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

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1157

8 October 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

Electrical Engineering and Construction

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

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 7 November 2004***. All correspondence should be marked **Standards Setting – SGB Electrical Engineering and Construction** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

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JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Domestic Appliance Repair

| SAQA QUAL ID | QUALIFICATION TITLE | |
|----------------------------|---|--|
| 49056 | National Certificate: Domestic Appliance Repair | |
| SGB NAME | SGB Electrical Engineering & Construction | |
| ABET BAND | PROVIDER NAME | |
| Undefined | | |
| QUALIFICATION CODE | QUAL TYPE | SUBFIELD |
| PPC-3-National Certificate | National Certificate | Electrical Infrastructure Construction |
| MINIMUM CREDITS | NQF LEVEL | QUALIFICATION CLASS |
| 131 | Level 3 | Regular-Unit Stds Based |
| SAQA DECISION NUMBER | REGISTRATION START DATE | REGISTRATION END DATE |
| | | |

PURPOSE OF THE QUALIFICATION

A person acquiring this Qualification will have skills, knowledge and experience to:

- > Identify, apply and demonstrate technical operational systems, by using procedures and equipment required to repair domestic appliances.
- > Summarise, interpret information, use knowledge and contexts in performing the tasks related to domestic appliance repair field or specialised contexts.
- > Select and organise information and use data, apply and demonstrate theories or principles to electrical domestic appliances and work in a disciplined manner.
- > Execute role and responsibilities by being able to summarize, classify, discuss and estimate application processes required through mathematical and theoretical concepts, technical and schematic diagrams, computer and technology usage in a range of different contexts.
- > Communicate with peers, customers and members of supervisory / management levels by demonstrating the ability to summarise and source information and express opinions in spoken and written form.
- > Understand broader competencies required for entrepreneurial qualities.

This Qualification will allow a person to advance through learning to a domestic appliance repair Qualification at NQF level 4. The core and required elective unit standards provide credits that allow access to both vertically and horizontally articulated Qualifications. This Qualification will enhance the social status, productivity and employability of the learner within the domestic appliance industry and contribute to the quality, production rate and growth of that environment within the energy sector.

Through the critical cross field component of the Qualification, learners are able to demonstrate vocational skills through which they are able to engage in life skills activities, small business development, health and environmental issues. Through recognition of prior learning adult learners are encouraged to access basic education with an understanding that they already have knowledge and experience.

Rationale of the Qualification

This is the first occupational based Qualification in a series of Qualifications for learners, stems from electrical field, that reflect the workplace-based needs of the domestic appliance industry that is expressed by employers and employees, both now and for the future. This Qualification provides the learner with accessibility to be employed within the domestic appliance industry and provides the flexibility to pursue different careers in the broader electrical energy sector. It also provides the Learner with enough knowledge and skills to pursue small business opportunities within the private sector through which the private sector and the economy can benefit.

For those who have acquired experience in the workplace, this Qualification represents part of the RPL process to acknowledge workplace skills acquired without the benefit of former education or training.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

NQF 2 or equivalent and competence in the following:

- > Occupational health, safety and environmental practices within the electrical environment
- > Fundamentals of electricity
- > Use of hand tools, power tools and measuring instruments
- > Perform basic gas welding
- > Mathematics, communication and language skills at NQF2

Recognition of prior learning

This Qualification may be obtained in whole or in part through RPL. The learner should be thoroughly briefed on the mechanism to be used and support and guidance should be provided. Care should be taken that the mechanism used provides the learner with an opportunity to demonstrate competence and is not so onerous as to prevent learners from taking up the RPL option towards gaining a Qualification.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

