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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1061

10 September 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

Primary Agriculture

Registered by NSB 01, Agriculture and Nature Conservation, publishes the following unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address *below and no later than 09 October 2004*. All correspondence should be marked **Standards Setting – SGB for Primary Agriculture** 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
> dmphuthing@saqa.co.za

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 1

Care for the farming environment

SAQA US ID	UNIT STANDARD TITLE			
116812	Care for the farming environment			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Primary Agriculture		NSB 01		
FIELD		SUBFIELD		
Agriculture and Nature Conservation		Primary Agriculture		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 1		3

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe what the term "farming environment" means.

SPECIFIC OUTCOME 2

Describe what is meant by care of the farming environment.

SPECIFIC OUTCOME 3

Describe in simple terms what is meant by rehabilitation of the farming environment.

SPECIFIC OUTCOME 4

Explain the rights and responsibilities of individuals and groups with respect to the farming enviro

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Apply fertiliser mechanically

SAQA US ID	UNIT STANDARD TITLE			
116814	Apply fertiliser mechanically			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Primary Agriculture		NSB 01		
FIELD		SUBFIELD		
Agriculture and Nature Conservation		Primary Agriculture		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 2		2

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare implement to be used.

SPECIFIC OUTCOME 2

Apply fertiliser.

SPECIFIC OUTCOME 3

Clean and store equipment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 3

Apply herbicides mechanically

SAQA US ID	UNIT STANDARD TITLE				
116813	Apply herbicides mechanically				
SGB NAME			NSB ACRONYM	PROVIDER NAME	
SGB Primary Agriculture			NSB 01		
FIELD			SUBFIELD		
Agriculture and Nature Conservation			Primary Agriculture		
ABET BAND		UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined		Regular	Level 2		2

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare implement to be used.

SPECIFIC OUTCOME 2

Apply herbicides.

SPECIFIC OUTCOME 3

Clean and store equipment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 4

Describe managing of a farming business

SAQA US ID	UNIT STANDARD TITLE			
116815	Describe managing of a farming business			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Primary Agriculture		NSB 01		
FIELD		SUBFIELD		
Agriculture and Nature Conservation		Primary Agriculture		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 2		4

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe land access options.

SPECIFIC OUTCOME 2

Describe the management of resources.

SPECIFIC OUTCOME 3

Identify basic legal requirements attached to farming.

SPECIFIC OUTCOME 4

Identify possible risks attached to farming and what can be done to limit the effect of exposure to

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 5

Drive a tractor

SAQA US ID	UNIT STANDARD TITLE				
116820	Drive a tractor				
SGB NAME			NSB ACRONYM	PROVIDER NAME	
SGB Primary Agriculture			NSB 01		
FIELD			SUBFIELD		
Agriculture and Nature Conservation			Primary Agriculture		
ABET BAND		UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined		Regular	Level 2		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the legal requirements for operating a tractor.

SPECIFIC OUTCOME 2

Recognise operating hazards in the use of a tractor.

SPECIFIC OUTCOME 3

Operate a tractor.

SPECIFIC OUTCOME 4

Conduct daily care of tractor.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 6

Eradicate old crops

SAQA US ID	UNIT STANDARD TITLE				
116816	Eradicate old crops				
SGB NAME			**NSB ACRONYM**	**PROVIDER NAME**	
SGB Primary Agriculture			NSB 01		
FIELD			**SUBFIELD**		
Agriculture and Nature Conservation			Primary Agriculture		
ABET BAND		**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined		Regular	Level 2		2

Specific Outcomes:

SPECIFIC OUTCOME 1
Provide reasons for killing an old crop.

SPECIFIC OUTCOME 2
Eradicate old crops mechanically.

SPECIFIC OUTCOME 3
Describe chemical crop eradication.

SPECIFIC OUTCOME 4
Demonstrate crop eradication by hand.

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 7

Maintain a tractor

SAQA US ID	UNIT STANDARD TITLE			
116818	Maintain a tractor			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Primary Agriculture		NSB 01		
FIELD		SUBFIELD		
Agriculture and Nature Conservation		Primary Agriculture		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 2		2

Specific Outcomes:

SPECIFIC OUTCOME 1

Take precautionary measures when working on a tractor.

SPECIFIC OUTCOME 2

Maintain tractor.

SPECIFIC OUTCOME 3

Clean and wash tractor.

No. 1062　　　　　　　　　　　　　　　　　　**10 September 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

Occupational Directed Practitioners

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

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

Comment on the unit standards should reach SAQA at the address *below and no later than 09 October 2004*. All correspondence should be marked **Standards Setting – SGB for Occupational Directed Practitioners** and addressed to

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

DOGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SOUTH
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AUTHORITY

Established in terms of Act 58 of 1995

UNIT STANDARD: 1

Manage assessment in a learning organisation

SAQA US ID	UNIT STANDARD TITLE			
116810	Manage assessment in a learning organisation			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Education Management and Leadership		NSB 05		
FIELD		**SUBFIELD**		
Education, Training and Development		Adult Learning		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 6		5

Specific Outcomes:

SPECIFIC OUTCOME 1

Evaluate current systems for the management of assessment within a learning organisation.

SPECIFIC OUTCOME 2

Develop an organisational assessment plan.

SPECIFIC OUTCOME 3

Contribute to and promote assessment policies and quality assurance procedures within the organisati

SPECIFIC OUTCOME 4

Support the assessment team.

SPECIFIC OUTCOME 5

Monitor and review assessment at organisational level.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 2

Manage learning at an education, training and development provider

SAQA US ID	UNIT STANDARD TITLE			
116811	Manage learning at an education, training and development provider			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Education Management and Leadership		NSB 05		
FIELD		**SUBFIELD**		
Education, Training and Development		Adult Learning		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 6		5

Specific Outcomes:

SPECIFIC OUTCOME 1

Conduct an analysis of learning needs within the current and potential scope of provision.

SPECIFIC OUTCOME 2

Evaluate the provider's current management of learning.

SPECIFIC OUTCOME 3

Plan development of learning programmes and learning provision.

SPECIFIC OUTCOME 4

Contribute to and promote ETD policies and quality assurance procedures within the organisation.

SPECIFIC OUTCOME 5

Support the ETD team.

SPECIFIC OUTCOME 6

Monitor and review learning provision and related systems.

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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 unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address *below and no later than 09 October 2004.* All correspondence should be marked **Standards Setting – Manufacturing and Assembly Processes SGB** 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

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Master Craftsmanship (Electrical)

SAQA QUAL ID	QUALIFICATION TITLE			
49059	National Diploma: Master Craftsmanship (Electrical)			
SGB NAME	SGB Manufacturing and Assembly Processes			
NSB ACRONYM		**PROVIDER NAME**		
NSB 06				
QUAL TYPE	**FIELD**			**SUBFIELD**
National Certificate	Manufacturing, Engineering and Technology			Engineering and Related Design
ABET BAND	**MINIMUM CREDITS**	**NQF LEVEL**	**QUALIFICATION CLASS**	
Undefined	253	Level 5	Regular-Unit Stds Based	

PURPOSE OF THE QUALIFICATION

Why do we need a master craftsmanship qualification?

South Africa has a critical shortage of skilled practitioners in most technical occupations. A strong cadre of master artisans and craftspeople would have a significant impact on the ability of South African industry to build on the improved financial environment and create sustainable economic growth.

Many of those who took on this role originally came from overseas in the 1960's and 1970's. This generation of technically proficient people has by now either moved on to higher positions, retired, been retrenched, or is approaching retirement age. The reduction in the number of apprentices, from approximately 25 000 per annum in 1985 to approximately 5000 in 2002, has substantially reduced the pool of skilled people. Those apprentices have also been further reduced by emigration as the result of economic conditions locally and active recruiting by overseas countries.

The decline in the number of people taking up practical and technical occupations has meant that many such functions are performed by superficially trained workers and those gravitating to the work through

redeployment and retrenchment. This has resulted in a significant reduction in the quality of workmanship and levels of service. Large organisations report that up to 70% of the work being done during annual maintenance shutdowns has to be redone (so called re-work). Some component manufacturers, for instance, have found it easier to order their tooling from Portugal:
> Delivery was quicker and more reliable
> The quality was better
> It was more cost-effective.
The master craftsmanship series of qualifications could be used to improve those very aspects (quality, quick delivery and cost-effectiveness) to create sustainable economic activity. The qualifications would also give past and current artisans and craftspeople a way of having their skills recognized and targeted to the needs of the economy. For industry, these skills would fill the gap between engineering design and shop floor operations; and between new systems and technological concepts, and practical implementation.

The National Training Board investigation into the apprenticeship system in 1986 revealed that the category of persons most likely to succeed in a new business start-up were artisans and craftspeople. The decline in the number of artisans and craftspeople emerging from the training system has had a significant impact on the number of people who could successfully start up new businesses to provide general or specialised practical services to the industry or the public. This in turn has had a negative impact on economic growth and ultimately on employment opportunities. A further benefit of the master craftsmanship projects would be to assist new business start-ups to have a greater chance of success.

Experienced artisans and craftspeople also played a role in developing the next generation of people in the occupation. The apprenticeship system in its strongest form was built on the transfer of knowledge and expertise from the artisans and craftspeople to the apprentices. A further function of master craftsmanship is to transfer skills, knowledge and values. This role will support the quality assurance of apprenticeship and learnership systems, ensuring the development of people with high quality and relevant skills, knowledge and values.

This and related qualifications will act as a framework for providers, assessors and learners to plan, implement and measure the outcomes of suitable learning programmes, or the recognition of prior learning, in this new discipline.

The specific purpose of this qualification, the second in the series, represents the skills, knowledge and understanding required by competent practitioners to:
> Apply occupation-related knowledge and practical experience to develop new programmes, products or services
> Understand and apply relevant theory and knowledge, Mathematics, Statistics and Drawing included

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> Manage the resources in a section, department, business unit or small enterprise
> Manage quality of products, services and materials
> Develop learners in the small enterprise or business unit.

This qualification is conceptualised as a generic qualification that can be used for a wide range of trades and technical and service occupations. However, current SAQA regulations do not permit the registration of generic qualifications. This qualification will, therefore, initially be focused only on electrical trades and occupations. This qualification can be obtained in the context of a variety of electrical, maintenance, installation and manufacturing processes.

This qualification together with the National Certificate and the National First Degree in Master Craftsmanship are conceptualised as an integrated set of building blocks. The credits for the National Certificate qualification are required to fulfil all the requirements for this National Diploma. The credits for this National Diploma will, in turn, be required to fulfil the requirements of the National First Degree in Master Craftsmanship.

Rationale for the qualification:
The concept of master craftsmanship represents a career path for people involved in practical and technical occupations. While the development of the Master Craftsmanship qualifications will initially use the traditional trades as a basis, the career path is equally appropriate for a range of other occupations, both for traditional occupations as well as for new occupations emerging as the result of changing technology.
In South Africa there was previously no formal career path for artisans and craftspeople once they had acquired the initial trade qualification. Either they:
> Took on a managerial role via positions such as foreman or supervisor,
> Developed their theoretical knowledge via n3 - n6 and combined that with progressively more technical roles,
> In isolated cases they continued via national diplomas and university degrees to become engineers, or they
> Established their own businesses.
The proposed series of master craftsmanship qualifications combines aspects of these career options into a fully-fledged qualification pathway, allowing master craftspeople to perform a variety of roles within industry or in the economy.
The primary roles of master artisans or craftspeople are:
> Custodian of technology, ie solving problems, developing solutions, developing new products or services, introducing new technology, machinery, equipment or services
> Custodian of quality, ie setting and maintaining standards of service and workmanship, acting as a role

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04/09/08   **Qual ID**   49059   SAQA: NLRD Report "Qualification Detail"

model for new entrants, applying quality as a strategic objective
> Manager of a sustainable small or medium company or a business unit, ie managing resources, costing, estimating, scheduling, balancing workflow
> Education, training and development practitioner, ie transferring skills and knowledge, coaching, mentoring, facilitating the learning and assessing of the staff and learners or apprentices.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The credits and the related unit standards assume that the learner is either formally qualified in an NQF Level 5 Certificate in Master Craftsmanship or has extensive experience in the installation, repair, maintenance or manufacture of electrical equipment, components and control systems and has some experience with instrumentation. If a learner does not have such experience or qualifications, the learning time will be increased.

Recognition of prior learning:
This qualification may be obtained through the process of RPL. The learner should be thoroughly briefed prior to the assessment and support should be provided to assist the learner in the process of developing a portfolio. While this is primarily a work-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

The exit level outcomes for this qualification reflect a combination of specific outcomes and critical cross-field education and training outcomes. The way in which the critical outcomes have been advanced through the learning required for this qualification is embedded in the way in which the unit standards have been constructed. Critical outcomes form the basis of acquiring the skills and knowledge and values. The application of these in a specific context results in the achievement of specific outcomes. The integration of specific outcomes from a variety of unit standards results in the ability to achieve the exit level outcomes

1. Provide products and services which meet or exceed customer expectations
2. Develop and achieve key performance indicators for the section or the contractors
3. Resolve disputes, conflicts and grievances in the workplace
4. Maintain and improve systems, procedures and processes to enhance the quality and safety of work

processes and practices
5. Facilitate and assess learning in the workplace

ASSOCIATED ASSESSMENT CRITERIA

1.
> Markets and customer needs and expectations are investigated and recorded
> Products or services to meet customer expectations are adapted and evaluated
> Resources for adapted product or service are planned, obtained and used
> Appropriate and effective technical solution is used in the development of the adapted product or service
> Choice of the technical solution is based on a thorough knowledge of options

2.
> Sustainability, effectiveness and efficiencies of the enterprise or business unit are maintained or improved
> Appropriate key performance indicators are chosen for own work and for work of contractors
> Plans to meet key performance indicators are developed, implemented and evaluated

3.
> Conflict, dispute and grievance handling procedures and tactics are explained and applied
> Team spirit is developed and maintained, and is contributing to the achievement of the production or service delivery targets
> Dispute, discipline and grievance handling procedures comply with labour legislation

4.
> A safety, health, environmental and quality management system is reviewed and changes are implemented
> The safety, health, environmental and quality management system is supported by awareness and training programmes
> The workplace is kept safe, free of hazards, and is friendly to the environment
> Workplace practices and procedures support safety, health, the environment and enhanced quality

5.
> Workplace performance is improved through training
> Appropriate methodologies are selected and applied for different learning needs and various forms of assessment
> Records of training plans, training interventions and assessments are accurate and up-to-date

> Training and assessment meets generally accepted criteria and guidelines

Integrated Assessment:
The integrated assessment must be based on a summative assessment guide. The guide must spell out how the assessor will assess different aspects of the performance and will include:
> Evaluating evidence in a portfolio of evidence, particularly projects which integrate various aspects of the qualification and which demonstrate the integration of all aspects of learning: fundamental and core; knowledge and skills and values; the development of the critical outcomes
> Observing and listening to the learner at work, both in primary activities as well as in other interactions, or in relevant simulations
> Asking questions and initiating short discussions to test understanding and to verify other evidence
> Looking at records and reports.

The learner may choose in which language he/she 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 presented if pertinent to any of the exit level outcomes.

The assessment process should cover the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities. The assessment process should also establish how the learning process has advanced the critical outcomes.

Assessors should also evaluate evidence that the learner has been performing consistently over a period of time.

INTERNATIONAL COMPARABILITY

The best-known master qualifications are those in German-speaking countries. The master qualifications are a requirement within these countries for:
> Opening and running a small business
> Training apprentices/learners
> Registration with local chambers of business and commerce.
The German system is however different and there is no qualification framework like the NQF. The master qualification is a single qualification and can only be acquired based on the following:
> Five - eight years of practical experience in the trade
> Three years of part time classes and successfully passing the examinations

> The completion of a master piece

The master qualifications in other countries such as the United Kingdom and New Zealand focus primarily on advanced technical skills and knowledge.

The development of these qualifications was largely based on the contextualisation of the German qualifications in South Africa. German-qualified master artisans who operate in both small and large companies in South Africa assisted in the process to ensure the qualifications would have the same value as those in German-speaking countries.

ARTICULATION OPTIONS

This qualification has been designed and structured so that qualifying learners can move from one context to another. 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.

Overview of the proposed qualifications pathway and articulation possibilities:
Level----Other Specialisations
7---Engineer-Quality assurance or Education, Training and Development, Technical sales and marketing, General management
6--First Degree Master Craftsmanship-Engineering technologist or equivalent
5--Nat Diploma Master Craftsmanship-Engineering technician or equivalent
5--Nat Certificate Master Craftsmanship
4-NQF technical or supervisory qualification-NQF 4 trade
3-NQF 3 trade

Note: the actual articulation will be determined by the institutional and professional entry requirements. The articulation to engineering qualifications is being explored with the Engineering SGB but has not yet been finalised.

MODERATION OPTIONS

Moderators for the qualification should be qualified and accredited with an appropriate ETQA.
To assure the quality of the assessment process, the moderation should cover the following:
> Assessor credentials
> The assessment instrument

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> The assessment process
Moderators should be qualified assessors in their own right.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

The following criteria should be applied by the relevant ETQA:
1. Appropriate qualification in the field of electrical engineering, maintenance or manufacture with a minimum of 2 years' experience in a small business environment. The subject matter expertise of the assessor can be established by recognition of prior learning.

2. Appropriate experience and understanding of assessment theory, processes and practices.

3. Good interpersonal skills and 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 a relevant ETQA.
5. Any other criteria required by a relevant ETQA.

