge.

SPECIFIC OUTCOME 2

Communicate with the media according to policies and accepted procedures.

SPECIFIC OUTCOME 3

Manage scholar patrol according to operating procedures.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Test drivers for learner's licensing

SAQA US ID	UNIT STANDARD TITLE		
116171	Test drivers for learner's licensing		
SGB NAME		ABET BAND	PROVIDER NAME
SGBTraffic,Traffic-Related,L.Government Law Enforc		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB TRAFF	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Verify learner's licence applicants' identity following prescribed procedures.

SPECIFIC OUTCOME 2

Administer eye tests with prescribed equipment.

SPECIFIC OUTCOME 3

Verify learner's licence applicants' photographs against presenting features.

SPECIFIC OUTCOME 4

Administer learner's licence tests following prescribed procedures.

SPECIFIC OUTCOME 5

Certify learner's licence test results that meet legal certification requirements.

SPECIFIC OUTCOME 6

Record learner's licence test results making use of appropriate recording systems and procedures.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Use communication aids and equipment

SAQA US ID	UNIT STANDARD TITLE		
116147	Use communication aids and equipment		
SGB NAME	ABET BAND	PROVIDER NAME	
SGBTraffic,Traffic-Related,L.Government Law Enforc	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Law, Military Science and Security	Safety in Society		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB TRAFF	Regular	Level 5	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Send messages utilising specialised policing communication equipment.

SPECIFIC OUTCOME 2

Receive messages utilising specialised policing communication equipment.

SPECIFIC OUTCOME 3

Seek assistance to ensure communication equipment is in working order.

SPECIFIC OUTCOME 4

Implement handover and takeover procedures.

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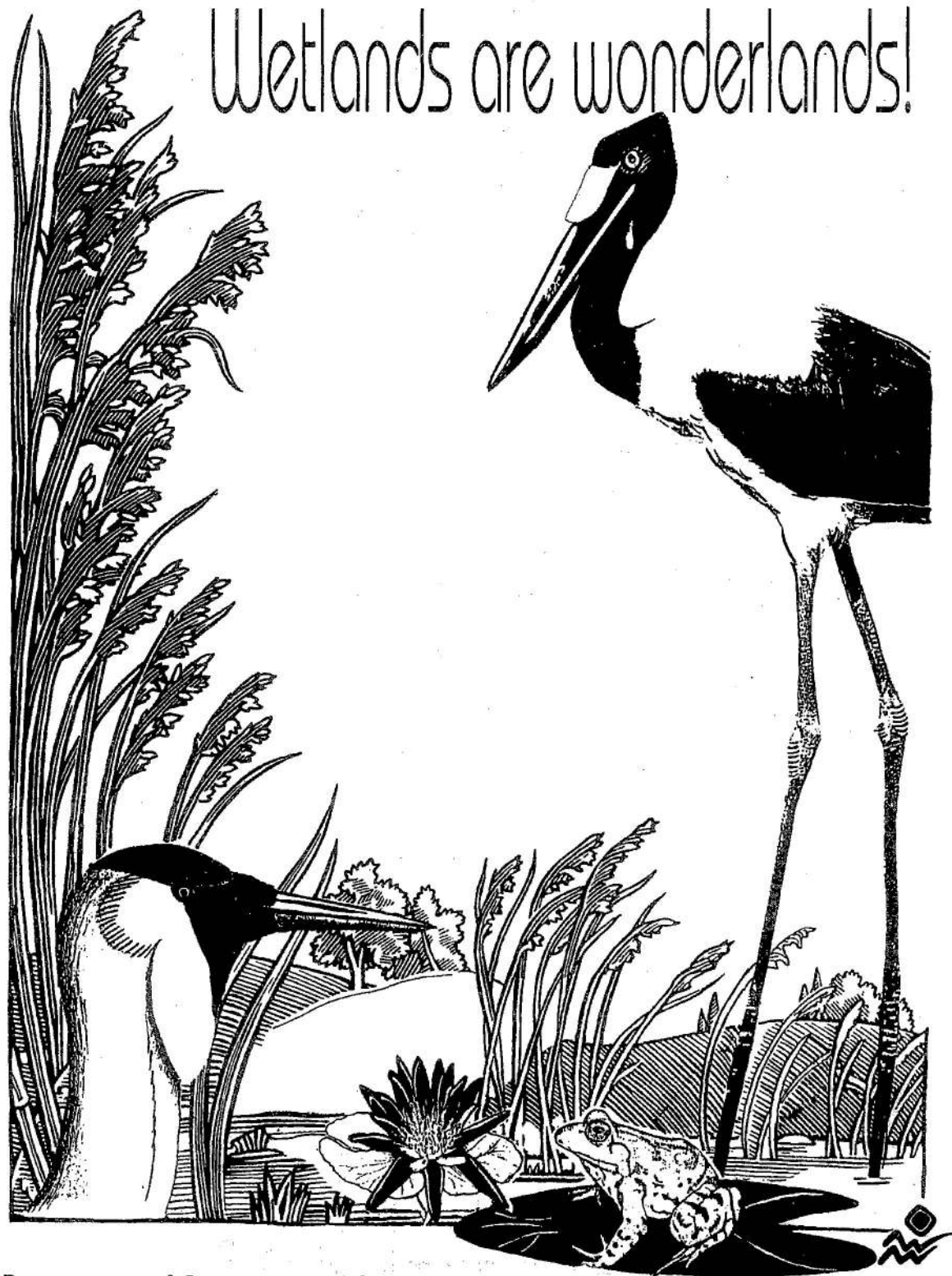
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Publications: Tel: (012) 334-4508, 334-4509, 334-4510

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