1. Identify and apply technical operational systems.
2. Summarise and interpret the requirements in performing the tasks related to domestic appliance repair field or specialised contexts.
3. Organise information and use data, apply theories and principles to electrical domestic appliance repair and work in a disciplined manner under supervision when or if necessary.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Knowledge is applied identifying operational systems of domestic appliances and personal safety practices in a domestic energy environment are applied according to standard operating procedures and safety requirements
 - > Skills is applied regarding operational systems of domestic appliances and personal safety practices in a domestic energy environment are applied according to standard operating procedures and safety requirements
 - > Knowledge and skills regarding repair and maintenance on single phase domestic appliances are applied according to manufacturers' specifications.
2.
 - > Knowledge and skills to install, commission and maintain single phase domestic appliances are demonstrated according to relevant procedures.
 - > Faultfinding techniques are applied to manufacturers and industry specification
 - > Fault reports are interpreted and job cards completed according to company specifications
3.
 - > Sketches and diagrams are identified and interpreted in contexts with electrical domestic appliance situations.
 - > Data is used, theories and principles applied to do fault finding and repairs on domestic appliances.
 - > Information is selected, organised and data used to maintain electrical equipment and single phase systems.

Integrated Assessment

The applied competence (practical, foundational and reflective competencies) of this Qualification will be achieved if a learner is able to achieve all exit level outcomes of the Qualification.

The identification and solving of problems, team work, organising oneself, using of technical diagrams, implication of actions and reactions in the world as a set of related systems must be assessed during any combination of practical, foundational and reflective competencies assessment methods and tools to determine the whole person development and integration of applied knowledge and skills.

- > Certain exit level outcomes are measurable and verifiable through assessment criteria assessed in one application.
- > Applicable assessment tool(s) to establish the foundational, reflective and embedded knowledge to problem solving and application of the world as a set of related systems within the electrical installation and maintenance environment.
- > A detailed portfolio of evidence is required to proof the practical, applied and foundational competencies of the learner.
- > Assessors and moderators should develop and conduct their own integrated assessment by making use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.
- > Summative assessment should also encompass achievement of the competence described both in individual unit standards, exit level outcomes as well as the integrated competence described in the Qualification.

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

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

INTERNATIONAL COMPARABILITY

This Qualification could not be benchmarked against any international standards as there are no Domestic Appliances Repair Qualification in existence. However, in domestic appliances manufacturing leading countries like Germany, England, Australia, and Japan, appliance repair is a trade, which is based on an electrical learnership with an additional specialised in-house training. This kind of training does not allow an independent qualification and hinders personal development and entrepreneurship. Furthermore there is a critical lack of Qualifications in this specialist field of Domestic Appliance Repairs worldwide.

It is critical to note that in South Africa, companies like AEG, Bosch, Siemens, Gaggenau, Defy, MIELE, Whirlpool, LG, Samsung, Phillips, Bauer recognised the need for a structured, general Qualification which trains general knowledge in domestic appliance technology without being brand specific. However the Unit Standards on which this Qualification is based were compared with Unit Standards from New Zealand, Australia and Scotland in terms of their range of electrical Qualifications, Unit Standard titles, specific outcomes, assessment criteria and degree of difficulty.

The Qualifications for the above mentioned countries are subdivided into different domains of the low voltage electrical engineering field. However, although the overall scope of the other countries' Unit Standards for the electrical field has been adequately covered in this Qualification, there are no specific Qualifications for domestic appliances.

The focus and complexity level of the core units standards compares very well, but the up-liftment of literacy, innumeracy and social skills have been emphasized more in the fundamental requirement of this Qualification to redress the inequalities of the past. Computer related unit standards were included to provide foundational skills towards the next level due to the development of more advanced technologies such as programmable appliances.

ARTICULATION OPTIONS

This Qualification will allow a person to advance to learning for a Domestic Appliance Qualification at NQF level 4. This qualification provides the learner with the flexibility to pursue different careers in the energy industry and articulation within the engineering industries. The level of flexibility within the range of electives will allow the individual to pursue further learning within an entrepreneurship, supervision / management, quality assurance, health and safety and engineering contexts.

MODERATION OPTIONS

- > Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.

> Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQAs policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies); and in terms of the moderation guideline detailed immediately below.

> Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, exit level outcomes as well as the integrated competence described in the Qualification.