Since this is a new field, it may be some time before there are sufficient qualified assessors. The relevant ETQAs should allow interim arrangements to be made. It is envisaged that holders of this and related qualifications will eventually form a professional association. The members of this association will then support the quality assurance and assessment processes. Assessors would then be required to be registered members of this association.

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	13942 Demonstrate a basic understanding of the role of a business strategy in managing a small business or a business unit	Level 4	5	Registered
Core	10043 Develop, implement and manage a project / activity plan	Level 5	5	Registered

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Core	14214 Evaluate and improve the project team's performance	Level 5	8	Registered
Core	15224 Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	Level 5	4	Registered
Core	15237 Build teams to meet set goals and objectives	Level 5	3	Registered
Core	116779 Develop and implement specifications to achieve the desired product or service	Level 5	10	Draft - Prep for P Comment
Core	116781 Develop and implement sustainable processes and procedures	Level 5	10	Draft - Prep for P Comment
Core	116783 Analyse trends and implement continuous improvements	Level 5	10	Draft - Prep for P Comment
Core	116785 Manage requirements related to quality and other standards	Level 5	10	Draft - Prep for P Comment
Core	116787 Plan, monitor and control the financial resources for a small company or business unit	Level 5	10	Draft - Prep for P Comment
Elective	114884 Co-ordinate the improvement of productivity within a functional unit	Level 4	8	Registered
Elective	7978 Plan and conduct assessment of learning outcomes	Level 5	15	Reregistered
Elective	14803 Facilitate Technical/Practical skills learning to adult learners	Level 5	20	Registered
Elective	15229 Implement codes of conduct in the team, department or division	Level 5	3	Registered
Elective	114716 Manage installation and maintenance contractors	Level 5	16	Registered
Fundamental	114600 Apply innovative thinking to the development of a small business	Level 4	4	Registered
Fundamental	15215 Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division	Level 5	4	Registered
Fundamental	15231 Create and use a range of resources to effectively manage teams, sections, departments or divisions	Level 5	4	Registered
Fundamental	15234 Apply efficient time management to the work of a department/division/section	Level 5	4	Registered
Fundamental	15238 Devise and apply strategies to establish and maintain relationships	Level 5	3	Registered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Degree: Master Craftsmanship (Electrical)

SAQA QUAL ID	QUALIFICATION TITLE		
49060	National Degree: Master Craftsmanship (Electrical)		
SGB NAME	SGB Manufacturing and Assembly Processes		
NSB ACRONYM		PROVIDER NAME	
NSB 06			
QUAL TYPE	FIELD		SUBFIELD
National First Degree	Manufacturing, Engineering and Technology		Engineering and Related Design
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	418	Level 6	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION

Why do we need a master craftsmanship qualification?

South Africa has a critical shortage of skilled practitioners in most technical occupations. A strong cadre of master artisans and craftspeople would have a significant impact on the ability of South African industry to build on the improved financial environment and create sustainable economic growth.
Many of those who took on this role originally came from overseas in the 1960's and 1970's. This generation of technically proficient people has by now either moved on to higher positions, retired, been retrenched, or is approaching retirement age. The reduction in the number of apprentices, from approximately 25 000 per annum in 1985 to approximately 5000 in 2002, has substantially reduced the pool of skilled people. Those apprentices have also been further reduced by emigration as the result of economic conditions locally and active recruiting by overseas countries.

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such functions are performed by superficially trained workers and those gravitating to the work through redeployment and retrenchment. This has resulted in a significant reduction in the quality of workmanship and levels of service. Large organisations report that up to 70% of the work being done during annual maintenance shutdowns has to be redone (so called re-work). Some component manufacturers, for instance, have found it easier to order their tooling from Portugal:
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> It was more cost-effective.
The master craftsmanship series of qualifications could be used to improve those very aspects (quality, quick delivery and cost-effectiveness) to create sustainable economic activity. The qualifications would also give past and current artisans and craftspeople a way of having their skills recognized and targeted to the needs of the economy. For industry, these skills would fill the gap between engineering design and shop floor operations; and between new systems and technological concepts, and practical implementation.

The National Training Board investigation into the apprenticeship system in 1986 revealed that the category of persons most likely to succeed in a new business start-up were artisans and craftspeople. The decline in the number of artisans and craftspeople emerging from the training system has had a significant impact on the number of people who could successfully start up new businesses to provide general or specialised practical services to the industry or the public. This in turn has had a negative impact on economic growth and ultimately on employment opportunities. A further benefit of the master craftsmanship projects would be to assist new business start-ups to have a greater chance of success.

Experienced artisans and craftspeople also played a role in developing the next generation of people in the occupation. The apprenticeship system in its strongest form was built on the transfer of knowledge and expertise from the artisans and craftspeople to the apprentices. A further function of master craftsmanship is to transfer skills, knowledge and values. This role will support the quality assurance of apprenticeship and learnership systems, ensuring the development of people with high quality and relevant skills, knowledge and values.

This and related qualifications will act as a framework for providers, assessors and learners to plan, implement and measure the outcomes of suitable learning programmes, or the recognition of prior learning, in this new discipline.

The specific purpose of this qualification, the third in the series, represents the skills, knowledge and understanding required by competent practitioners to:
> Use a high level of technical expertise to develop new products or services.
> Understand and apply relevant theory and knowledge, Mathematics, Statistics and Drawing included.

> Run a sustainable business unit or small enterprise.
> Upgrade the quality of products, services and materials.
> Transfer skills and knowledge to develop the next generation of people in that occupation.

This qualification is conceptualised as a generic qualification that can be used for a wide range of trades and technical and service occupations. However, current SAQA regulations do not permit the registration of generic qualifications. This qualification will, therefore, initially be focused only on electrical trades and occupations. This qualification can be obtained in the context of a variety of electrical, maintenance, installation and manufacturing processes.

This qualification together with the National Certificate and the National Diploma in Master Craftsmanship are conceptualised as an integrated set of building blocks. The credits for the National Diploma qualification are required to fulfil all the requirements for this National First Degree.

Rationale for the qualification:

The concept of master craftsmanship represents a career path for people involved in practical and technical occupations. While the development of the Master Craftsmanship qualifications will initially use the traditional trades as a basis, the career path is equally appropriate for a range of other occupations, both for traditional occupations as well as for new occupations emerging as the result of changing technology.
In South Africa there was previously no formal career path for artisans and craftspeople once they had acquired the initial trade qualification. Either they:
> Took on a managerial role via positions such as foreman or supervisor.
> Developed their theoretical knowledge via N3 - N6 and combined that with progressively more technical roles.
> In isolated cases they continued via national diplomas and university degrees to become engineers, or they
> Established their own businesses.
The proposed series of master craftsmanship qualifications combines aspects of these career options into a fully-fledged qualification pathway, allowing master craftspeople to perform a variety of roles within industry or in the economy.

The primary roles of master artisans or craftspeople are:
1. Custodian of technology, ie solving problems, developing solutions, developing new products or services, introducing new technology, machinery, equipment or services.
2. Custodian of quality, ie setting and maintaining standards of service and workmanship, acting as a role

model for new entrants, applying quality as a strategic objective.

3. Manager of a sustainable small or medium company or a business unit, ie managing resources, costing, estimating, scheduling, balancing workflow.

4. Education, training and development practitioner, ie transferring skills and knowledge, coaching, mentoring, facilitating the learning and assessing of the staff and learners or apprentices.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The credits and the related unit standards assume that the learner is either formally qualified in an NQF Level 5 Diploma in Master Craftsmanship or has extensive experience in the installation, repair, maintenance or manufacture of electrical equipment, components and control systems and has some experience with instrumentation. If a learner does not have such experience or qualifications, the learning time will be increased.

Recognition of prior learning:

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

QUALIFICATION RULES

EXIT LEVEL OUTCOMES

The exit level outcomes for this qualification reflect a combination of specific outcomes and critical cross-field education and training outcomes. The way in which the critical outcomes have been advanced through the learning required for this qualification is embedded in the way in which the unit standards have been constructed. Critical outcomes form the basis of acquiring the skills and knowledge and values. The application of these in a specific context results in the achievement of specific outcomes. The integration of specific outcomes from a variety of unit standards results in the ability to achieve the exit level outcomes

1. Apply technology to the development of a new product, service or material (the master piece).
2. Manage an enterprise or business unit, the people and the processes related to the occupation.
3. Develop and implement strategies which respond to changing customer or market needs and issues of

quality, safety, health and the environment.

4. Develop competent practitioners in his or her occupation and in related support functions.

ASSOCIATED ASSESSMENT CRITERIA

1.

> New product, service or material is an improvement on existing solutions or a response to a new need or market opportunity.

> Technology and technical options are evaluated and adapted to new product, service or material.

> Performance and quality criteria are developed and the new product, service or material is designed, built or implemented and evaluated against these criteria.

> The new product, service or material is cost effective and is marketable.

2.

> The enterprise or business unit is sustainable and productive.

> All resources, including human resources, are optimally utilised.

> The quality of the products or service is maintained or enhanced.

> Effective systems support business and technical processes.

3.

> Changes in the technology and markets are evaluated and their potential impact on the business is evaluated.

> Business is appropriately positioned and resourced in order to respond to changes or to implement growth strategies.

> Safety, health, environmental and quality considerations form part of the organisational strategy.

4.

> Appropriate strategy, plans and programmes are in place to develop competent practitioners.

> Applicable incentives and grants are accessed to support the development processes.

> Strategies, including retention strategies, and plans reflect an analysis of scarce skills, future needs and technical and business requirements.

> Learning process and programmes are continuously evaluated.

> Learners are supported and nurtured.

Integrated Assessment:

The integrated assessment must be based on a summative assessment guide. The guide must spell out

how the assessor will assess different aspects of the performance and will include:
> Evaluating evidence in a portfolio of evidence, particularly projects which integrate various aspects of the qualification and which demonstrate the integration of all aspects of learning: fundamental and core; knowledge and skills and values; the development of the critical outcomes
> Observing and listening to the learner at work, both in primary activities as well as in other interactions, or in relevant simulations
> Asking questions and initiating short discussions to test understanding and to verify other evidence
> Looking at records and reports.

The learner may choose in which language he/she 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 presented if pertinent to any of the exit level outcomes.

The assessment process should cover the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities. The assessment process should also establish how the learning process has advanced the critical outcomes.

Assessors should also evaluate evidence that the learner has been performing consistently over a period of time.

INTERNATIONAL COMPARABILITY

The best-known master qualifications are those in German-speaking countries. The master qualifications are a requirement within these countries for:
> Opening and running a small business.
> Training apprentices/learners.
> Registration with local chambers of business and commerce.

The German system is however different and there is no qualification framework like the NQF. The master qualification is a single qualification and can only be acquired based on the following:
1. Five - eight years of practical experience in the trade.
2. Three years of part time classes and successfully passing the examinations.
3. The completion of a master piece.

The master qualifications in other countries such as the United Kingdom and New Zealand focus primarily

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on advanced technical skills and knowledge.

The development of these qualifications was largely based on the contextualisation of the German qualifications in South Africa. German-qualified master artisans who operate in both small and large companies in South Africa assisted in the process to ensure the qualifications would have the same value as those in German-speaking countries.

ARTICULATION OPTIONS

This qualification has been designed and structured so that qualifying learners can move from one context to another. 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.

Overview of the proposed qualifications pathway and articulation possibilities:
NQF level----Other Specialisations
7---Engineer-Quality assurance or Education, Training and Development,
Technical sales and marketing, General management
6--First Degree Master Craftsmanship-Engineering technologist or equivalent-
5--Nat Diploma Master Craftsmanship-Engineering technician or equivalent-
5--Nat Certificate Master Craftsmanship--
4-NQF technical or supervisory qualification-NQF 4 trade--
3-NQF 3 trade---

Note: the actual articulation will be determined by the institutional and professional entry requirements. The articulation to engineering qualifications is being explored with the Engineering SGB but has not yet been finalised.

MODERATION OPTIONS

Moderators for the qualification should be qualified and accredited with an appropriate ETQA. To assure the quality of the assessment process, the moderation should cover the following:
> Assessor credentials.
> The assessment instrument.
> The assessment process.
Moderators should be qualified assessors in their own right.

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CRITERIA FOR THE REGISTRATION OF ASSESSORS

The following criteria should be applied by the relevant ETQA:
1. Appropriate qualification in the field of electrical engineering, maintenance or manufacture with a minimum of 2 years' experience in a small business environment. The subject matter expertise of the assessor can be established by recognition of prior learning.
2. Appropriate experience and understanding of assessment theory, processes and practices.
3. Good interpersonal skills and 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 a relevant ETQA.
5. Any other criteria required by a relevant ETQA.

Since this is a new field, it may be some time before there are sufficient qualified assessors. The relevant ETQAs should allow interim arrangements to be made. It is envisaged that holders of this and related qualifications will eventually form a professional association. The members of this association will then support the quality assurance and assessment processes. Assessors would then be required to be registered members of this association.

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	12999 Contribute to the management of costs and the enhancement of value	Level 5	10	Registered
Core	15220 Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation	Level 5	4	Registered
Core	7888 Monitor staff performance	Level 6	5	Reregistered
Core	10604 Manage skills, training and development within a team in a manufacturing unit	Level 6	8	Registered
Core	10608 Manage a quality assurance system in a sensitive consumer product manufacturing environment	Level 6	9	Registered
Core	116780 Ensure compliance with legal provisions, regulations and standards	Level 6	12	Draft - Prep for P Comment

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Core	116784 Design, prototype, test and refine products or services	Level 6	20	Draft - Prep for P Comment
Core	116788 Develop and implement a manufacturing, installation or service plan	Level 6	10	Draft - Prep for P Comment
Core	116789 Identify a gap in the market and propose solutions	Level 6	15	Draft - Prep for P Comment
Core	116792 Evaluate the financial implications of changes to sustain future growth of small or medium business or autonomous business unit	Level 6	10	Draft - Prep for P Comment
Elective	12674 Perform auditing activities	Level 5	12	Registered
Elective	114926 Develop plans for implementing Learnerships and Skills Programmes within a learning organisation	Level 6	5	Registered
Fundamental	10049 Identify financial implications for making decisions	Level 5	8	Registered
Fundamental	15216 Create opportunities for innovation and lead projects to meet innovative ideas	Level 5	4	Registered
Fundamental	15219 Develop and implement a strategy and action plans for a team, department or division	Level 5	4	Registered
Fundamental	7887 Develop and Manage Marketing Plans and Strategies	Level 6	12	Registered
Fundamental	14505 Apply the principles of ethics and professionalism to a business environment	Level 6	6	Registered
Fundamental	14510 Demonstrate knowledge and insight into the impact of HIV/AIDS on financial products, markets and the workforce	Level 6	6	Registered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Master Craftsmanship (Electrical)

SAQA QUAL ID	QUALIFICATION TITLE		
49061	National Certificate: Master Craftsmanship (Electrical)		
SGB NAME	SGB Manufacturing and Assembly Processes		

NSB ACRONYM	PROVIDER NAME	
NSB 06		

QUAL TYPE	FIELD	SUBFIELD
National Certificate	Manufacturing, Engineering and Technology	Engineering and Related Design

ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	121	Level 5	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION

Why do we need a master craftsmanship qualification?

South Africa has a critical shortage of skilled practitioners in most technical occupations. A strong cadre of master artisans and craftspeople would have a significant impact on the ability of South African industry to build on the improved financial environment and create sustainable economic growth.

Many of those who took on this role originally came from overseas in the 1960's and 1970's. This generation of technically proficient people has by now either moved on to higher positions, retired, been retrenched, or is approaching retirement age. The reduction in the number of apprentices, from approximately 25 000 per annum in 1985 to approximately 5000 in 2002, has substantially reduced the pool of skilled people. Those apprentices have also been further reduced by emigration as the result of economic conditions locally and active recruiting by overseas countries.

The decline in the number of people taking up practical and technical occupations has meant that many such functions are performed by superficially trained workers and those gravitating to the work through

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redeployment and retrenchment. This has resulted in a significant reduction in the quality of workmanship and levels of service. Large organisations report that up to 70% of the work being done during annual maintenance shutdowns has to be redone (so called re-work). Some component manufacturers, for instance, have found it easier to order their tooling from Portugal:
> Delivery was quicker and more reliable
> The quality was better
> It was more cost-effective.
The master craftsmanship series of qualifications could be used to improve those very aspects (quality, quick delivery and cost-effectiveness) to create sustainable economic activity. The qualifications would also give past and current artisans and craftspeople a way of having their skills recognized and targeted to the needs of the economy. For industry, these skills would fill the gap between engineering design and shop floor operations; and between new systems and technological concepts, and practical implementation.

The National Training Board investigation into the apprenticeship system in 1986 revealed that the category of persons most likely to succeed in a new business start-up were artisans and craftspeople. The decline in the number of artisans and craftspeople emerging from the training system has had a significant impact on the number of people who could successfully start up new businesses to provide general or specialised practical services to the industry or the public. This in turn has had a negative impact on economic growth and ultimately on employment opportunities. A further benefit of the master craftsmanship projects would be to assist new business start-ups to have a greater chance of success.

Experienced artisans and craftspeople also played a role in developing the next generation of people in the occupation. The apprenticeship system in its strongest form was built on the transfer of knowledge and expertise from the artisans and craftspeople to the apprentices. A further function of master craftsmanship is to transfer skills, knowledge and values. This role will support the quality assurance of apprenticeship and learnership systems, ensuring the development of people with high quality and relevant skills, knowledge and values.