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors need experience in the following areas:

- > Interpersonal skills, subject matter and assessment.
- > The assessor needs to be competent in planning, conducting and providing feedback on assessment of learning outcomes and in the design and development of assessments as described in the unit standards. The assessor should at least be competent at the same level or be at a level above this level 3 Qualification with at least two years of practical experience in the domestic appliance or related environment. The assessor must comply with the criteria set by the relevant ETQA.
- > The subject matter experience of the assessor can be established by recognition of prior learning.
- > Assessors need to be registered with the relevant Education and Training Quality Assurance Body.

NOTES

This Qualification was developed by stakeholders in the domestic appliance industry as a result of continued technology changes in the appliance market. Due to the nature of this specialized field it is required that a person trained as a domestic appliance repairer would require a Qualification focused on this rapid changing technology.

This Qualification uses a combination of unit standards in other Qualifications but has as its key focus area as the repair of domestic appliances.

This Qualification prepares a candidate to move into the NQF level 4 qualification in domestic appliance repair, which has its core focus area as domestic electronic, gas and refrigeration appliances.

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 | 10268 Fault Find, Test and Repair Domestic Appliances | Level 3 | 6 | Reregistered |
| Core | 10270 Construct Basic Electronic Circuits | Level 3 | 4 | Reregistered |
| Core | 13791 Fault find on single phase alternating current (AC) systems | Level 3 | 8 | Reregistered |
| Core | 114388 Install, joint and terminate Low Voltage cables and conductors | Level 3 | 8 | Registered |
| Core | 114406 Understand basic electronic theory and components | Level 3 | 4 | Registered |
| Core | 116229 Join and install refrigerant piping | Level 3 | 9 | Public Comment |
| Core | 116696 Identify, use and maintain power tools used in the air-conditioning, refrigeration and ventilation trades | Level 3 | 8 | Public Comment |
| Core | 116735 Interpret functioning diagrams of domestic appliances | Level 3 | 4 | Draft - Prep for P Comment |
| Core | 116738 Demonstrate knowledge of the principles of domestic electrical appliances | Level 3 | 10 | Draft - Prep for P Comment |
| Core | 116740 Test, maintain and commission motors in domestic electrical appliances | Level 3 | 5 | Draft - Prep for P Comment |
| Elective | 10006 Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities | Level 1 | 2 | Reregistered |
| Elective | 7570 Produce word processing documents for business | Level 3 | 5 | Reregistered |
| Elective | 14134 Maintain and repair single phase AC machines and control gear | Level 3 | 6 | Reregistered |

| | | | | |
|-------------|--|---------|---|----------------|
| Elective | 14135 Repair and maintain electric power tools | Level 3 | 3 | Reregistered |
| Elective | 110028 Understand Micro-Finance Business Principles | Level 3 | 6 | Registered |
| Elective | 116700 Maintain safety in the handling group 1 and 2 refrigerants | Level 3 | 9 | Public Comment |
| Fundamental | 7792 Maintain data in a computer system | Level 2 | 4 | Reregistered |
| Fundamental | 7455 Identify and work with simple forms of complex numbers | Level 3 | 1 | Reregistered |
| Fundamental | 7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues | Level 3 | 2 | Registered |
| Fundamental | 8968 Accommodate audience and context needs in oral communication | Level 3 | 5 | Registered |
| Fundamental | 8969 Interpret and use information from texts | Level 3 | 5 | Registered |
| Fundamental | 8970 Write texts for a range of communicative contexts | Level 3 | 5 | Registered |
| Fundamental | 8973 Use language and communication in occupational learning programmes | Level 3 | 5 | Registered |
| Fundamental | 9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations | Level 3 | 2 | Registered |
| Fundamental | 9012 Investigate life and work related problems using data and probabilities | Level 3 | 5 | Registered |
| Fundamental | 9013 Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | Level 3 | 4 | Registered |
| Fundamental | 9303 Communicate verbally with clients in a financial environment | Level 3 | 3 | Registered |
| Fundamental | 9530 Manage work time effectively | Level 3 | 3 | Reregistered |
| Fundamental | 14086 Work with a wide range of patterns and basic functions and solve related problems | Level 3 | 3 | Registered |
| Fundamental | 14106 Demonstrate understanding of real and imaginary numbers and real number systems | Level 3 | 2 | Reregistered |



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Demonstrate knowledge of the principles of domestic electrical appliances

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|---|--|---------------|
| 116738 | Demonstrate knowledge of the principles of domestic electrical appliances | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Electrical Engineering & Construction | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical Planning and Construction | | Electrical Infrastructure Construction | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-EIC-0-SGB ECC | Regular | Level 3 | 10 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the principles of wet appliances.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the principles of dry appliances.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the principles of electric cooking and associated appliances.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the principles of microwaves.

SPECIFIC OUTCOME 5

Demonstrate an understanding of the principles of small appliances.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Test, maintain and commission motors in domestic electrical appliances

| | | | |
|------------------------------------|--|--------------------------------|----------------------|
| SAQA US ID | UNIT STANDARD TITLE | | |
| 116740 | Test, maintain and commission motors in domestic electrical appliances | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Civil Engineering Construction | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical Planning and Construction | | Civil Engineering Construction | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-CEC-0-SGB CEC | Regular | Level 3 | 5 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify by inspection and test faulty motors in domestic electrical appliances according to manufac

SPECIFIC OUTCOME 2

Repair or replace motors in domestic electrical appliances according to manufacturers specifications

SPECIFIC OUTCOME 3

Maintain motors in domestic electrical appliances according to manufacturers specifications.

SPECIFIC OUTCOME 4

Commission motor and domestic electrical appliance according to manufacturers specifications.

SPECIFIC OUTCOME 5

Transport and handle domestic appliances according to manufacturers specifications.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Interpret functioning diagrams of domestic appliances

| | | | |
|---|---|--|----------------------|
| SAQA US ID | UNIT STANDARD TITLE | | |
| 116735 | Interpret functioning diagrams of domestic appliances | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Electrical Engineering & Construction | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Physical Planning and Construction | | Electrical Infrastructure Construction | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| PPC-EIC-0-SGB ECC | Regular | Level 3 | 4 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate knowledge of electrical symbols, cam charts and terminology for domestic appliances.

SPECIFIC OUTCOME 2

Identify the purpose and features of diagrams used in appliance servicing.

SPECIFIC OUTCOME 3

Use diagrams to explain the operation of an electrical appliance and identify faults in given situat

SPECIFIC OUTCOME 4

Use diagrams and testing equipment to identify and locate faults.

No. 1158

8 October 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

Secondary Agriculture

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

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

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

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

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or faxed to 012 – 431-5144

dmphuthing@saga.co.za

JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Cigarette Packaging

| SAQA QUAL ID | QUALIFICATION TITLE | | |
|----------------------|---|-----------------------|-------------------------|
| 49078 | National Certificate: Cigarette Packaging | | |
| SGB NAME | SGB for Secondary Agriculture: Processing | | |
| NSB ACRONYM | PROVIDER NAME | | |
| NSB 01 | | | |
| QUAL TYPE | FIELD | SUBFIELD | |
| National Certificate | Agriculture and Nature Conservation | Secondary Agriculture | |
| ABET BAND | MINIMUM CREDITS | NQF LEVEL | QUALIFICATION CLASS |
| Undefined | 126 | Level 3 | Regular-Unit Stds Based |

PURPOSE OF THE QUALIFICATION

This Qualification is aimed at level 3 on the National Qualification Framework. It provides learners with the opportunity to obtain competence in specialised cigarette packaging processes and practices, namely preparing for packaging, maintaining the packing processes, shutting down and cleaning as well as quality monitoring and providing opportunity for learners to grow in this specific field.

The fundamental learning, which learners will acquire, will allow them to be able to compile verbal and written communications and perform basic calculations. This Qualification complies with the objectives of the NQF with regard to facilitating access to, mobility and progression within the cigarette packaging industry.