This and related qualifications will act as a framework for providers, assessors and learners to plan, implement and measure the outcomes of suitable learning programmes, or the recognition of prior learning, in this new discipline.

The specific purpose of this qualification represents the skills, knowledge and understanding required by competent practitioners to:
> Apply occupation-related knowledge and practical experience to enhance products, services or materials
> Understand and co-ordinate the workflow of own section, team or department
> Make effective use of resources

> Understand and apply relevant theory and knowledge, Mathematics, Statistics and Drawing included
> Improve the quality of workmanship, process or service
> Develop the capacity of the team to enhance the performance of the workplace.

This qualification is conceptualised as a generic qualification that can be used for a wide range of trades and technical and service occupations. However, current SAQA regulations do not permit the registration of generic qualifications. This qualification will, therefore, initially be focused only on electrical trades and occupations. This qualification can be obtained in the context of a variety of electrical, maintenance, installation and manufacturing processes.

This qualification together with the National Diploma and the National First Degree in Master Craftsmanship are conceptualised as an integrated set of building blocks. The credits for this National Certificate are required to fulfil the requirements of the National Diploma in Master Craftsmanship.

Rationale for the qualification:

The concept of master craftsmanship represents a career path for people involved in practical and technical occupations. While the development of the Master Craftsmanship qualifications will initially use the traditional trades as a basis, the career path is equally appropriate for a range of other occupations, both for traditional occupations as well as for new occupations emerging as the result of changing technology.
In South Africa there was previously no formal career path for artisans and craftspeople once they had acquired the initial trade qualification. Either they:
> Took on a managerial role via positions such as foreman or supervisor,
> Developed their theoretical knowledge via N3 - N6 and combined that with progressively more technical roles,
> In isolated cases they continued via national diplomas and university degrees to become engineers, or they
> Established their own businesses.
The proposed series of master craftsmanship qualifications combines aspects of these career options into a fully-fledged qualification pathway, allowing master craftspeople to perform a variety of roles within industry or in the economy.
The primary roles of master artisans or craftspeople are:
> Custodian of technology, ie solving problems, developing solutions, developing new products or services, introducing new technology, machinery, equipment or services
> Custodian of quality, ie setting and maintaining standards of service and workmanship, acting as a role model for new entrants, applying quality as a strategic objective

> Manager of a sustainable small or medium company or a business unit, ie managing resources, costing, estimating, scheduling, balancing workflow
> Education, training and development practitioner, ie transferring skills and knowledge, coaching, mentoring, facilitating the learning and assessing of the staff and learners or apprentices.

RECOGNIZE PREVIOUS LEARNING?

N

LEARNING ASSUMED TO BE IN PLACE

The credits and the related unit standards assume that the learner is either formally qualified in an electrical trade at NQF level 4 or has extensive experience in the installation, repair, maintenance or manufacture of electrical equipment, components and control systems and has some experience with instrumentation. If a learner does not have such experience or qualifications, the learning time will be increased.

Recognition of prior learning:

This qualification may be obtained through the process of RPL. The learner should be thoroughly briefed prior to the assessment and support should be provided to assist the learner in the process of developing a portfolio. While this is primarily a work-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

The exit level outcomes for this qualification reflect a combination of specific outcomes and critical cross-field education and training outcomes. The way in which the critical outcomes have been advanced through the learning required for this qualification is embedded in the way in which the unit standards have been constructed. Critical outcomes form the basis of acquiring the skills and knowledge and values. The application of these in a specific context results in the achievement of specific outcomes. The integration of specific outcomes from a variety of unit standards results in the ability to achieve the exit level outcomes

1. Produce and adapt products or introduce upgraded equipment or enhanced technology or perform and revise services in response to changing customer requirements or standards.
2. Plan and control the financial affairs of a small business or business unit.
3. Plan and schedule work, and resolve problems and conflicts in the workplace.

4. Evaluate the application of relevant quality, safety, health and environmental standards.
5. Identify skill and knowledge gaps, develop a plan to close the gaps and, where appropriate, coach and assess learners.

ASSOCIATED ASSESSMENT CRITERIA

1.
> The process, product or service meets the planned design requirements (critical)
> The enhanced or revised process, product or service meets required standards (critical)
> Implemented changes are according to planned requirements and are documented (indicator)
> Implemented changes are coordinated with other work-related processes (indicator)

2.
> Financial resources are planned, managed and optimised
> Short term cash flow is managed effectively
> Long term cash flow is managed effectively
> Legal and statutory requirements are met
> Financial resources options are evaluated and selected

3.
> Production schedules are efficient (prioritisation, effective resource utilisation) and are documented
> Progress is monitored, measured and recorded and emerging problems are identified and corrected
> Effectiveness and efficiency of process and the use of resources is tracked and evaluated
> Problems and conflicts are identified, addressed appropriately, resolved and documented

4.
> The relevant standards are known, understood and applied in context
> Changes in procedures and processes are implemented and followed
> Quality manuals are maintained and used appropriately

5.
> Education and training gaps of the team are correctly identified and included in the workplace skills plan
> Learning activities of the team members are co-ordinated and monitored
> Learners are successfully coached and assessed
> Competence declarations are recorded

Integrated Assessment:

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The integrated assessment must be based on a summative assessment guide. The guide must spell out how the assessor will assess different aspects of the performance and will include:
> Evaluating evidence in a portfolio of evidence, particularly projects which integrate various aspects of the qualification and which demonstrate the integration of all aspects of learning: fundamental and core; knowledge and skills and values; the development of the critical outcomes
> Observing and listening to the learner at work, both in primary activities as well as in other interactions, or in relevant simulations
> Asking questions and initiating short discussions to test understanding and to verify other evidence
> Looking at records and reports.

The learner may choose in which language he/she 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 presented if pertinent to any of the exit level outcomes.

The assessment process should cover the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities. The assessment process should also establish how the learning process has advanced the critical outcomes.

Assessors should also evaluate evidence that the learner has been performing consistently over a period of time.

INTERNATIONAL COMPARABILITY

The best-known master qualifications are those in German-speaking countries. The master qualifications are a requirement within these countries for:
> Opening and running a small business
> Training apprentices/learners
> Registration with local chambers of business and commerce.
The German system is however different and there is no qualification framework like the NQF. The master qualification is a single qualification and can only be acquired based on the following:
1. Five - eight years of practical experience in the trade
2. Three years of part time classes and successfully passing the examinations
3. The completion of a master piece

The master qualifications in other countries such as the United Kingdom and New Zealand focus primarily on advanced technical skills and knowledge.

The development of these qualifications was largely based on the contextualisation of the German qualifications in South Africa. German-qualified master artisans who operate in both small and large companies in South Africa assisted in the process to ensure that the qualifications would have the same value as those in German-speaking countries.

ARTICULATION OPTIONS

This qualification has been designed and structured so that qualifying learners can move from one context to another. 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.

Overview of the proposed qualifications pathway and articulation possibilities:
NQF level----Other Specialisations
7---Engineer-Quality assurance or Education, Training and Development,
Technical sales and marketing, General management
6--First Degree Master Craftsmanship-Engineering technologist or equivalent-
5--Nat Diploma Master Craftsmanship-Engineering technician or equivalent-
5--Nat Certificate Master Craftsmanship--
4-NQF technical or supervisory qualification-NQF 4 trade--
3-NQF 3 trade---

Note: the actual articulation will be determined by the institutional and professional entry requirements. The articulation to engineering qualifications is being explored with the Engineering SGB but has not yet been finalised.

MODERATION OPTIONS

Moderators for the qualification should be qualified and accredited with an appropriate ETQA.
To assure the quality of the assessment process, the moderation should cover the following:
> Assessor credentials
> The assessment instrument
> The assessment process
Moderators should be qualified assessors in their own right.

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CRITERIA FOR THE REGISTRATION OF ASSESSORS

The following criteria should be applied by the relevant ETQA:
1. Appropriate qualification in the field of electrical engineering, maintenance or manufacture with a minimum of 2 years' experience in a small business environment. The subject matter expertise of the assessor can be established by recognition of prior learning.
2. Appropriate experience and understanding of assessment theory, processes and practices.
3. Good interpersonal skills and 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 a relevant ETQA.
5. Any other criteria required by a relevant ETQA.

Since this is a new field, it may be some time before there are sufficient qualified assessors. The relevant ETQAs should allow interim arrangements to be made. It is envisaged that holders of this and related qualifications will eventually form a professional association. The members of this association will then support the quality assurance and assessment processes. Assessors would then be required to be registered members of this association.

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	10327 Provide coaching to personnel within a Contact Centre	Level 4	10	Registered
Core	10294 Identify and respond to learners with special needs and barriers to learning	Level 5	10	Reregistered
Core	15223 Implement training needs for teams and individuals to upgrade skills levels	Level 5	3	Registered
Core	15234 Apply efficient time management to the work of a department/division/section	Level 5	4	Registered
Core	116778 Develop quality plans and ensure overall quality of products or services in a small business or business unit	Level 5	10	Draft - Prep for P Comment
Core	116782 Control logistical flow of components and materials	Level 5	8	Draft - Prep for P Comment

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Core	116790	Commission machines and equipment or pilot and test a new technical service	Level 5	10	Draft - Prep for P Comment
Elective	14586	Monitor and control quality control practices in a manufacturing/engineering environment	Level 4	8	Registered
Elective	114880	Measure and improve single factor productivity at a work station	Level 4	8	Registered
Elective	10147	Supervise a project team of a technical project to deliver project objectives	Level 5	14	Registered
Elective	15235	Prepare and conduct staff selection interviews	Level 5	3	Registered
Fundamental	9224	Implement policies regarding HIV/AIDS in the workplace	Level 5	4	Registered
Fundamental	12433	Use communication techniques effectively	Level 5	8	Registered
Fundamental	15225	Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	4	Registered
Fundamental	15231	Create and use a range of resources to effectively manage teams, sections, departments or divisions	Level 5	4	Registered
Fundamental	116786	Manage the cash flow of a small business or a business unit	Level 5	10	Draft - Prep for P Comment
Fundamental	116793	Determine the viability of a business and monitor its performance	Level 5	10	Draft - Prep for P Comment

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 1

Analyse trends and implement continuous improvements

SAQA US ID	UNIT STANDARD TITLE			
116783	Analyse trends and implement continuous improvements			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Manufacturing and Assembly Processes		NSB 06		
FIELD		SUBFIELD		
Manufacturing, Engineering and Technology		Engineering and Related Design		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Gather data based on relevant value chain models.

SPECIFIC OUTCOME 2

Evaluate data of current situation, measure and analyse.

SPECIFIC OUTCOME 3

Identify gaps, plan improvements, brief and prepare team and affected personnel for implementation.

SPECIFIC OUTCOME 4

Implement improvements, and monitor and adjust implementation.

SPECIFIC OUTCOME 5

Complete all documentation and report issues and results.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　2

Commission machines and equipment or pilot and test a new technical service

SAQA US ID	UNIT STANDARD TITLE			
116790	Commission machines and equipment or pilot and test a new technical service			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Manufacturing and Assembly Processes		NSB 06		
FIELD		SUBFIELD		
Manufacturing, Engineering and Technology		Engineering and Related Design		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Gather all relevant information for commissioning.

SPECIFIC OUTCOME 2

Plan to commission machinery or equipment.

SPECIFIC OUTCOME 3

Commission machines and equipment.

SPECIFIC OUTCOME 4

Handover to relevant personnel, and complete all documentation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 3

Control logistical flow of components and materials

SAQA US ID	UNIT STANDARD TITLE			
116782	Control logistical flow of components and materials			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Manufacturing and Assembly Processes		NSB 06		
FIELD		SUBFIELD		
Manufacturing, Engineering and Technology		Engineering and Related Design		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		8

Specific Outcomes:

SPECIFIC OUTCOME 1

Gather information on components and materials (including quantity and time frames).

SPECIFIC OUTCOME 2

Apply logistical flow procedures.

SPECIFIC OUTCOME 3

Analyse effectiveness of the logistical procedures.

SPECIFIC OUTCOME 4

Ensure corrective action is taken.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　4

Determine the viability of a business and monitor its performance

SAQA US ID	UNIT STANDARD TITLE			
116793	Determine the viability of a business and monitor its performance			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Manufacturing and Assembly Processes		NSB 06		
FIELD		SUBFIELD		
Manufacturing, Engineering and Technology		Engineering and Related Design		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		10

Specific Outcomes:

SPECIFIC OUTCOME　1

Develop a business strategy, and evaluate the viability of an enterprise or business unit.

SPECIFIC OUTCOME　2

Develop a business plan.

SPECIFIC OUTCOME　3

Monitor performance of business against business plan, identify areas for improvement and implement

SPECIFIC OUTCOME　4

Evaluate opportunities, determine approach and prepare quotations.

SPECIFIC OUTCOME　5

Procure and manage stock.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 5

Develop and implement specifications to achieve the desired product or service

SAQA US ID	UNIT STANDARD TITLE			
116779	Develop and implement specifications to achieve the desired product or service			
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 5		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Gather and classify information on activities, material or process for selected product or service.

SPECIFIC OUTCOME 2

Identify potential options for the specification of the product or service and develop the best spec

SPECIFIC OUTCOME 3

Develop or adjust processes and activities to meet the new specification, monitor impact and collect

SPECIFIC OUTCOME 4

Monitor external and internal environment, identify changing requirements and revise specifications

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 6

Develop and implement sustainable processes and procedures

SAQA US ID	UNIT STANDARD TITLE		
116781	Develop and implement sustainable processes and procedures		

SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Manufacturing and Assembly Processes		NSB 06	

FIELD	SUBFIELD
Manufacturing, Engineering and Technology	Engineering and Related Design

ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse systems, services or manufacturing processes and identify relevant activities that require p

SPECIFIC OUTCOME 2

Gather and analyse relevant technical data on the applicable systems, services or processes.

SPECIFIC OUTCOME 3

Develop cost effective processes and procedures to ensure sustainability and quality.

SPECIFIC OUTCOME 4

Prepare worksite, implement and refine the processes and related procedures.

SPECIFIC OUTCOME 5

Monitor and evaluate the implementation, compile all documentation and report results, improvements

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 7

Develop quality plans and ensure overall quality of products or services in a small business or business unit

SAQA US ID	UNIT STANDARD TITLE			
116778	Develop quality plans and ensure overall quality of products or services in a small business or business unit			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Manufacturing and Assembly Processes		NSB 06		
FIELD		SUBFIELD		
Manufacturing, Engineering and Technology		Engineering and Related Design		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse the specifications and the specific site, product or service requirements and develop a qual

SPECIFIC OUTCOME 2

Measure and analyse product aspects against specifications and drawings.

SPECIFIC OUTCOME 3

Inspect and test final product or service for conformance to standards.

SPECIFIC OUTCOME 4

Manage non-conformance of components.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 8

Manage requirements related to quality and other standards

SAQA US ID	UNIT STANDARD TITLE				
116785	Manage requirements related to quality and other standards				
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 5		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Verify that document versions relating to standards are current and that the requirements are unders

SPECIFIC OUTCOME 2

Plan and implement a procedure to verify compliance of current systems and documentation with the ap

SPECIFIC OUTCOME 3

Implement the procedure to verify compliance with standards required, identify non-compliance issues

SPECIFIC OUTCOME 4

Communicate all changes and train all relevant personnel in the new procedures and requirements.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Manage the cash flow of a small business or a business unit

SAQA US ID	UNIT STANDARD TITLE		
116786	Manage the cash flow of a small business or a business unit		
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**
SGB Manufacturing and Assembly Processes		NSB 06	
FIELD		**SUBFIELD**	
Manufacturing, Engineering and Technology		Engineering and Related Design	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Control and monitor credit risk.

SPECIFIC OUTCOME 2

Generate invoices and statements and collect debts.

SPECIFIC OUTCOME 3

Receive and deposit payments and capture income.

SPECIFIC OUTCOME 4

Verify, make and record payments and monitor expenditure.

SPECIFIC OUTCOME 5

Read, interpret and process all documents and reports and make decisions relating to cash flow.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　　　　　　　　　　10

Plan, monitor and control the financial resources for a small company or business unit

SAQA US ID	UNIT STANDARD TITLE			
116787	Plan, monitor and control the financial resources for a small company or business unit			

SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Manufacturing and Assembly Processes		NSB 06		

FIELD	SUBFIELD
Manufacturing, Engineering and Technology	Engineering and Related Design

ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME　1

Review previous budget and current business plan and develop a comprehensive annual budget.

SPECIFIC OUTCOME　2

Monitor prices of materials, review pricing and prepare project costing.

SPECIFIC OUTCOME　3

Monitor income, cash flow and expenditure, and respond to problem areas.

SPECIFIC OUTCOME　4

Review financial performance, identify problem areas and implement corrective measures.

SPECIFIC OUTCOME　5

Consult relevant financial experts, clarify issues and implement changes.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 11

Design, prototype, test and refine products or services

SAQA US ID	UNIT STANDARD TITLE		
116784	Design, prototype, test and refine products or services		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Manufacturing and Assembly Processes		NSB 06	
FIELD		SUBFIELD	
Manufacturing, Engineering and Technology		Engineering and Related Design	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and understand customer needs.

SPECIFIC OUTCOME 2

Interpret customer specifications and determine or develop design.

SPECIFIC OUTCOME 3

Plan and do risk assessment of design.

SPECIFIC OUTCOME 4

Plan the production of a prototype.

SPECIFIC OUTCOME 5

Make and test a prototype.

SPECIFIC OUTCOME 6

Gather all test data, and identify and implement refinements to the design.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 12

Develop and implement a manufacturing, installation or service plan

SAQA US ID	UNIT STANDARD TITLE		
116788	Develop and implement a manufacturing, installation or service plan		
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**
SGB Manufacturing and Assembly Processes		NSB 06	
FIELD		**SUBFIELD**	
Manufacturing, Engineering and Technology		Engineering and Related Design	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 6	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Define and describe the product or service specifications.

SPECIFIC OUTCOME 2

Procure, prepare and install resources.

SPECIFIC OUTCOME 3

Commission equipment, trial or pilot the processes or services and measure the results.

SPECIFIC OUTCOME 4

Analyse results, and identify and implement improvements and corrective actions.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 13

Ensure compliance with legal provisions, regulations and standards

SAQA US ID	UNIT STANDARD TITLE			
116780	Ensure compliance with legal provisions, regulations and standards			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Manufacturing and Assembly Processes		NSB 06		
FIELD		**SUBFIELD**		
Manufacturing, Engineering and Technology		Engineering and Related Design		
ABET BAND		**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined		Regular	Level 6	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain and discuss the impact and implications of relevant legislation, and identify areas required

SPECIFIC OUTCOME 2

Identify and select consultancy services to assist the business.

SPECIFIC OUTCOME 3

Brief consultant, agree terms and appoint.

SPECIFIC OUTCOME 4

Discuss consultant's findings and recommendations, select options and implement solution.

SPECIFIC OUTCOME 5

Information in terms of issues is collected and reported to relevant body.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 14

Evaluate the financial implications of changes to sustain future growth of small or medium business or autonomous business unit

SAQA US ID	UNIT STANDARD TITLE				
116792	Evaluate the financial implications of changes to sustain future growth of small or medium business or autonomous business unit				
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**		
SGB Manufacturing and Assembly Processes		NSB 06			
FIELD		**SUBFIELD**			
Manufacturing, Engineering and Technology		Engineering and Related Design			
ABET BAND	**UNIT STANDARD TYPE**		**NQF LEVEL**		**CREDITS**
Undefined	Regular		Level 6		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse market trends and determine their financial implications for current services or products.

SPECIFIC OUTCOME 2

Analyse market changes, identify opportunities and develop ideas for new products and or services.

SPECIFIC OUTCOME 3

Determine financial implications of changed products and or services.

SPECIFIC OUTCOME 4

Identify funding options, investigate funding models and choose appropriate options.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 15

Identify a gap in the market and propose solutions

SAQA US ID	UNIT STANDARD TITLE			
116789	Identify a gap in the market and propose solutions			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Manufacturing and Assembly Processes		NSB 06		
FIELD		SUBFIELD		
Manufacturing, Engineering and Technology		Engineering and Related Design		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 6		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Review current products, services or technology applied, and identify possible changing needs or pot

SPECIFIC OUTCOME 2

Develop a conceptual solution, select and brief a marketing practitioner and commission a market sur

SPECIFIC OUTCOME 3

Review and discuss survey results with marketing practitioner.

SPECIFIC OUTCOME 4

Refine solution, test with the target market and determine preliminary viability.

SPECIFIC OUTCOME 5

Develop marketing strategy.

No. 1064   **10 September 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

Translation , Interpreting and Language Editing

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

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

Comment on the unit standards should reach SAQA at the address *below and no later than 09 October 2004.* All correspondence should be marked **Standards Setting – SGB for Translation, Interpreting and Language Editing** and addressed to

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

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Liaison Interpreting

SAQA QUAL ID	QUALIFICATION TITLE			
49023	National Diploma: Liaison Interpreting			
SGB NAME	SGB Translation, Interpreting and Language Editing			
NSB ACRONYM		**PROVIDER NAME**		
NSB 04				
QUAL TYPE	**FIELD**			**SUBFIELD**
National Diploma	Communication Studies and Language			Communication Studies
ABET BAND	**MINIMUM CREDITS**	**NQF LEVEL**	**QUALIFICATION CLASS**	
Undefined	249	Level 5	Regular-Unit Stds Based	

PURPOSE OF THE QUALIFICATION

For the field of communication and language:

This qualification is intended to improve the status of interpreting services generally, and specifically through delivery of quality services to the general public, by increasing the pool of competence, improving professionalism and ensuring ethical conduct.

For social and economic transformation:

Learners who qualify are able to improve their earning ability, by obtaining recognised professional competence. In addition, an elective component can provide the competence required for entrepreneurship, allowing credited learners to contribute significantly to the South African economy. Credited learners can also contribute to ensuring linguistic human rights, improving access to public services and resolving conflict that arises from ineffective communication.

For the individual learner:

Interpreting dialogue from source language to target language and vice versa means that qualified learners will be capable of:
> Selecting interpreting modes according to specific interpreting contexts
> Listening to source messages (both auditory and visually)
> Understanding source messages
> Analysing source messages
> Taking and reading notes for analysis of and reformulating source message (Range: for short consecutive interpreting)
> Accessing short term memory for message recall
> Accessing long term memory for background/general/world and linguistic knowledge
> Reformulating/production of messages
> Managing interpreting situations (politeness strategies, conversational principles)
> Mediating between cultures
> Managing power and status differences when interpreting

Rationale

The rationale for this qualification is evident in the definition of "liaison interpreting", which is interpreting occurring in various settings, where two or more interlocutors do not share language and where the interpreter must be present in order to bridge the communication gap (Gentile, Ozolins, & Vasilakakos, 1996). Interpreting is especially important where interaction is non-parallel in terms of status of participants, for example a doctor and a patient. In such cases interpreting will facilitate access of information, mutual participation and protect human rights.

Qualified learners will serve the public, thereby contributing to the community in which they operate. The qualification addresses interpreting needs in various institutions, for example those in the courts and the health system. It should be noted that the qualification may address interpreting in an education setting, linguistically non parallel interpreting, and is aimed mainly at further education learners.

The roles that qualified learners will be able to fulfil, include the following; interpreting in the Council for Conciliation, Mediation and Arbitration cases; interpreting in magistrates/municipal/courts for cases with limited impact, i.e. not High Court; telephone interpreting, interpreting for business, health interpreting and educational interpreting, mainly at the Senior Phase and Further Education and Training level.

A National Diploma in Liaison Interpreting (NQF Level 5) is required to facilitate learning in the field of communication in order to build on language skills, to use interpreting and to facilitate multi-lingualism. The qualification will also allow for entry into degree qualifications, thereby providing access to Higher Education.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners have already attained the following competencies:
> Communication: Proficient in their first and at least a second language within their community context
> Interpreting and conveying verbal and non-verbal communication within and between language groups
> Appreciating interpreting as professional activities, keeping to deadlines and performing activities ethically
> Starting a new business venture, and/or Supervising a team of interpreters, and/or Collecting research data through field work, contained in the National Certificate in Community Language Practice (NQF Level 4)

Recognition of prior learning (RPL)

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

QUALIFICATION RULES

> The qualification does not contain a Fundamental Component (0 credits).
> All the Core Component Unit Standards are compulsory (222 credits).
> For the Elective Component learners are required to attain 27 credits out of 115 credits.

Please note that the following two unit standards should be ACHIEVED TWICE, in two different languages:
> Analyse linguistic structure of source message (Level 5, Credits 15)
> Analyse various texts in different contexts (Level 5, Credits 15)

EXIT LEVEL OUTCOMES

Core

1. Select interpreting modes according to specific interpreting contexts.
2. Understand source messages.
3. Analyse source messages.
4. Take and access notes for analysis of and reformulating source message (Range: for short consecutive interpreting).
5. Recall messages and world and linguistic knowledge.
6. Reformulate/ produce messages.
7. Manage interpreting situations.
8. Mediate between cultures.

Elective

9. Manage business by demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
10. Work effectively with others as a member of a team, group, organisation or community to facilitate others' Learning.
11. Collect, analyse, organise and critically evaluate information using science and technology effectively and critically.
12. Organise and manage self and interpreting activities responsibly and effectively to address customer requirements.
13. Communicate effectively using language skills in the mode of written presentation in a third language.

ASSOCIATED ASSESSMENT CRITERIA

Core

1.
> Mode selected is appropriate for specific interpreting contexts.
> Selection is justified in terms of type and context of interaction.

2.
> Understanding of content is verified and correct.
> Context of content is described accurately.
> Institutional procedures are described accurately.

> Correctness of content is verified where relevant.
> Uncertainties and ambiguities are resolved.

3.
> Content is repeated accurately.
> Organisation of messages is appropriate for reformulation/production.
> Length of turn is appropriate for the mode of interpreting.
> Logical progression of message structure is correct .

4.
> Notes are accessible to the learner.
> Note-taking system adds value to interpreting process.
> Organisation of information in notes is appropriate for the context.
> Organisation of information in notes is justified in terms of note-taking system used.

5.
> Messages recalled accurately represent all aspects of source messages.
> Messages recalled reflect relevant world knowledge.
> Understanding of the source language is correct.

6.
> Production of messages is appropriate in terms of the interpreting brief. Range: the brief could be explicit or implied.
> Decision-making strategies result in accuracy, fluency, and compensation when necessary.
> Message produced is accurate in terms of target language norms.
> Target message meaning corresponds to source message meaning.
> Target message is relevant for specific audiences.
> Lag time of interpreting delivery is appropriate for the complexity and tempo of the message.

7.
> Manipulation of variables impacting on auditory or visual listening ensures effective listening.
> Management of turn-taking is appropriate for the interpreting context. Range: context includes status/power relations.
> All parties are informed when problems arise during interpreting.
> Own limitations in terms of accepting work are correctly considered.
> Strategies selected to manage power and status differences are appropriate for specific contexts.
> Relevant conversational principles are adhered to.

8.
> Strategies selected for mediating are culture-appropriate. Range: strategies may include politeness strategies.
> Relevant conversational principles are adhered to.
> Cultural elements relevant to specific contexts are accounted for.

Elective

9.
> Contribution to estimation and preparation of cost budgets for elements of work is accurate and adequate for specified contexts.
> Monitoring and controlling of actual costs against budgets are accurate and meet specified requirements.
> Creation and use of a range of resources to manage teams, sections, departments or divisions are effective in terms of required management objectives and outputs.
> Management of time and work processes is effective in relation to a business environment.
> Negotiation in an authentic work situation results in an agreement or deal.
> Business plan development for small business takes into account relevant factors that impact on feasibility and meets context-specific requirements.
> Investigation of the possibilities of establishing and running a small business enterprise (SMME) is comprehensive in terms of relevant considerations.

10.
> Planning of learning events meets specified requirements.
> Facilitation of adult learning events meets specified requirements.
> Management of learnerships/learning programmes facilitates achievement of programme objectives.
> Management of staff development meets specified requirements.
> Assessment of learning outcomes meets specified, recognised requirements for good assessment practice.

11.
> Basic concepts of databases are correctly described.
> Planning and creating a simple database meets specified database development specifications and purpose.
> Planning, monitoring and controlling an information system in a business environment facilitates effective use of information.

> Production of presentation documents for business meet specified business requirements.

12.
> Presentation of informed arguments on a current issue in a business sector is justified in terms of relevant sector information.
> Management customer requirements and needs and implementation of action plans meet client requirements.

13.
> Text types, text features and text functions are correctly identified, selected and verified in relation to parallel texts.
> Texts are design based on context-specific requirements.
> The writing process is planned effectively.
> Errors in text are accurately identified and analysed.
> Feedback regarding text is obtained and provided.
> Linguistic or textual features are accurately assessed.
> Text assessment findings are justified.
> Strategies selected to improve and transform text are context-appropriate and justified.
> Comparison of own composition with similar text types is relevant.
> Text quality is improved where relevant.
> Adaptations of text for different readerships is appropriate for specific readership profiles.
> The conceptual level of text is adjusted to correct readership level.

Integrated assessment

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

INTERNATIONAL COMPARABILITY

Comparison with the following countries were made, as they are centres of excellence, or have multi-lingualism policies similar to that of South Africa: India, New Zealand, Australia, United Kingdom, Germany and the United States of America.

Training for interpreters in India is aimed mainly at interpreting competence for seminars, trade shows, conferences and meetings. Competence includes consecutive and simultaneous interpreting, in specific technical and non-technical fields, taking into account non-linguistic factors such as political, religious or cultural sensitivities and gender, bilingualism, and cross-cultural knowledge.

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

In the United States of America, interpreters are deemed competent if they are able to interpret effectively, accurately and impartially both receptively and expressively, using any necessary specialised vocabulary. Standards are set for practice rather than education and training, and differ depending on the context, for example, educational interpreting standards are distinguished from medical interpreting standards. Training of interpreters is primarily based on the ASTM International Standard Guide for Language Interpretation Services. Competence is required in terms of the setting where interpreting takes place, and includes ad hoc interpreting, simultaneous interpretation, consecutive interpretation, business interpreting, community interpreting, conference interpreting, court interpreting, dialogue interpreting, diplomatic interpreting, health-care interpreting, liaison interpreting, medical interpreting, and telephone interpreting. Competence also includes language competence, ethics and using interpretation equipment.

American entry-level programs are about 45 hours of learning for certification, for example, in medical interpreting - this is much shorter than the South African entry-level certificate qualification at NQF Level 4, and at the level of this qualification (South African NQF Level 5) as continuing education. The closest equivalent to this qualification builds on the 45-hour program, and contains 270 classroom hours for six courses, in any two-language combinations. The competence required of learners includes introducing participants to the role of the interpreter, managing the spatial configuration of the interpreting situation, developing terminology, linguistic competence, analysis of the environment, analysis of cultural aspects, ethical conduct, self evaluation, adhering to protocol, creating a list of resources, developing a record of phrases and guidelines, and translation of simple texts - the latter is also included in the entry-level South African qualification, although this is not included in this level of qualification.

In Germany, degrees in interpreting (Diplom-DolmetscherIn) are offered, as well as doctoral and masters degrees (South African NQF Level 8). Competence for all qualifications includes linguistic competence,

and content area of specialisation (e.g. information technology) knowledge. In the United Kingdom, occupational certificates are registered on the National and Scottish Vocational Qualifications framework, at their levels 3 and 4. At levels 3 and 4, units that can be stand-alone, or form part of other qualifications are available. In addition, at level 4, a National Vocational Qualification in Interpreting and a Diploma in Public Service Interpreting are available. These qualifications are equivalent to the National Certificate in Liaison Interpreting (NQF Level 5) in South Africa.

For the National Vocational Qualification in Interpreting, the following are compulsory:
> Develop your Performance as an Interpreter
> Communicate Complex Information Relating to Work Activities
> Understand Complex Information Relating to Work Activities
> Prepare for Interpreting Assignments
> Conduct Interpreting Assignments

In addition, learners can select from the following:
> Improve Own Management of the Business
> Produce Sight Translations of Everyday Documents to Support Interpreting Assignments
> Produce Written Translations of Everyday Documents to Support Interpreting Assignments
> Work with Other Interpreters

For the Diploma, learners specialise by achieving interpreting competence in one of the following units:
> English Law
> Scottish Law
> Health
> Local Government

A half-year in-service Diploma, as preparation for the professional examination, is also being offered, and another qualification (a certificate) allows specialisation in Deafblind Interpreting (not included in the South African qualification). An MA in Interpreting and Translating is offered at a higher level that this qualification. For the above qualifications in the United Kingdom, learners are typically graduates, whereas the South African qualification builds on NQF level 4 only.

Australia has two Interpreting qualifications, with the former qualification comparable to this South African qualification:
> Diploma of Interpreting and Translation
> Advanced Diploma of Interpreting and Translating

Diplomas and Advanced Diplomas recognise capacity for initiative and judgement across a broad range of technical and/or management functions. The Advanced Diploma is a more specialised qualification and signifies skill and knowledge of a greater complexity and a higher level of personal accountability than is required at a Diploma level.

ARTICULATION OPTIONS

This qualification was developed for articulation between translation, interpreting and editing areas of competence.
Horizontal articulation on the Framework is possible with various qualifications containing the registered Unit Standards included in this qualification. For example, those addressing business management, learning facilitation, database use, and information and communication management.

Vertical articulation upward is possible with most generic first degrees. The competencies attained during this qualification provide a basis for further learning, for example, towards business management and entrepreneurship.

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 one 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 ssessment 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.