The Qualification focuses on the skills, knowledge, values and attitude required to progress further in the industry. The intention is to release the potential of people, in order for them to grow, develop and become more competent workers. This Qualification will furthermore add value to the individuals, their workplace and the economy as a whole.

Rationale for the Qualification

This Qualification will allow persons currently in, or aspiring to enter the tobacco processing environment and others to obtain an integrated practical and theoretical grounding in the operation of cigarette packaging and the functions thereof.

This will ensure a portable, nationally recognized Qualification that will:

- > Improve the quality of safety in the work environment.
- > Optimally utilize resources in the packing industry
- > Lead to transformation in economic growth and social development.

The typical range of learners is the currently employed, unemployed and other persons, who want to enter a learning programme to obtain a National Certificate in Cigarette Packaging at NQF Level 3, to continue building a career path in this industry.

Improved levels of knowledge and skills lead to greater ability to produce at more competitive costs and better quality, which will impact favorably both on the society and the economy of the country.

The learner will have demonstrated an ability to make decisions and consider a range of options after completion of the following unit standards in three specified areas:

Fundamental learning:

- > Demonstrate understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations (ID9010).
- > Use mathematics to investigate and monitor the financial aspects of personal and business issues (ID9011).
- > Investigate life and work related problems using data and probabilities (ID9012).
- > Measure, estimate and calculate physical quantities and explore, describe and represent, interpret and justify geometrical relationships in two and three-dimensional space relevant to the life or workplace of the community (ID9013).
- > Accommodate audience and context needs in oral communication (ID8968).
- > Interpret and use information from texts (ID8969).
- > Write texts for a range of communicative contexts (ID8970).
- > Use language and communication in occupational learning programmes (ID8973).

Core learning:

- > Depict basic details of the Tobacco Processing Industry.
- > Fill packing machine hopper with cigarettes.
- > Prepare a cigarette packer for production.
- > Pack cigarettes.
- > Shut down a cigarette packer.
- > Conduct a cigarette packer brand change-over.
- > Clean a cigarette packer.
- > Prepare a cigarette packet over-wrapper and display filling unit for production.
- > Over-wrap cigarette packets and fill display units.
- > Shut down a cigarette packet over-wrapper and display filling unit.
- > Conduct a brand change-over on a cigarette packet over-wrapper and display filling unit.
- > Clean cigarette packet over-wrapper and display filling unit.
- > Capture and retrieve production related data on a production machine's data processor.
- > Operate in a team (ID8420).

Elective learning:

- > Over-wrap display units.
- > Clean a display over-wrapper unit.
- > Fill and seal final container.
- > Supply raw material to production machines.
- > Apply quality control on cigarettes.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE

Learners accessing this Qualification will be able to demonstrate competence against the numeracy and literacy at NQF level 2 or equivalent.

Recognition of prior learning (RPL)

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

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

decided upon jointly by the assessor and the learner.

QUALIFICATION RULES

This Qualification consists of 126 credits taken from 36 Fundamental, 80 Core and a minimum of 10 credits from the Elective category as per the rules of combination. At least 92 credits are at level 3.

In addition to the above, a learner must select one of the following combinations from the elective unit standards below:

1.
 - > Over-wrap display units.
 - > Clean display over-wrapper unit.
2.
 - > Fill and seal final container.
 - > Supply raw material to production machines.
3.
 - > Apply quality control on cigarettes.

EXIT LEVEL OUTCOMES

1. Recall and explain the basic principles, safety procedures and work ethics in the Tobacco Processing Industry in order to meet industry and work standards.
2. Describe and perform the functions/duties/responsibilities required in the preparation for the packaging process during material supply, filling of the machines and brand change-over.
3. Describe and perform the functions/duties/responsibilities required to ensure the packing procedures are maintained throughout the process.
4. Describe and perform the functions/duties/responsibilities required to ensure the shut-down procedures are adhered to.
5. Explain and carry-out the functions/duties/responsibilities required to ensure the cleaning of work area and equipment according to requirements.
6. Demonstrate the ability to work effectively as a member of a multi-cultural manufacturing team.
7. Gather, record and retrieve production related data in accordance with work site procedures.

Critical cross field outcomes:

The following reflect the relevance of the critical cross field outcomes applicable to this Qualification:

Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made.

- > Fill packing machine hopper with cigarettes
- > Prepare a cigarette packer for production
- > Pack cigarettes
- > Shut down a cigarette packer
- > Conduct a cigarette packer brand change-over
- > Clean a cigarette packer
- > Prepare a cigarette packet over-wrapper and display filling unit for production
- > Over-wrap cigarette packets and fill display units
- > Shut down a cigarette packet over-wrapper and display filling unit
- > Conduct a brand change-over on a cigarette packet over-wrapper and display filling unit
- > Clean cigarette packet over-wrapper and display filling unit
- > Capture and retrieve production related data on a production machine's data processor
- > Over-wrap display units

- > Clean a display over-wrapper unit
- > Fill and seal final container
- > Supply raw material to production machines
- > Apply quality control on cigarettes

Working effectively with others as a member of a team.

- > Depict basic details of the Tobacco Processing Industry
- > Fill packing machine hopper with cigarettes
- > Prepare a cigarette packer for production
- > Pack cigarettes
- > Shut down a cigarette packer
- > Conduct a cigarette packer brand change-over
- > Clean a cigarette packer
- > Prepare a cigarette packet over-wrapper and display filling unit for production
- > Over-wrap cigarette packets and fill display units
- > Shut down a cigarette packet over-wrapper and display filling unit
- > Conduct a brand change-over on a cigarette packet over-wrapper and display filling unit
- > Clean cigarette packet over-wrapper and display filling unit
- > Capture and retrieve production related data on a production machine's data processor
- > Operate in a team (ID8420)

Organizing and managing oneself and one's activities responsibly and effectively.

- > Depict basic details of the Tobacco Processing Industry
- > Fill packing machine hopper with cigarettes
- > Prepare a cigarette packer for production
- > Pack cigarettes
- > Shut down a cigarette packer
- > Conduct a cigarette packer brand change-over
- > Clean a cigarette packer
- > Prepare a cigarette packet over-wrapper and display filling unit for production
- > Over-wrap cigarette packets and fill display units
- > Shut down a cigarette packet over-wrapper and display filling unit
- > Conduct a brand change-over on a cigarette packet over-wrapper and display filling unit
- > Clean cigarette packet over-wrapper and display filling unit
- > Capture and retrieve production related data on a production machine's data processor
- > Operate in a team (ID8420)
- > Over-wrap display units
- > Clean a display over-wrapper unit
- > Fill and seal final container
- > Supply raw material to production machines
- > Apply quality control on cigarettes

Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion.

- > Depict basic details of the Tobacco Processing Industry
- > Fill packing machine hopper with cigarettes
- > Prepare a cigarette packer for production
- > Pack cigarettes
- > Shut down a cigarette packer
- > Conduct a cigarette packer brand change-over
- > Clean a cigarette packer
- > Prepare a cigarette packet over-wrapper and display filling unit for production
- > Over-wrap cigarette packets and fill display units
- > Shut down a cigarette packet over-wrapper and display filling unit
- > Conduct a brand change-over on a cigarette packet over-wrapper and display filling unit

- > Clean cigarette packet over-wrapper and display filling unit
- > Capture and retrieve production related data on a production machine's data processor
- > Operate in a team (ID8420)
- > Over-wrap display units
- > Clean a display over-wrapper unit
- > Fill and seal final container
- > Supply raw material to production machines
- > Apply quality control on cigarettes

Collecting, analysing, organising and critically evaluating information.