NOTES

Range:

> Interpreting takes place face to face, in direct contact with both parties, from source language to target language and vice versa
> Modes are limited to short consecutive interpreting, and simultaneous interpreting without equipment
> Text can include pictorial, written, spoken or signed

> The two languages alternate as target and source language

UNIT STANDARDS
(Note: A blank space after this line means that the qualification is not based on Unit Standards.)
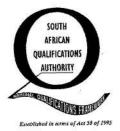
	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	110000 Generate information and reports for internal and external use	Level 4	10	Registered
Core	110009 Manage administration records	Level 4	4	Registered
Core	10043 Develop, implement and manage a project / activity plan	Level 5	5	Registered
Core	10053 Manage customer requirements and needs and implement action plans	Level 5	8	Registered
Core	14522 Analyse and explain the impact of one's personal interactive style on one's relationship with a client	Level 5	6	Registered
Core	14609 Participate in management of conflict	Level 5	4	Registered
Core	15093 Demonstrate insight into democracy as a form of governance and its implications for a diverse society	Level 5	5	Registered
Core	15094 Demonstrate insight into the application of theories of Emotional and Spiritual Intelligence in personal development	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
Core	15219 Develop and implement a strategy and action plans for a team, department or division	Level 5	4	Registered
Core	15226 Implement systems to meet the flow of information in a team, department or division	Level 5	3	Registered
Core	15229 Implement codes of conduct in the team, department or division	Level 5	3	Registered
Core	15230 Monitor team members and measure effectiveness of performance	Level 5	4	Registered
Core	15233 Harness diversity and build on strengths of a diverse working environment	Level 5	3	Registered
Core	15238 Devise and apply strategies to establish and maintain relationships	Level 5	3	Registered
Core	115006 Analyse various texts in different contexts	Level 5	10	Registered
Core	115011 Build information resources for translation	Level 5	15	Registered
Core	116613 Analyse linguistic structure of source messages	Level 5	15	Draft - Prep for P Comment
Core	116616 Analyse liaison interpreting contexts	Level 5	15	Draft - Prep for P Comment
Core	116617 Evaluate source and target content	Level 5	15	Draft - Prep for P Comment

Core	116618 Manage interpreting situations	Level 5	15	Draft - Prep for P Comment
Core	116619 Produce target messages	Level 5	15	Draft - Prep for P Comment
Core	116620 Deliver target messages	Level 5	15	Draft - Prep for P Comment
Elective	7384 Facilitate an adult learning event	Level 4	16	Reregistered
Elective	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Elective	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Elective	8976 Write for a wide range of contexts	Level 4	5	Registered
Elective	8979 Use language and communication in occupational learning programmes	Level 4	5	Registered
Elective	9950 Plan learning events	Level 4	10	Reregistered
Elective	10134 Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget	Level 4	6	Registered
Elective	10385 Develop a business plan for a small business	Level 4	5	Registered
Elective	10386 Investigate the possibilities of establishing and running a small business enterprise (SMME)	Level 4	3	Registered
Elective	13948 Negotiate an agreement or deal in an authentic work situation	Level 4	5	Registered
Elective	7863 Manage staff development	Level 5	6	Reregistered
Elective	7978 Plan and conduct assessment of learning outcomes	Level 5	15	Reregistered
Elective	14525 Present an informed argument on a current issue in a business sector	Level 5	5	Registered
Elective	15216 Create opportunities for innovation and lead projects to meet innovative ideas	Level 5	4	Registered
Elective	15231 Create and use a range of resources to effectively manage teams, sections, departments or divisions	Level 5	4	Registered
Elective	15234 Apply efficient time management to the work of a department/division/section	Level 5	4	Registered

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National Qualifications Framework

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Interpreting

SAQA QUAL ID	QUALIFICATION TITLE			
49062	National Diploma: Interpreting			
SGB NAME	SGB Translation, Interpreting and Language Editing			
NSB ACRONYM	PROVIDER NAME			
NSB 04				
QUAL TYPE	FIELD		SUBFIELD	
National Diploma	Communication Studies and Language		Communication Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS	
Undefined	260	Level 7	Regular-Unit Stds Based	

PURPOSE OF THE QUALIFICATION

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

Qualifying learners are capable of:
> Interpreting messages within a specific context using standardised language
> Selecting correct technical terminology showing responsibility to others - Range: terminology includes both target text and source message
> Solving interpreting problems
> Collecting, analysing, organising and critically evaluating field-specific technical information in relation to

the field
> Working within the context of a group of role players to interpret information into the target message
> Identifying and contextualising messages taking into account relationships between source language and target message systems - Range: system can include culture, norms, genre conventions, political systems, etc
> Decoding source messages using background information and consultation with sources
> Producing target message taking into account relationships between source language and target language systems

Rationale

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

The range of typical learners for this qualification is those with a wide general knowledge, as well as linguistic and cultural maturity. The range of occupations that qualifying learners will fulfil includes:
> Legal interpreters (including high court)
> Business interpreters
> Diplomatic service interpreters
> Health interpreters - mental health
> Conference interpreters
> Educational interpreters
> Parliamentary/Legislature/Local Government Council interpreters

The current jobholders of many of the occupations listed above currently receive no interpreting training (for example, psychiatric nurses, health and mental health interpreters, conference interpreting - both general and specialised)

The range of the qualification:
> Register includes technical such as political, economic, scientific, medical, legal and diplomatic.
> Interpreting in long consecutive mode
> Interpreting in the simultaneous mode with equipment (spontaneous, or prepared read)
> Interpreting in the simultaneous mode with equipment with text (sight interpreting)
> Complex (long) consecutive interpreting and simultaneous interpreting
> General and specialised conference interpreting

> Linguistically parallel audiences
> Booth, or whispered interpreting
> May include commercial transacting

Broad competencies that are included in this qualification are:
> Maximise information recovery
> Minimise recovery interference
> Maximise communication impact
> Law of least effort and self protection should be avoided

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners have the competencies National Diploma in Liaison Interpreting (NQF Level 5) or a generic first degree in languages. It is also assumed that learners have general world knowledge, and domain knowledge attained as part of a first degree. Learners are also expected to be proficient in at least two languages at NQF Level 5, and in implementing project administration processes according to requirements (NLRD ID Nr 10139) at NQF Level 4.

Recognition of prior learning (RPL)

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

QUALIFICATION RULES

> All the Fundamental Component Unit Standards are compulsory (53 credits).
> All the Core Component Unit Standards are compulsory (165 credits).
> For the Elective Component learners are required to attain 42 credits out of 62 credits.

04/09/08   **Qual ID**   49062   SAQA: NLRD Report "Qualification Detail"

EXIT LEVEL OUTCOMES

Fundamental Outcomes

1. Interpret messages within a specific context using standardised language.
2. Select correct technical terminology showing responsibility to others. Range: terminology includes both target text and source message.
3. Solve interpreting problems.
4. Collect, analyse, organise and critically evaluate field-specific information.
5. Work within the context of a group of role players to interpret information into the target message. Role players include, clients, partners, etc.
6. Identify and contextualise messages taking into account relationships between source language and target message systems - Range: system can include culture, norms, genre conventions, political systems, etc.
7. Contribute to interpreting research in a specific field.
8. Decode source message using background information and consultation with sources.
9. Produce target message taking into account relationships between source language and target language systems. Range: system can include culture, norms, genre conventions, political systems, etc.

Elective Outomes (42 Credits are required to qualify)

10. Communicate effectively using language skills in the mode of written presentation in a third language.
11. Interpret in an additional specialised field or sub-field.
12. Manage HR in the delivery of interpreting products.
13. Manage delivery of interpreting products.

ASSOCIATED ASSESSMENT CRITERIA

Fundamental

1.
> Listening is active and verified to be aligned with source message.
> Decoding of message is accurate.
> Analysis of source message is done systematically.
> Linguistic structures of target language are accurately adhered to.

2.
> Linguistic structures are accurately analysed.

> Terminology is appropriately prepared.
> Where relevant background information is prepared in advance to ensure correct terminology is used.
> Target message is adapted to after comparison with source message.

3.
> Technical problems are solved efficiently.
> Stress in managed to optimise interpreting delivery.
> Terms are negotiated for interpreting assignments which are fair.
> Communication breakdowns are managed in a way that enhances interpreting effectiveness and efficiency.

4.
> Background information is collected which is relevant to the context.
> Background information is collated in a way that allows for efficient and effective retrieval.
> New information is incorporated with existing information in a way that allows for efficient and effective retrieval.
> Existing knowledge schemas are compared with current knowledge schemas to assess validity of both.

5.
> Terms of interpreting assignments are negotiated which are fair to both parties.
> Partner's performance is monitored and assessed to benefit the interpreting assignment.
> Partner is debriefed and adaptations are suggested which are relevant to the brief.
> Feedback is provided on process errors which is relevant to context and in line with the brief.

6.
> Content of source message is analysed systematically.
> Message is reproduced accurately, completely, coherently and cohesively.
> Content of source is accurately contextualised.
> Linguistic structures of analysed systematically.
> Message is converted to linguistic structure of target language.

7.
> Plan research using sound research principles.
> Perform appropriate literature reviews.
> Conduct data gathering and analysis with is congruent with the research methodology.
> Disseminate research results responsibly.

8.
> Texts containing sophisticated and complex vocabulary are accurately decoded.
> Texts containing sophisticated and complex syntactic structures are accurately decoded.
> Texts of varying linguistic complexity are accurately decoded.
> Texts written to be read are accurately decoded.
> Texts written to be spoken are accurately decoded.

9.
> Target text speed is accurate in terms of presenter delivery speed.
> Target language is accurate in terms of source language.
> Target language is appropriate for norms of target culture.
> Speaking/signing is clear for specific audiences.
> Speaking/signing is correct in terms of agreed maxims of communication.

Elective

10.
> Text types, text features and text functions are correctly identified, selected and verified in relation to parallel texts.
> Texts designed are based on context-specific requirements.
> The writing process is planned effectively.
> Errors in text are accurately identified and analysed.
> Feedback regarding text is obtained and provided.
> Linguistic or textual features are accurately assessed.
> Text assessment findings are justified.
> Strategies selected to improve and transform text are context-appropriate and justified.
> Comparison of own composition with similar text types is relevant.
> Text quality is improved where relevant.
> Adaptations of text for different readerships is appropriate for specific readership profiles.
> The conceptual level of text is adjusted to correct readership level.

11
> Specialised text is written correctly within a specific field.
> Technical information is contextualised in terms of the field.
> Decoding of technical information of source text is relevant for the brief, field, context, scope and readers.

12.
> Employees are recruited, selected and contracted in line with legal requirements.
> Employment contracts are complied within the framework of relevant legislation.
> Recruitment and selection of required human resources is conducted ethically.
> Grievance and disciplinary hearings are appropriately dealt with.
> All related legislation is complied with.

13.
> Systems are implemented to meet the flow of information.
> Investigation of marketing communications concepts is appropriate for purpose of communication.
> Cost budgets are accurately prepared and estimated.
> All actual costs are monitored and controlled against budgets.
> Project schedules are communicated to all relevant persons.
> Monitoring and evaluating of project schedules is against agreed criteria and meets project objectives.

Integrated assessment

The assessment criteria in the unit standards are performance-based, assessing applied competence rather than only knowledge, or skills. In addition, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to the environmental conditions in occupational contexts, to qualify. Evidence is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and thus its purpose, at the time of the award of the qualification. Workplace experience can be recognised when assessing towards this qualification.

INTERNATIONAL COMPARABILITY

Comparison with the following countries were made, as they are centres of excellence, or have multi-lingualism policies similar to that of South Africa: India, New Zealand, Australia, United Kingdom, Germany and the United States of America.

Training for interpreters in India is aimed mainly at interpreting competence for seminars, trade shows, conferences and meetings. Competence includes consecutive and simultaneous interpreting, in specific technical and non-technical fields, taking into account non-linguistic factors such as political, religious or cultural sensitivities and gender, bilingualism, and cross-cultural knowledge, and is equivalent to the South African interpreting qualifications.

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

In the United States of America, standards are set for practice rather than education and training, and differ depending on the context, for example, educational interpreting standards are distinguished from medical interpreting standards. Training of interpreters is primarily based on the ASTM International Standard Guide for Language Interpretation Services. American programs are shorter and at the level of this qualification (South African NQF Level 7) are considered part of continuing education for graduates.

In Germany, degrees in interpreting (Diplom-DolmetscherIn) are offered, as well as doctoral and masters degrees (South African NQF Level 8). Competence for all qualifications includes linguistic competence, and content area of specialisation (e.g. information technology) knowledge. In the United Kingdom, occupational certificates are registered on the National and Scottish Vocational Qualifications framework, at their levels 3 and 4, which is below this diploma. At a level equivalent to this NQF Level 7 qualification, an MA in Interpreting and Translating is offered - this South African qualification does not include translation competence.

Australia has two Interpreting qualifications, with the latter qualification comparable to this South African qualification:
> Diploma of Interpreting and Translation
> Advanced Diploma of Interpreting and Translating

The Advanced Diploma recognises capacity for initiative and judgement across a broad range of technical and/or management functions. The Advanced Diploma is a more specialised qualification and signifies skill and knowledge of a greater complexity and a higher level of personal accountability than is required at the Diploma level.

ARTICULATION OPTIONS

Vertical articulation upwards is possible with Masters level degrees. Vertical articulation downwards is possible with Bachelor degrees, and, for example, the

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National Certificate in Specialised Translation (NQF Level 6). Horizontal articulation on the NQF is possible with various Honours degrees, and with, for example, the National Diploma in Specialised Translation (NQF Level 7).

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 one 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 aries 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.

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	116794 Analyse source messages	Level 7	15	Draft - Prep for P Comment
Core	116795 Decode varying source texts	Level 7	15	Draft - Prep for P Comment
Core	116796 Analyse linguistic structures	Level 7	15	Draft - Prep for P Comment
Core	116797 Categorise new and existing information into working memory	Level 7	15	Draft - Prep for P Comment

Core	116798 Produce target messages for interpreting	Level 7	15	Draft - Prep for P Comment
Core	116799 Assess interpreting process	Level 7	15	Draft - Prep for P Comment
Core	116800 Interpret simultaneously with text	Level 7	15	Draft - Prep for P Comment
Core	116801 Manage interpreting situations	Level 7	15	Draft - Prep for P Comment
Core	116803 Manage own interpreting performance	Level 7	15	Draft - Prep for P Comment
Core	116805 Negotiate terms for interpreting assignments	Level 7	15	Draft - Prep for P Comment
Core	116807 Accommodate cultural reference systems	Level 7	15	Draft - Prep for P Comment
Elective	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Elective	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Elective	8976 Write for a wide range of contexts	Level 4	5	Registered
Elective	8979 Use language and communication in occupational learning programmes	Level 4	5	Registered
Elective	10064 Investigate and explain marketing communications concepts	Level 5	8	Registered
Elective	11907 Draft an employment contract	Level 5	3	Registered
Elective	12140 Recruit and select candidates to fill defined positions	Level 5	9	Registered
Elective	15225 Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	4	Registered
Elective	15226 Implement systems to meet the flow of information in a team, department or division	Level 5	3	Registered
Elective	10985 Conduct a disciplinary hearing	Level 6	5	Registered
Elective	12139 Facilitate the resolution of employee grievances	Level 6	5	Registered
Elective	110483 Develop and manage an organisational records system	Level 6	5	Registered
Fundamental	10301 Complete a research assignment	Level 6	20	Reregistered
Fundamental	116802 Recall messages for interpreting	Level 6	8	Draft - Prep for P Comment
Fundamental	116804 Collect and collate background information for specific contexts	Level 6	15	Draft - Prep for P Comment
Fundamental	116806 Work in partnership with other interpreters	Level 6	10	Draft - Prep for P Comment

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UNIT STANDARD: 1

Analyse liaison interpreting contexts

SAQA US ID	UNIT STANDARD TITLE			
116616	Analyse liaison interpreting contexts			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing		NSB 04		
FIELD		SUBFIELD		
Communication Studies and Language		Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Assess expectations in terms of the text function.

SPECIFIC OUTCOME 2

Compare source and target cultural conventions.

SPECIFIC OUTCOME 3

Assess the impact of power relations in specific contexts.

SPECIFIC OUTCOME 4

Select modes of interpreting.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 2

Analyse linguistic structure of source messages

SAQA US ID	UNIT STANDARD TITLE		
116613	Analyse linguistic structure of source messages		

SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		NSB 04	

FIELD	SUBFIELD
Communication Studies and Language	Communication Studies

ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Interpret features, structures and linguistic conventions of source and target languages.

SPECIFIC OUTCOME 2

Distinguish between features, structures and linguistic conventions of source and target language.

SPECIFIC OUTCOME 3

Categorise dissimilarities between source and target language features, structures and linguistic co

SPECIFIC OUTCOME 4

Address dissimilarities and inconsistencies between source and target language features, structures

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 3

Build information resources for interpreting

SAQA US ID	UNIT STANDARD TITLE			
116621	Build information resources for interpreting			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing		NSB 04		
FIELD		SUBFIELD		
Communication Studies and Language		Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Select and use sources appropriate to specified contexts.

SPECIFIC OUTCOME 2

Select information collection methods and data appropriate for information types.

SPECIFIC OUTCOME 3

Store information using recognised categories.

SPECIFIC OUTCOME 4

Collect and record information using recognised techniques.

SPECIFIC OUTCOME 5

Verify strategies, data, methods and sources using relevant criteria.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　4

Deliver target messages

SAQA US ID	UNIT STANDARD TITLE			
116620	Deliver target messages			

SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing		NSB 04		

FIELD		SUBFIELD		
Communication Studies and Language		Communication Studies		

ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME　1

Organise information for effective delivery to target audience.

SPECIFIC OUTCOME　2

Prepare for effective delivery of the message.

SPECIFIC OUTCOME　3

Adapt source message to suit target audience.

SPECIFIC OUTCOME　4

Adhere to conventions for effective delivery during the delivery of the message.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 5

Evaluate source and target content

SAQA US ID	UNIT STANDARD TITLE			
116617	Evaluate source and target content			

SGB NAME	NSB ACRONYM	PROVIDER NAME
SGB Translation, Interpreting and Language Editing	NSB 04	

FIELD	SUBFIELD
Communication Studies and Language	Communication Studies

ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Verify accuracy of content for specific contexts.

SPECIFIC OUTCOME 2

Retrieve domain-specific information from memory.

SPECIFIC OUTCOME 3

Evaluate accuracy and consistency of source message content.

SPECIFIC OUTCOME 4

Derive pragmatic meaning in communicative context.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 6

Manage interpreting situations

SAQA US ID	UNIT STANDARD TITLE		
116618	Manage interpreting situations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		NSB 04	
FIELD		SUBFIELD	
Communication Studies and Language		Communication Studies	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Inform all parties regarding problems that arise during interpreting.

SPECIFIC OUTCOME 2

Evaluate and justify own ability to deliver in relation to assignment requirements in order to take

SPECIFIC OUTCOME 3

Select strategies to manage power and status differences.

SPECIFIC OUTCOME 4

Manage interaction between parties.

SPECIFIC OUTCOME 5

Address variables that impact on auditory or visual listening.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 7

Produce target messages

SAQA US ID	UNIT STANDARD TITLE			
116619	Produce target messages			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing		NSB 04		
FIELD		SUBFIELD		
Communication Studies and Language		Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Select strategies to ensure quality delivery of messages.

SPECIFIC OUTCOME 2

Organise information regarding source and target message.

SPECIFIC OUTCOME 3

Identify problematic areas for the production of the message.

SPECIFIC OUTCOME 4

Adapt source message to achieve intended function.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 8

Collect and collate background information for specific contexts

SAQA US ID	UNIT STANDARD TITLE			
116804	Collect and collate background information for specific contexts			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Translation, Interpreting and Language Editing		NSB 04		
FIELD		**SUBFIELD**		
Communication Studies and Language		Communication Studies		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 6		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare terminology.

SPECIFIC OUTCOME 2

Collect new background information.

SPECIFIC OUTCOME 3

Collate new background information.

SPECIFIC OUTCOME 4

Select relevant information.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 9

Recall messages for interpreting

SAQA US ID	UNIT STANDARD TITLE				
116802	Recall messages for interpreting				
SGB NAME		NSB ACRONYM	PROVIDER NAME		
SGB Translation, Interpreting and Language Editing		NSB 04			
FIELD		SUBFIELD			
Communication Studies and Language		Communication Studies			
ABET BAND	UNIT STANDARD TYPE		NQF LEVEL		CREDITS
Undefined	Regular		Level 6		8

Specific Outcomes:

SPECIFIC OUTCOME 1

Take notes to assist in message recall and production.

SPECIFIC OUTCOME 2

Develop personalised note-taking systems.

SPECIFIC OUTCOME 3

Synthesise source language messages.

SPECIFIC OUTCOME 4

Segment source messages.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 10

Work in partnership with other interpreters

SAQA US ID	UNIT STANDARD TITLE			
116806	Work in partnership with other interpreters			

SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing		NSB 04		

FIELD		SUBFIELD	
Communication Studies and Language		Communication Studies	

ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Monitor partner's performance.

SPECIFIC OUTCOME 2

Behave appropriately in the booth in relation to partner.

SPECIFIC OUTCOME 3

Debrief partner (Johan).

SPECIFIC OUTCOME 4

Monitor partner's operation of interpreting equipment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 11

Accommodate cultural reference systems

SAQA US ID	UNIT STANDARD TITLE			
116807	Accommodate cultural reference systems			

SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing	NSB 04		

FIELD	SUBFIELD	
Communication Studies and Language	Communication Studies	

ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Assess cultural requirements of interpreting context.

SPECIFIC OUTCOME 2

Analyse cultural reference systems in specific contexts.

SPECIFIC OUTCOME 3

Evaluate implications of cultural reference systems for interpreting in specific contexts.

SPECIFIC OUTCOME 4

Select strategies that accommodate specific cultural reference systems.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 12

Analyse linguistic structures

SAQA US ID	UNIT STANDARD TITLE			
116796	Analyse linguistic structures			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing		NSB 04		
FIELD		SUBFIELD		
Communication Studies and Language		Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 7		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse linguistic structures of source message.

SPECIFIC OUTCOME 2

Convert message to linguistic structure of target language.

SPECIFIC OUTCOME 3

Anticipate linguistic structures and collocations.

SPECIFIC OUTCOME 4

Decode texts of varying linguistic complexity.

SPECIFIC OUTCOME 5

Chunk data to assist in analysis of source message.

SPECIFIC OUTCOME 6

Recall linguistic structures of source language.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 13

Analyse source messages

SAQA US ID	UNIT STANDARD TITLE			
116794	Analyse source messages			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Translation, Interpreting and Language Editing		NSB 04		
FIELD		**SUBFIELD**		
Communication Studies and Language		Communication Studies		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 7		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Listen actively to source language message.

SPECIFIC OUTCOME 2

Analyse content of source language message.

SPECIFIC OUTCOME 3

Maintain high levels of concentration for required periods of time.

SPECIFIC OUTCOME 4

Take notes to assist in analysis of source message.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 14

Assess interpreting process

SAQA US ID	UNIT STANDARD TITLE		
116799	Assess interpreting process		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		NSB 04	
FIELD		SUBFIELD	
Communication Studies and Language		Communication Studies	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Select interpreting techniques in accordance with interpreting norms.

SPECIFIC OUTCOME 2

Select coping tactics for interpreting.

SPECIFIC OUTCOME 3

Select chunking approach.

SPECIFIC OUTCOME 4

Address lag time problems.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 15

Categorise new and existing information into working memory

SAQA US ID	UNIT STANDARD TITLE			
116797	Categorise new and existing information into working memory			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Translation, Interpreting and Language Editing		NSB 04		
FIELD		**SUBFIELD**		
Communication Studies and Language		Communication Studies		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 7		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Retrieve from memory institution-related operations and procedures and knowledge schemas.

SPECIFIC OUTCOME 2

Recall existing background information.

SPECIFIC OUTCOME 3

Incorporate new information with existing information in memory.

SPECIFIC OUTCOME 4

Select relevant background information.

SPECIFIC OUTCOME 5

Compare existing knowledge schemas with current knowledge schemas.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 16

Decode varying source texts

SAQA US ID	UNIT STANDARD TITLE				
116795	Decode varying source texts				

SGB NAME		NSB ACRONYM	PROVIDER NAME		
SGB Translation, Interpreting and Language Editing		NSB 04			

FIELD		SUBFIELD			
Communication Studies and Language		Communication Studies			

ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Decode texts of varying content and complexity.

SPECIFIC OUTCOME 2

Access background information from memory.

SPECIFIC OUTCOME 3

Contextualise content of source message.

SPECIFIC OUTCOME 4

Access knowledge schemas from memory.

SPECIFIC OUTCOME 5

Retrieve from memory institution-related operations and procedures and knowledge schemas.

SPECIFIC OUTCOME 6

Evaluate level of speaker preparedness.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 17

Interpret simultaneously with text

SAQA US ID	UNIT STANDARD TITLE			
116800	Interpret simultaneously with text			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing		NSB 04		
FIELD		SUBFIELD		
Communication Studies and Language		Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 7		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Predict or anticipate text on the basis of a combination of verbal/signed cues/context and written t

SPECIFIC OUTCOME 2

Read and listen to the source language message and speak/sign in the target language at the same tim

SPECIFIC OUTCOME 3

Compare written source messages to signed/spoken source messages.

SPECIFIC OUTCOME 4

Adapt target messages to compared source messages.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

18

Manage interpreting situations

SAQA US ID	UNIT STANDARD TITLE				
116801	Manage interpreting situations				
SGB NAME		NSB ACRONYM	PROVIDER NAME		
SGB Translation, Interpreting and Language Editing		NSB 04			
FIELD		SUBFIELD			
Communication Studies and Language		Communication Studies			
ABET BAND	UNIT STANDARD TYPE		NQF LEVEL		CREDITS
Undefined	Regular		Level 7		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Manage communication breakdown.

SPECIFIC OUTCOME 2

Set up technical environment.

SPECIFIC OUTCOME 3

Inform/brief participants before interpreting.

SPECIFIC OUTCOME 4

Solve technical problems.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 19

Manage own interpreting performance

SAQA US ID	UNIT STANDARD TITLE			
116803	Manage own interpreting performance			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing		NSB 04		
FIELD		SUBFIELD		
Communication Studies and Language		Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 7		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Monitor own interpreting performance.

SPECIFIC OUTCOME 2

Monitor operation of interpreting equipment.

SPECIFIC OUTCOME 3

Select appropriate voice production/spatial manipulation techniques.

SPECIFIC OUTCOME 4

Implement coping tactics (lag time adjustment, chunking).

SPECIFIC OUTCOME 5

Manage stress.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　　　　　　　　　　20

Negotiate terms for interpreting assignments

SAQA US ID	UNIT STANDARD TITLE			
116805	Negotiate terms for interpreting assignments			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Translation, Interpreting and Language Editing		NSB 04		
FIELD		**SUBFIELD**		
Communication Studies and Language		Communication Studies		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 7		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Assess contractual requirements.

SPECIFIC OUTCOME 2

Generate pro forma documents for contracting.

SPECIFIC OUTCOME 3

Communicate interpreting requirements.

SPECIFIC OUTCOME 4

Address others' information gaps regarding interpreting requirements.

SPECIFIC OUTCOME 5

Agree terms for assignments.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 21

Produce target messages for interpreting

SAQA US ID	UNIT STANDARD TITLE			
116798	Produce target messages for interpreting			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing		NSB 04		
FIELD		SUBFIELD		
Communication Studies and Language		Communication Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 7		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Predict and anticipate verbal/signed text on the basis of verbal/signed cues/context.

SPECIFIC OUTCOME 2

Recall linguistic structures.

SPECIFIC OUTCOME 3

Adjust to presenter delivery when relevant.

SPECIFIC OUTCOME 4

Listen and speak/sign at the same time.

No. 1065   **10 September 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

Christian Theology and Ministry

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

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

Comment on the qualifications and unit standards should reach SAQA at the address *below and no later than 09 October 2004.* All correspondence should be marked **Standards Setting – SGB Christian Theology and Ministry** 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

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Established in terms of Act 58 of 1995

QUALIFICATION:

Further Education and Training Certificate: Theology and Ministry

SAQA QUAL ID	QUALIFICATION TITLE				
49057	Further Education and Training Certificate: Theology and Ministry				
SGB NAME	SGB Christian Theology and Ministry				
NSB ACRONYM		**PROVIDER NAME**			
NSB 07					
QUAL TYPE		**FIELD**		**SUBFIELD**	
National Certificate		Human and Social Studies		Religious and Ethical Foundations of Society	
ABET BAND		**MINIMUM CREDITS**			
			NQF LEVEL	**QUALIFICATION CLASS**	
Undefined		120	Level 4	Regular-Unit Stds Based	

PURPOSE OF THE QUALIFICATION

The purpose of this Qualification is to recognise those who have the required competence to serve as lay and ordained leaders in Christian communities or community organisations and society.

A further purpose of this Qualification is to produce life-long theological learners who are equipped to raise and debate current issues in an African context. This purpose seeks to transform persons, churches and society dealing with power issues such as gender, social economic disparity, disability and the environment from a Christian perspective.

Learners who achieve this Qualification can:

> Apply Christian sources in context
> Apply Christian Theology and ethics personally and in community
> Practise ministries in the church
> Practise Christian ministry in the wider community

In addition learners who have achieved this Qualification can perform in all the exit level outcomes listed

below.

Rationale for qualification
The majority of candidates for this Qualification are likely to be working in churches and other Christian Ministry ventures. The Qualification will give them the opportunity to integrate knowledge of the Christian faith with essential skills to minister and lead Christian communities, as well as develop the values of such leadership.
Candidates who wish to gain an understanding of the Christian faith and those who wish to develop their own faith will also benefit from this Qualification.

In addition learners who have achieved this Qualification can perform in all the exit level outcomes listed below.

RECOGNIZE PREVIOUS LEARNING?

N

LEARNING ASSUMED TO BE IN PLACE

Learners who register for this Qualification can:
> Read and write in the language in which the provider offers the Qualification
> Learn from written study material;
> Formulate their own viewpoints in writing;
> Organise and process new information and viewpoints that they encounter;
> With guided support, take responsibility for their own intellectual progress

Recognition of prior learning:
> This Qualification can be achieved wholly or in part through recognition of prior learning in terms of the criteria laid out.
> Evidence can be presented in a variety of forms, including previous local or international Qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.
> All such evidence should be judged according to the general principles of assessment described in the note to assessors.

QUALIFICATION RULES

Levels, credits and learning components assigned to this qualification

> The FETC in Christian Theology and Ministry Qualification carries a total of 120 credits. The Core and

Elective credits are at NQF level 4. The Fundamental Mathematical Literacy credits are at NQF Level 4. Fundamental Communication credits are at NQF Level 4 in the first language and Level 3 in the second language.

> The programme leading to the FETC in Christian Theology and Ministry contains a combination of fundamental, core and elective credits. It comprises 56 credits in the fundamental category, 36 credits in the core category and a minimum of 28 in the elective category.

> All core Unit Standards (36 credits) are compulsory. A minimum of 28 elective credits must be achieved.

> There may be a maximum of 24 credits from beyond the sub-sub-field "Religious and Ethical Foundations of Society", of which 12 may be from beyond the Field "Human and Social Studies".

EXIT LEVEL OUTCOMES

1. Describe and evaluate own faith development personally and in a faith community.
2. Identify and explain central Christian doctrines and history in a way that is appropriate to different contexts
3. Use the Bible and other Christian sources as basic frames of reference to communicate and apply Christian teachings and ethics.
4. Apply their faith transformatively in church and society

Critical cross-field outcomes

The 12 critical cross-field outcomes prescribed by SAQA were used in designing the specific outcomes of the Qualification.

A learner who obtains the Certificate in Theology and Ministry can:

1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
2. Work effectively with others as a member of a team, group, organisation, community.
3. Organise and manage oneself and one's activities responsibly and effectively .
4. Collect, analyse, organise and critically evaluate information .
5. Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
6. Use science and technology effectively and critically, showing responsibility towards the environment and the health/well-being of others
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation
8. Reflect on and explore a variety of strategies to learn more effectively

9. Participate as responsible citizens in the life of local, national and global communities
10. Show cultural and aesthetic awareness across a range of social contexts
11. Explore education and career opportunities .
12. Develop entrepreneurial opportunities

ASSOCIATED ASSESSMENT CRITERIA

1.
> The learner's own faith is described and critically analysed in a coherent way.
> The learner's relationship to the wider Christian community is defined and critiqued with reference to personal experience and the tradition of the Church community.
> Participation in and critique of group faith-building exercises is evidenced by means of reports and exercises

2.
> Key doctrines are outlined and explained, including doctrines of God as Trinity, and the Church
> A range of cultural expressions is used to communicate these doctrines.
> Christian faith is compared with a range of other belief systems
> The learner's responses are evidenced widely: personally, in a faith community and in wider society

3.
> Biblical texts are interpreted and explained according to recognised exegetical principles.
> Christian teachings and ethics are presented and explained to members of a faith community and to others

4.
> Needs within the learner's faith community are identified and analysed in accordance with standard needs analysis principles
> Transformative responses to these needs are proposed and applied using accepted methods.
> Needs within the wider community are identified using accepted needs analysis methods.
> Responses to those needs are proposed and applied by means of visits and other appropriate actions.
> Christian ethics is applied to a range of contexts.

Implied competence and range.Critical evidence for assessment purposes imply competence at the following:
1.
> A testimony, journals, spiritual director's reports, portfolios

> Reports from leadership in the Church, peer assessment
> The range of exercises to include retreats, seminars, workshops

2.
> Recognition of a range of interpretations.
> Art, music, poetry, songs, oral and written forms
> Include Islam, Hinduism, Judaism, African and other traditional beliefs
> Cultural, gender, age and disability awareness and sensitivity
> Expression of these doctrines is appropriate to a variety of contexts

3.
> Full range of texts throughout the Bible
> Methods used to interpret the Bible must include: historical. Textual and contextual
> Urban, rural, suburban
> To include social. Political, ecological and personal contexts

4.
> Social, political, ecological, and economic needs
> Be involved with community and its leadership in processes of change for the better
> To include abuse, chronic and terminal illnesses, bereavement, ageing, gender issues and relationship crises
> To include home-based care, pastoral visits
> Wider community may include macro and/or micro contexts

Principles of assessment:
> 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.
> Manageable: The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
> Integrated 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 Standard; i.e. the assessment is fit for purpose.
> Direct: The activities in the assessment mirror the conditions of actual performance as closely as possible
> Authentic: The assessor is satisfied that the work being assessed is attributable to the person 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. Assessment candidates 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 to the judgement that would be made by other assessors.

Assessment criteria associated with critical crossfield outcomes
In the form of tasks in study material, written assignments, portfolio tasks, projects, case studies and examinations, learners will be assessed on their ability to:

1.
> Demonstrate the ability to interpret the Bible interpretation by applying recognised exegetical methods in specific contexts and by critically evaluating other interpretations.
> Describe theologies in relation to their respective cultural, economic, social and political contexts.
> Address church and community problems by using creative contextual approaches to ministry.

2.
> Show evidence of playing a moral and constructive role in a faith community and the community at large.
> Demonstrate evidence of the ability to communicate effectively in a community

3.
> Demonstrate the requisite study skills and learning strategies.
> Organise their own study plans.
> Think independently

4.
> Use library and other resources effectively to complete tasks.
> Construct academic essays by integrating information from a variety of sources.
> Act responsibly as a scholar (i.e. By using recognised reference techniques and by avoiding plagiarism).
> Evaluate theological theories, experiences, examples, etc.