- > Prepare a cigarette packer for production
- > Pack cigarettes
- > Shut down a cigarette packer
- > Conduct a cigarette packer brand change-over
- > Prepare a cigarette packet over-wrapper and display filling unit for production
- > Over-wrap cigarette packets and fill display units
- > Shut down a cigarette packet over-wrapper and display filling unit
- > Conduct a brand change-over on a cigarette packet over-wrapper and display filling unit
- > Capture and retrieve production related data on a production machine's data processor
- > Supply raw material to production machines
- > Apply quality control on cigarettes

Using science and technology effectively and critically, showing responsibility towards the environment and health of others.

- > Fill packing machine hopper with cigarettes
- > Pack cigarettes
- > Clean a cigarette packer
- > Prepare a cigarette packet over-wrapper and display filling unit for production.
- > Over-wrap cigarette packets and fill display units.
- > Shut down a cigarette packet over-wrapper and display filling unit.
- > Clean cigarette packet over-wrapper and display filling unit.
- > Capture and retrieve production related data on a production machine's data processor.
- > Over-wrap display units.
- > Clean a display over-wrapper unit.
- > Supply raw material to production machines.
- > Apply quality control on cigarettes.

Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

- > Depict basic details of the Tobacco Processing Industry.
- > Fill packing machine hopper with cigarettes.
- > Prepare a cigarette packer for production.
- > Pack cigarettes.
- > Shut down a cigarette packer.
- > Conduct a cigarette packer brand change-over.
- > Clean a cigarette packer.
- > Prepare a cigarette packet over-wrapper and display filling unit for production.
- > Shut down a cigarette packet over-wrapper and display filling unit.
- > Conduct a brand change-over on a cigarette packet over-wrapper and display filling unit.
- > Clean cigarette packet over-wrapper and display filling unit.
- > Capture and retrieve production related data on a production machine's data processor.
- > Over-wrap display units.
- > Clean a display over-wrapper unit.
- > Fill and seal final container.
- > Supply raw material to production machines.

- > Apply quality control on cigarettes.

Contributing to the personal development of each learner and the social and economic development of the society at large.

- > Operate in a team (ID8420).

ASSOCIATED ASSESSMENT CRITERIA

1.

- > The Tobacco Processing Industry's basic principles are interpreted and explained.
- > The Tobacco Processing Industry's safety procedures are interpreted and explained.
- > The Tobacco Processing Industry's work ethics are interpreted and explained.
- > The Tobacco Processing Industry's quality management principles and practices are interpreted and explained.

2.

- > Work site preparation procedures are identified and explained
- > Consequences of not adhering to work site procedures are explained
- > The relevant supply, filling and change-over activities are performed in accordance with standard operating procedures
- > Procedures for handling equipment and material correctly and according to safety requirements are explained and implemented.

3.

- > Work site packing procedures are identified and explained
- > Consequences of not adhering to work site packing, wrapping and sealing procedures are explained
- > The relevant activities are performed in accordance with standard operating procedures and quality requirements
- > Procedures for handling equipment and material correctly and according to safety requirements are explained and implemented.

4.

- > Prescribed work site shut-down procedures are explained and implemented according to schedule.
- > Consequences of not adhering to work site shut-down procedures are explained
- > The relevant shut-down activities are performed in accordance with standard operating procedures and quality requirements
- > Procedures for handling equipment and material correctly and according to safety requirements are explained and implemented.

5.

- > Work site cleaning procedures are identified and implemented
- > Consequences of not adhering to and following work site cleaning procedures are explained
- > The relevant cleaning activities are performed in accordance with standard operating procedures, environmental, safety, health measures and quality requirements
- > Procedures for handling equipment and cleaning material correctly and according to safety requirements are explained and implemented.

6.

- > Own particular team structure and purpose are identified and explained.
- > Roles and responsibilities of each team member are identified and described.
- > External (environmental) factors that influence the workings and success of the team are explained and assessed.
- > The ability to perform in a team is achieved and maintained.

7.

- > Type of data required for processing is identified and explained.
- > Production data is gathered, recorded and extracted according to instructions and within specified time frames.

> Consequences of not recording and extracting correct production data are explained.