5.
Produce persuasive forms of written, oral and other media communication express theological insights creatively in their first language and in terms of their culture and worldview

6.
Reveal sensitivity and maturity in responding to ethical challenges formulate concrete and creative responses to community problems

7.
> Show respect for personal, cultural, theological and religious diversity
> Demonstrate the relatedness between problems of a particular faith community and larger communities

8.
> Use a range of source materials (books, television, case studies) to gather information
> Engage with living communities as well as with academic course material

9.
> Show commitment to the well-being of society by developing well-informed ethical stances on community issues
> Play a responsible and constructive role in a faith community

10.
> Demonstrate tolerance of diversity and the opinions of others
> Demonstrate awareness of the role of cultural differences in biblical interpretation
> Display the ability to understand the cultural and contextual roots of differences between theologies
> Cooperate with people of other churches, theologies and religions

11.
> Compare and evaluate various options for further study
> Become involved accountably in a Christian community with a view to employment as a church or community worker

12.
> Develop the skills of social analysis, interpersonal sensitivity, imaginative intelligence, emotional maturity, and community involvement, which will be a great help in finding or creating employment within or outside church circles

INTERNATIONAL COMPARABILITY

This Qualification and the component Unit Standards have been compared with similar Qualifications from the following country:

New Zealand;

The Qualification that compares most directly is the New Zealand Qualification Authority's National Certificate in Christian Ministries (Level 4). This Qualification also requires 120 credits at Level 4 and has an analogous Purpose statement. The Qualification as a whole has a similar flexibility, specifically allowing credits from Humanities and even other Fields to be incorporated.

Examples of Unit Standards show that the approach is similar, with the difference that the South African Unit Standards are generally more contextual.

ARTICULATION OPTIONS

Qualifications such as the NQF Levels 2 and 3 Certificates in Theology and Ministry could articulate upwards to this NQF Level 4 FETC in Christian Theology and Ministry.

The NQF Level 4 FETC in Christian Theology and Ministry gives access to the Level 5 Diploma in Theology and Ministry (Dip Th Min) Qualification.

After obtaining the Dip Th Min Qualification a learner may progress to degree and then postgraduate studies at the level of Honours, and then Masters and Doctorate.

MODERATION OPTIONS

> Providers offering learning towards achievement of any of the Unit Standards that make up this Qualification must be accredited through the relevant ETQA by SAQA.

> Internal moderation of assessment must take place at the point of assessment with external moderation provided by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

> Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the Unit Standards that make up this Qualification

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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. The aim is to declare the person competent in terms of the Qualification purpose. Where assessment is across titles or at 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.

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> Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.
> All assessments should be conducted in line with the following well documented principles of assessment

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	116724 Describe the background, contents and formation of the Bible	Level 4	8	Draft - Prep for P Comment
Core	116727 Communicate personal faith in a range of contexts	Level 4	3	Draft - Prep for P Comment
Core	116729 Explain and apply Gospel texts	Level 4	6	Draft - Prep for P Comment
Core	116734 Describe the purpose, sources and key elements of Christian doctrine and outline skills to engage with it	Level 4	6	Draft - Prep for P Comment
Core	116736 Describe the nature, history and different methods of Christian mission	Level 4	4	Draft - Prep for P Comment
Core	116739 Apply biblical models of transformation to perceived needs of the community	Level 4	4	Draft - Prep for P Comment
Core	116761 Identify basic Christian values and apply them to one's own life and community	Level 4	3	Draft - Prep for P Comment
Core	116791 Evaluate your own calling and ministry within the church and the community	Level 4	4	Draft - Prep for P Comment
Elective	116723 Apply Christian ethical decision-making to current situations	Level 4	10	Draft - Prep for P Comment
Elective	116725 Describe Christian foundations in the early centuries	Level 4	10	Draft - Prep for P Comment
Elective	116726 Demonstrate an understanding of Christian Spirituality	Level 4	10	Draft - Prep for P Comment
Elective	116728 Explain and apply New Testament letters	Level 4	10	Draft - Prep for P Comment
Elective	116730 Equip others for children's ministry	Level 4	10	Draft - Prep for P Comment

Elective	116731 Describe, discuss and apply Christian responses to witchcraft and sorcery	Level 4	4	Draft - Prep for P Comment
Elective	116732 Describe, analyse and apply Christian responses to death and bereavement, prepare for a funeral service, vigil or memorial service and explain the elements of the service.	Level 4	6	Draft - Prep for P Comment
Elective	116733 Describe the theology of the Eucharist and the eucharistic practices of the learner's faith community	Level 4	5	Draft - Prep for P Comment
Elective	116737 Apply key Christian doctrines	Level 4	5	Draft - Prep for P Comment
Elective	116741 Describe the development of your congregation and denomination within the broad development of Christianity in Southern Africa	Level 4	6	Draft - Prep for P Comment
Elective	116742 Describe and explain the theology of baptism and the baptismal practices of the learner's faith community	Level 4	5	Draft - Prep for P Comment
Elective	116743 Build relationships with children	Level 4	15	Draft - Prep for P Comment
Elective	116744 Describe and apply Christian pastoral counselling skills	Level 4	10	Draft - Prep for P Comment
Elective	116745 Describe and apply Christian Education	Level 4	10	Draft - Prep for P Comment
Elective	116746 Outline the history of Christian ikonography, identify various ikons and explain their significance	Level 4	3	Draft - Prep for P Comment
Elective	116747 Demonstrate an understanding of key Christian concepts in African context	Level 4	10	Draft - Prep for P Comment
Elective	116748 Outline the development of Christianity in Southern Africa	Level 4	10	Draft - Prep for P Comment
Elective	116749 Use an investigation of Biblical prophecy to identify modern prophetic voices	Level 4	6	Draft - Prep for P Comment
Elective	116750 Understand children's ministry	Level 4	10	Draft - Prep for P Comment
Elective	116751 Outline and discuss the history of Christianity in Africa	Level 4	6	Draft - Prep for P Comment
Elective	116752 Minister to children in their early childhood	Level 4	10	Draft - Prep for P Comment
Elective	116753 Manage a children's ministry	Level 4	15	Draft - Prep for P Comment
Elective	116754 Serve as leader in children's ministry	Level 4	10	Draft - Prep for P Comment
Elective	116755 Involve children in the ministry of a faith community	Level 4	10	Draft - Prep for P Comment
Elective	116756 Investigate a narrative book	Level 4	10	Draft - Prep for P Comment

Elective	116757 Prepare and deliver sermons	Level 4	10	Draft - Prep for P Comment
Elective	116758 Outline the history of Christianity in a particular place, period or region	Level 4	5	Draft - Prep for P Comment
Elective	116759 Initiate a ministry in a church or community for people living with HIV/AIDS	Level 4	10	Draft - Prep for P Comment
Elective	116760 Help children grow in Christian maturity	Level 4	15	Draft - Prep for P Comment
Elective	116762 Help families care for children	Level 4	10	Draft - Prep for P Comment
Elective	116763 Explore key Christian concepts in African context	Level 4	10	Draft - Prep for P Comment
Elective	116764 Help a community care for its children	Level 4	10	Draft - Prep for P Comment
Elective	116765 Help emotionally wounded children towards healing	Level 4	10	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	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	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	2	Registered
Fundamental	7485 Demonstrate understanding of real and complex number systems	Level 4	3	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Registered
Fundamental	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: 1

Apply Christian ethical decision-making to current situations

SAQA US ID	UNIT STANDARD TITLE		
116723	Apply Christian ethical decision-making to current situations		
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**
SGB Christian Theology and Ministry		NSB 07	
FIELD		**SUBFIELD**	
Human and Social Studies		Religious and Ethical Foundations of Society	

ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe basic approaches to Christian ethical theory.

SPECIFIC OUTCOME 2

Describe and engage in personal moral formation.

SPECIFIC OUTCOME 3

Facilitate moral formation in their local church and/or social context.

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UNIT STANDARD: 2

Apply biblical models of transformation to perceived needs of the community

SAQA US ID	UNIT STANDARD TITLE			
116739	Apply biblical models of transformation to perceived needs of the community			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Christian Theology and Ministry		NSB 07		
FIELD		SUBFIELD		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		4

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and describe possible causes of community problems and conflicts.

SPECIFIC OUTCOME 2

Describe and analyse people's reaction to the problems.

SPECIFIC OUTCOME 3

Describe, analyse and apply appropriate biblical principles in conflict and other problem situations

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　　　　　　　　　　　　　　3

Apply key Christian doctrines

SAQA US ID	UNIT STANDARD TITLE			
116737	Apply key Christian doctrines			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Christian Theology and Ministry		NSB 07		
FIELD		**SUBFIELD**		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 4		5

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain how key Christian doctrines are relevant for the life and work of the Christian Church.

SPECIFIC OUTCOME 2

Explain how key Christian doctrines apply to the Christian's own personal life.

SPECIFIC OUTCOME 3

Explain how key Christian doctrines affect the Church's mission and action towards the community at

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 4

Build relationships with children

SAQA US ID	UNIT STANDARD TITLE			
116743	Build relationships with children			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Christian Theology and Ministry		NSB 07		
FIELD		SUBFIELD		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Communicate with children through effective listening and talking.

SPECIFIC OUTCOME 2

Build relationships with children through play.

SPECIFIC OUTCOME 3

Build relationships with children through story telling.

SPECIFIC OUTCOME 4

Build relationships with children through humour.

SPECIFIC OUTCOME 5

Build relationships with children through music.

SPECIFIC OUTCOME 6

Build relationships with children through the expression of love and respect.

SPECIFIC OUTCOME 7

Work with children in groups.

SPECIFIC OUTCOME 8

Use boundaries in relationships with children.

SPECIFIC OUTCOME 9

Demonstrate understanding and appreciation of positive relationships as an essential element of chil

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UNIT STANDARD: 5

Communicate personal faith in a range of contexts

SAQA US ID	UNIT STANDARD TITLE			
116727	Communicate personal faith in a range of contexts			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Christian Theology and Ministry		NSB 07		
FIELD		SUBFIELD		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		3

Specific Outcomes:

SPECIFIC OUTCOME 1

Give a clear, well structured account of personal faith.

SPECIFIC OUTCOME 2

Communicate personal faith in a manner appropriate to the context.

SPECIFIC OUTCOME 3

Communicate personal faith in a number of different contexts.

SPECIFIC OUTCOME 4

Demonstrate personal conviction in communicating personal faith to others.

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UNIT STANDARD: 6

Demonstrate an understanding of Christian Spirituality

SAQA US ID	UNIT STANDARD TITLE				
116726	Demonstrate an understanding of Christian Spirituality				
SGB NAME		NSB ACRONYM	PROVIDER NAME		
SGB Christian Theology and Ministry		NSB 07			
FIELD		SUBFIELD			
Human and Social Studies		Religious and Ethical Foundations of Society			
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS	
Undefined	Regular	Level 4		10	

Specific Outcomes:

SPECIFIC OUTCOME 1

List various definitions of Christian spirituality.

SPECIFIC OUTCOME 2

Describe classical and contemporary expressions of Christian spirituality.

SPECIFIC OUTCOME 3

Identify personal aspects of spiritual experience and formation that need to be developed.

SPECIFIC OUTCOME 4

Engage in a process of personal spiritual formation through the practice of spiritual disciplines.

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UNIT STANDARD: 7

Demonstrate an understanding of key Christian concepts in African context

SAQA US ID	UNIT STANDARD TITLE			
116747	Demonstrate an understanding of key Christian concepts in African context			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Christian Theology and Ministry		NSB 07		
FIELD		SUBFIELD		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe key Christian concepts in a specific socio-cultural context.

SPECIFIC OUTCOME 2

Show how Christian belief may be contextualised.

SPECIFIC OUTCOME 3

Show how Christian practice may be inculturated.

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UNIT STANDARD: 8

Describe Christian foundations in the early centuries

SAQA US ID	UNIT STANDARD TITLE			
116725	Describe Christian foundations in the early centuries			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Christian Theology and Ministry		NSB 07		
FIELD		**SUBFIELD**		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 4		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the main Christian movements and developments asso-ciated with the early church.

SPECIFIC OUTCOME 2

Locate the main Christian movements and developments in their historical, geographical, and cultural

SPECIFIC OUTCOME 3

Describe patterns of worship and Christian practice and their con-tinuing impact.

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UNIT STANDARD: 9

Describe and apply Christian Education

SAQA US ID	UNIT STANDARD TITLE			
116745	Describe and apply Christian Education			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Christian Theology and Ministry		NSB 07		
FIELD		SUBFIELD		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the nature and purpose of Christian Education within the faith community.

SPECIFIC OUTCOME 2

Describe the role of Christian Education within specific stages of human development.

SPECIFIC OUTCOME 3

Identify effective methods of learning and teaching and apply them to Christian Education contexts.

SPECIFIC OUTCOME 4

Plan, prepare and present a Christian Education event which implements effective teaching and learn

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 10

Describe and apply Christian pastoral counselling skills

SAQA US ID	UNIT STANDARD TITLE		
116744	Describe and apply Christian pastoral counselling skills		
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**
SGB Christian Theology and Ministry		NSB 07	
FIELD		**SUBFIELD**	
Human and Social Studies		Religious and Ethical Foundations of Society	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the role and qualities of a Christian pastoral counsellor.

SPECIFIC OUTCOME 2

Identify local resources and support structures in the learner's own church and community.

SPECIFIC OUTCOME 3

Describe the basic Biblical principles that underlie good practice in pastoral care.

SPECIFIC OUTCOME 4

Describe the role of prayer in Christian pastoral counselling.

SPECIFIC OUTCOME 5

Apply pastoral care principles to a variety of situations of human need within church and community

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UNIT STANDARD: 11

Describe and explain the theology of baptism and the baptismal practices of the learner's faith community

SAQA US ID	UNIT STANDARD TITLE			
116742	Describe and explain the theology of baptism and the baptismal practices of the learner's faith community			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Christian Theology and Ministry		NSB 07		
FIELD		**SUBFIELD**		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 4		5

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the way in which baptism is celebrated in their community.

SPECIFIC OUTCOME 2

Outline the way in which baptism is described in the New Testament.

SPECIFIC OUTCOME 3

List Old Testament passages that point to baptism.

SPECIFIC OUTCOME 4

Explain and evaluate the meaning of baptism in their faith community in the light of the biblical de

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UNIT STANDARD: 12

Describe the background, contents and formation of the Bible

SAQA US ID	UNIT STANDARD TITLE			
116724	Describe the background, contents and formation of the Bible			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Christian Theology and Ministry		NSB 07		
FIELD		**SUBFIELD**		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 4		8

Specific Outcomes:

SPECIFIC OUTCOME 1

Outline the historical background of the Bible.

SPECIFIC OUTCOME 2

Outline the background and content of the books of the Bible.

SPECIFIC OUTCOME 3

Describe the formation of the Bible.

SPECIFIC OUTCOME 4

Show how 'context' and 'text' are linked in specific texts in the Bible.

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UNIT STANDARD: 13

Describe the development of your congregation and denomination within the broad development of Christianity in Southern Africa

SAQA US ID	UNIT STANDARD TITLE			
116741	Describe the development of your congregation and denomination within the broad development of Christianity in Southern Africa			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Christian Theology and Ministry		NSB 07		
FIELD		**SUBFIELD**		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 4		6

Specific Outcomes:

SPECIFIC OUTCOME 1

Present a brief chronological account of the origins and growth of your local congregation.

SPECIFIC OUTCOME 2

Outline the origins and development of your denomination in the Southern African region.

SPECIFIC OUTCOME 3

Place the outline of your denomination's history within the broad history of the growth of Christian

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UNIT STANDARD: 14

Describe the nature, history and different methods of Christian mission

SAQA US ID	UNIT STANDARD TITLE		
116736	Describe the nature, history and different methods of Christian mission		

SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Christian Theology and Ministry		NSB 07	

FIELD		SUBFIELD	
Human and Social Studies		Religious and Ethical Foundations of Society	

ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe and discuss the nature and importance of Christian mission.

SPECIFIC OUTCOME 2

Outline the history and development of Christian mission in context.

SPECIFIC OUTCOME 3

Compare different methods and approaches to mission.

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UNIT STANDARD: 15

Describe the purpose, sources and key elements of Christian doctrine and outline skills to engage with it

SAQA US ID	UNIT STANDARD TITLE			
116734	Describe the purpose, sources and key elements of Christian doctrine and outline skills to engage with it			

SGB NAME	NSB ACRONYM	PROVIDER NAME
SGB Christian Theology and Ministry	NSB 07	

FIELD	SUBFIELD
Human and Social Studies	Religious and Ethical Foundations of Society

ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the purpose of Christian doctrine.

SPECIFIC OUTCOME 2

Describe sources of Christian doctrine and how they are used.

SPECIFIC OUTCOME 3

Explain the basic skills required to understand and articulate Christian doctrine.

SPECIFIC OUTCOME 4

List and describe key Christian doctrines and explain their significance.

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UNIT STANDARD: 16

Describe the theology of the Eucharist and the eucharistic practices of the learner's faith community

SAQA US ID	UNIT STANDARD TITLE		
116733	Describe the theology of the Eucharist and the eucharistic practices of the learner's faith community		
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**
SGB Christian Theology and Ministry		NSB 07	
FIELD		**SUBFIELD**	
Human and Social Studies		Religious and Ethical Foundations of Society	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the way in which the Eucharist is celebrated in the learner's faith community.

SPECIFIC OUTCOME 2

Outline the way in which the Eucharist is described in the New Testament.

SPECIFIC OUTCOME 3

List Old Testament passages that point to the Eucharist.

SPECIFIC OUTCOME 4

Explain and evaluate the meaning of the Eucharist the learner's faith community in the light of the

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UNIT STANDARD: 17

Describe, analyse and apply Christian responses to death and bereavement, prepare for a funeral service, vigil or memorial service and explain the elements of the service.

SAQA US ID	UNIT STANDARD TITLE		
116732	Describe, analyse and apply Christian responses to death and bereavement, prepare for a funeral service, vigil or memorial service and explain the elements of the service.		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Christian Theology and Ministry		NSB 07	
FIELD		SUBFIELD	
Human and Social Studies		Religious and Ethical Foundations of Society	

ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe and explain the Christian understanding of death and life.

SPECIFIC OUTCOME 2

Describe cultural and social attitudes towards death, including the causes of death.

SPECIFIC OUTCOME 3

Explain the nature and meaning of funeral, vigil and memorial services in the learner's own faith tr

SPECIFIC OUTCOME 4

Assist in preparing for and in leading a funeral, vigil or memorial service in the learner's own fai

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UNIT STANDARD: 18

Describe, discuss and apply Christian responses to witchcraft and sorcery

SAQA US ID	UNIT STANDARD TITLE			
116731	Describe, discuss and apply Christian responses to witchcraft and sorcery			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Christian Theology and Ministry		NSB 07		
FIELD		SUBFIELD		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		4

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe and discuss beliefs and practices related to witchcraft and sorcery in a local community.

SPECIFIC OUTCOME 2

Describe and compare Christian responses to witchcraft and sorcery in different periods.

SPECIFIC OUTCOME 3

Describe and apply Christian values and moral principles relevant to counselling people who are aff

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UNIT STANDARD:　　　　　　　　　　　　　　19

Equip others for children's ministry

SAQA US ID	UNIT STANDARD TITLE			
116730	Equip others for children's ministry			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Christian Theology and Ministry		NSB 07		
FIELD		SUBFIELD		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify co-workers for children's ministry.

SPECIFIC OUTCOME 2

Recruit co-workers for equipment in children's ministry.

SPECIFIC OUTCOME 3

Understand and facilitate a process of adult learning.

SPECIFIC OUTCOME 4

Determine and interpret learning needs of a specific group of adult learners.

SPECIFIC OUTCOME 5

Facilitate a process of learning by doing.

SPECIFIC OUTCOME 6

Compile and present a training program for a specific children's ministry.
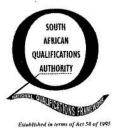
SPECIFIC OUTCOME 7

Assess the learner and the learning process.

SPECIFIC OUTCOME 8

Implementing a strategy for mentorship.

SPECIFIC OUTCOME 9

Demonstrate understanding and commitment to the concept of multiplication.

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UNIT STANDARD: 20

Evaluate your own calling and ministry within the church and the community

SAQA US ID	UNIT STANDARD TITLE			
116791	Evaluate your own calling and ministry within the church and the community			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Christian Theology and Ministry		NSB 07		
FIELD		**SUBFIELD**		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 4		4

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse the Biblical concept of 'call' within both the Old and New Testament.

SPECIFIC OUTCOME 2

Analyse how and why God calls Christians.

SPECIFIC OUTCOME 3

Identify own spiritual gifts within the context of the community of faith.

SPECIFIC OUTCOME 4

Articulate own calling based on the insights gained from biblical and Christian concepts of call and

SPECIFIC OUTCOME 5

Evaluate present contribution to ministries within the church and/or the community in the light of n

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UNIT STANDARD: 　　　　　　　　　　　　　　21

Explain and apply Gospel texts

SAQA US ID	UNIT STANDARD TITLE			
116729	Explain and apply Gospel texts			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Christian Theology and Ministry		NSB 07		
FIELD		**SUBFIELD**		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 4		6

Specific Outcomes:

SPECIFIC OUTCOME 1

Outline the contents of the four New testament Gospels.

SPECIFIC OUTCOME 2

Describe the theories that address the Synoptic problem.

SPECIFIC OUTCOME 3

Compare the contribution of the different Gospel writers to our understanding of the person and teac

SPECIFIC OUTCOME 4

Use basic methods of biblical exegesis to interpret Gospel texts for modern readers and to apply the

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Established in terms of Act 58 of 1995

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UNIT STANDARD: 22

Explain and apply New Testament letters

SAQA US ID	UNIT STANDARD TITLE		
116728	Explain and apply New Testament letters		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Christian Theology and Ministry		NSB 07	
FIELD		SUBFIELD	
Human and Social Studies		Religious and Ethical Foundations of Society	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the situations that gave rise to a selection of the letters of the New Testament.

SPECIFIC OUTCOME 2

Summarise the content and major themes of the New Testament letters.

SPECIFIC OUTCOME 3

Apply the arguments and theological principles to issues which the learner has identified within tod

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UNIT STANDARD: 23

Explore key Christian concepts in African context

SAQA US ID	UNIT STANDARD TITLE			
116763	Explore key Christian concepts in African context			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Christian Theology and Ministry		NSB 07		
FIELD		**SUBFIELD**		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 4		10

Specific Outcomes:
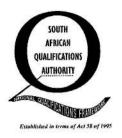
SPECIFIC OUTCOME 1

Describe key Christian concepts in a specific socio-cultural context.

SPECIFIC OUTCOME 2

Show how Christian belief may be contextualised.

SPECIFIC OUTCOME 3

Show how Christian practice may be inculturated.

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UNIT STANDARD: 24

Help a community care for its children

SAQA US ID	UNIT STANDARD TITLE			
116764	Help a community care for its children			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Christian Theology and Ministry		NSB 07		
FIELD		**SUBFIELD**		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 4		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Appreciate community as an essential element of all children's ministry.

SPECIFIC OUTCOME 2

Understand basic aspects of community based children's ministry.

SPECIFIC OUTCOME 3

Describe and evaluate different strategies for community-based children's ministry.

SPECIFIC OUTCOME 4

Develop a strategy for community based children's ministry in response to the needs of a specific si

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UNIT STANDARD: 25

Help children grow in Christian maturity

SAQA US ID	UNIT STANDARD TITLE			
116760	Help children grow in Christian maturity			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Christian Theology and Ministry		NSB 07		
FIELD		SUBFIELD		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Use the bible to help children grow in christian maturity.

SPECIFIC OUTCOME 2

Help children respond to God's love.

SPECIFIC OUTCOME 3

Present programs that will help children grow.

SPECIFIC OUTCOME 4

Help children grow in christian living.

SPECIFIC OUTCOME 5

Help children to take part in the fellowship of Christians.

SPECIFIC OUTCOME 6

Demonstrate understanding of growth in Christian maturity.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 26

Help emotionally wounded children towards healing

SAQA US ID	UNIT STANDARD TITLE		
116765	Help emotionally wounded children towards healing		
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**
SGB Christian Theology and Ministry		NSB 07	
FIELD		**SUBFIELD**	
Human and Social Studies		Religious and Ethical Foundations of Society	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate understanding of the concept 'healing'.

SPECIFIC OUTCOME 2

Identify trauma and its effect on children.

SPECIFIC OUTCOME 3

Facilitate the development of a healing relationship.

SPECIFIC OUTCOME 4

Listen actively.

SPECIFIC OUTCOME 5

Walk with a group of wounded children.

SPECIFIC OUTCOME 6

Employ play and storytelling with a wounded child to facilitate healing.

SPECIFIC OUTCOME 7

Help a community of Christian believers to walk with wounded children.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　　27

Help families care for children

SAQA US ID	UNIT STANDARD TITLE			
116762	Help families care for children			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Christian Theology and Ministry		NSB 07		
FIELD		**SUBFIELD**		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 4		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Help family members to bond with each other.

SPECIFIC OUTCOME 2

Help families to grow in christian maturity.

SPECIFIC OUTCOME 3

Understand family, its enemies and opportunities.

SPECIFIC OUTCOME 4

Help family members to find and grow in their roles.

SPECIFIC OUTCOME 5

Help families to show hospitality to other children.

SPECIFIC OUTCOME 6

Describe factors that help families to function better.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 28

Identify basic Christian values and apply them to one's own life and community

SAQA US ID	UNIT STANDARD TITLE		
116761	Identify basic Christian values and apply them to one's own life and community		
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**
SGB Christian Theology and Ministry		NSB 07	
FIELD		**SUBFIELD**	
Human and Social Studies		Religious and Ethical Foundations of Society	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Discover what values are operating in the learner's context.

SPECIFIC OUTCOME 2

Identify basic Christian values.

SPECIFIC OUTCOME 3

Compare personal values with Christian and biblical values.

SPECIFIC OUTCOME 4

Apply Christian values with and to a community.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　　　　　　　29

Initiate a ministry in a church or community for people living with HIV/AIDS

SAQA US ID	UNIT STANDARD TITLE		
116759	Initiate a ministry in a church or community for people living with HIV/AIDS		
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**
SGB Christian Theology and Ministry		NSB 07	
FIELD		**SUBFIELD**	
Human and Social Studies		Religious and Ethical Foundations of Society	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the causes and modes of transmission of HIV/AIDS.

SPECIFIC OUTCOME 2

Address some of the theological questions with regards to HIV/AIDS.

SPECIFIC OUTCOME 3

Initiate a ministry in the church or community for people living with HIV/AIDS.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 30

Investigate a narrative book

SAQA US ID	UNIT STANDARD TITLE			
116756	Investigate a narrative book			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Christian Theology and Ministry		NSB 07		
FIELD		**SUBFIELD**		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 4		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the extent of narrative books in the Bible and the importance of narratives in a primarily

SPECIFIC OUTCOME 2

Describe how narrative passages, texts and books are constructed.

SPECIFIC OUTCOME 3

Describe and analyse the characters in narrative passages.

SPECIFIC OUTCOME 4

Describe and analyse the setting of narrative passages.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　31

Involve children in the ministry of a faith community

SAQA US ID	UNIT STANDARD TITLE			
116755	Involve children in the ministry of a faith community			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Christian Theology and Ministry		NSB 07		
FIELD		**SUBFIELD**		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 4		10

Specific Outcomes:

SPECIFIC OUTCOME　1

Understand and appreciate children's ministry.

SPECIFIC OUTCOME　2

Develop positive relationships with children.

SPECIFIC OUTCOME　3

Help children to grow in Christian maturity.

SPECIFIC OUTCOME　4

Involve children in the ministry of a local faith community.

SPECIFIC OUTCOME　5

Mobilise a faith community to care for children in a local community.

SPECIFIC OUTCOME　6

Provide pastoral care to emotionally wounded children.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 32

Manage a children's ministry

SAQA US ID	UNIT STANDARD TITLE			
116753	Manage a children's ministry			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Christian Theology and Ministry		NSB 07		
FIELD		SUBFIELD		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		15

Specific Outcomes:

SPECIFIC OUTCOME 1

Effectively communicate the vision, mission and strategy of a specific children's ministry.

SPECIFIC OUTCOME 2

Help a special children's ministry reach concrete goals by drawing up and implementing a strategic p

SPECIFIC OUTCOME 3

Effectively manage the human resources of a specific children's ministry.

SPECIFIC OUTCOME 4

Develop and successfully implement an administrative system for a specific children's ministry.

SPECIFIC OUTCOME 5

Develop and successfully implemented a financial system for a specific children's ministry.

SPECIFIC OUTCOME 6

Effectively market the services of a specific children's ministry.

SPECIFIC OUTCOME 7

Effectively market the needs of a specific children's ministry.

SPECIFIC OUTCOME 8

Link up with partners and networks to increase the effectiveness of a ministry.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 33

Minister to children in their early childhood

SAQA US ID	UNIT STANDARD TITLE			
116752	Minister to children in their early childhood			

SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Christian Theology and Ministry		NSB 07		

FIELD		SUBFIELD	
Human and Social Studies		Religious and Ethical Foundations of Society	

ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand and respond to the needs of children in their early childhood.

SPECIFIC OUTCOME 2

Build relationships with children in their early childhood.

SPECIFIC OUTCOME 3

Help children in their early childhood to grow in Christian maturity.

SPECIFIC OUTCOME 4

Understand and evaluate different roles in early childhood ministry.

SPECIFIC OUTCOME 5

Grow in a specific role in early childhood ministry.

SPECIFIC OUTCOME 6

Understand and appreciate early childhood.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 34

Outline and discuss the history of Christianity in Africa

SAQA US ID	UNIT STANDARD TITLE		
116751	Outline and discuss the history of Christianity in Africa		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Christian Theology and Ministry		NSB 07	
FIELD		SUBFIELD	
Human and Social Studies		Religious and Ethical Foundations of Society	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the early spread of Christianity in Africa and compare Christianity in different parts of A

SPECIFIC OUTCOME 2

Describe the history of the African Christianity in the medieval period.

SPECIFIC OUTCOME 3

Describe the spread of Christianity in sub-Saharan Africa after 1500.

SPECIFIC OUTCOME 4

Describe the spread of Christianity in sub-Saharan Africa in the 20th century.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 35

Outline the development of Christianity in Southern Africa

SAQA US ID	UNIT STANDARD TITLE		
116748	Outline the development of Christianity in Southern Africa		

SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Christian Theology and Ministry		NSB 07	

FIELD		SUBFIELD	
Human and Social Studies		Religious and Ethical Foundations of Society	

ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the multiple origins of Christianity in Southern Africa.

SPECIFIC OUTCOME 2

Outline and compare denominational stories.

SPECIFIC OUTCOME 3

Identify socio-cultural and political issues of significance to the story of Christianity in Souther

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 36

Outline the history of Christian ikonography, identify various ikons and explain their significance

SAQA US ID	UNIT STANDARD TITLE			
116746	Outline the history of Christian ikonography, identify various ikons and explain their significance			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Christian Theology and Ministry		NSB 07		
FIELD		**SUBFIELD**		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 4		3

Specific Outcomes:

SPECIFIC OUTCOME 1

Outline the history of Christian ikonography.

SPECIFIC OUTCOME 2

Describe the various styles and methods of ikonography.

SPECIFIC OUTCOME 3

Explain the theological meaning of ikons.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 37

Outline the history of Christianity in a particular place, period or region

SAQA US ID	UNIT STANDARD TITLE			
116758	Outline the history of Christianity in a particular place, period or region			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Christian Theology and Ministry		NSB 07		
FIELD		SUBFIELD		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		5

Specific Outcomes:

SPECIFIC OUTCOME 1

Gather and evaluate historical information about the history of Christianity in a particular place a

SPECIFIC OUTCOME 2

Interpret gathered historical information.

SPECIFIC OUTCOME 3

Outline the history of the chosen period or place using the material gathered.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 38

Prepare and deliver sermons

SAQA US ID	UNIT STANDARD TITLE			
116757	Prepare and deliver sermons			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Christian Theology and Ministry		NSB 07		
FIELD		SUBFIELD		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Determine sermon subjects and source and analyse material.

SPECIFIC OUTCOME 2

Prepare sermons that are suitable to the learner's church and community context for a variety of dif

SPECIFIC OUTCOME 3

Deliver sermons.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 39

Serve as leader in children's ministry

SAQA US ID	UNIT STANDARD TITLE		
116754	Serve as leader in children's ministry		

SGB NAME	NSB ACRONYM	PROVIDER NAME
SGB Christian Theology and Ministry	NSB 07	

FIELD	SUBFIELD
Human and Social Studies	Religious and Ethical Foundations of Society

ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate sincere love and commitment to children.

SPECIFIC OUTCOME 2

Respond to the love of God.

SPECIFIC OUTCOME 3

Develop and maintain positive relationship with a variety of other people.

SPECIFIC OUTCOME 4

Formulate and implement personal vision and values.

SPECIFIC OUTCOME 5

Function as a whole and integrated person.

SPECIFIC OUTCOME 6

Understand and effectively apply essentials of christian living.

SPECIFIC OUTCOME 7

Demonstrate Christian stewardship concerning time, money and material assets.

SPECIFIC OUTCOME 8

Understand the demands of christian leadership and effectively respond to it.

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 40

Understand children's ministry

SAQA US ID	UNIT STANDARD TITLE			
116750	Understand children's ministry			
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**	
SGB Christian Theology and Ministry		NSB 07		
FIELD		**SUBFIELD**		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 4		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand the needs of children and know how to respond to it in ministry.

SPECIFIC OUTCOME 2

Understand and value relationships with children.

SPECIFIC OUTCOME 3

Understand biblical basis of children's ministry.

SPECIFIC OUTCOME 4

Understand basic contexts and processes in children's ministry.

SPECIFIC OUTCOME 5

Evaluate the ministry needs and opportunities of children in a specific situation.

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UNIT STANDARD: 41

Use an investigation of Biblical prophecy to identify modern prophetic voices

SAQA US ID	UNIT STANDARD TITLE		
116749	Use an investigation of Biblical prophecy to identify modern prophetic voices		
SGB NAME		**NSB ACRONYM**	**PROVIDER NAME**
SGB Christian Theology and Ministry		NSB 07	
FIELD		**SUBFIELD**	
Human and Social Studies		Religious and Ethical Foundations of Society	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe some of the situations that gave rise to the work of the Biblical prophets.

SPECIFIC OUTCOME 2

Summarise the content of specified Biblical prophetic books or texts, making reference to the contex

SPECIFIC OUTCOME 3

Identify key issues in the church and the world today to which the content of some of the Biblical p

SPECIFIC OUTCOME 4

Recognise present day prophetic voices by comparing their responses to current crises.

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