Integrated Assessment Criteria:

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

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

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

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

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

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

> Demonstrations of a range of operational actions relating to applying quality control on the final product, preparing for and packing cigarettes, shutting down and cleaning a cigarette packer, conducting a cigarette brand change-over and applying general safety in the work place. Learners will also demonstrate an understanding of the Tobacco Processing Industry.

> Oral or written questioning regarding the reflexive competencies within the Qualification:

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

> A portfolio of evidence is required to prove the practical, foundational and reflexive competencies of the learner which may include production and quality statistics.

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

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

INTERNATIONAL COMPARABILITY

Website benchmarking was done with Australia, Canada, New Zealand, Ireland and Scotland but none could be found. Furthermore, the International Tobacco Industry was also investigated for relevant Qualification information, but even within the Industry, nothing could be found to make Industry specific comparisons.

Therefore this could be regarded as one of the first formalised Qualifications in cigarette packaging.

ARTICULATION OPTIONS

N/A

MODERATION OPTIONS

> Moderation includes internal and external moderation of assessments. Internal and external moderation systems must ensure that all assessors conduct assessments that are credible, fair, reliable, consistent, adequate and practical.

> Internal and external moderation systems must provide learning opportunities that are transparent, affordable and enhancing development in the field and sub-field of the National Qualifications Framework.

> The accredited provider with the relevant ETQA must be able to provide internal moderation.

> External moderation will be done by the relevant ETQA at its discretion.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors need experience in the following areas:

> Interpersonal skills, subject matter and assessment.

> The assessor needs to be competent in the planning and conducting assessment of learning outcomes and design and develop assessments as described in the relevant unit standards. The subject matter experience must be well developed within the field of cigarette packaging.

> The subject matter experience of the assessor can be established by recognition of prior learning.

> Assessors need to be registered with the relevant Education and Training Quality Assurance Body.

NOTES

N/A

UNIT STANDARDS

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

| | UNIT STANDARD ID AND TITLE | LEVEL | CREDITS | STATUS |
|------|--|---------|---------|-------------------------------|
| Core | 8420 Operate in a team | Level 2 | 4 | Registered |
| Core | 114222 Depict basic details of the Tobacco processing industry | Level 2 | 3 | Registered |
| Core | 116950 Clean a cigarette packet over-wrapper and display filling unit | Level 2 | 4 | Draft - Prep for P Comment |
| Core | 116952 Prepare a cigarette packet over-wrapper and display filling unit for production | Level 2 | 6 | Draft - Prep for P Comment |
| Core | 116954 Fill packing machine hopper with cigarettes | Level 2 | 3 | Draft - Prep for P Comment |
| Core | 116955 Over-wrap cigarette packet and fill display unit | Level 2 | 4 | Draft - Prep for P Comment |
| Core | 116957 Shut down a cigarette packet over-wrapper and display filling unit | Level 2 | 2 | Draft - Prep for P Comment |
| Core | 116959 Conduct a brand change-over on a cigarette packet over-wrapper and display filling unit | Level 2 | 2 | Draft - Prep for P Comment |
| Core | 116963 Clean a cigarette packer | Level 2 | 6 | Draft - Prep for P Comment |
| Core | 114152 Capture and retrieve production related data on a production machine's data processor | Level 3 | 2 | Registered |
| Core | 116953 Apply quality control on the final product | Level 3 | 10 | Draft - Prep for P Comment |
| Core | 116961 Prepare a cigarette packer for production | Level 3 | 8 | Draft - Prep for P Comment |

04/09/28

Qual ID

49078

SAQA: NLRD Report "Qualification Detail"

| | | | | |
|-------------|--|---------|----|-------------------------------|
| Core | 116962 Conduct a cigarette packer brand change-over | Level 3 | 3 | Draft - Prep for P Comment |
| Core | 116964 Shut down a cigarette packer | Level 3 | 5 | Draft - Prep for P Comment |
| Core | 116965 Pack cigarettes | Level 3 | 18 | Draft - Prep for P Comment |
| Elective | 114107 Supply raw materials to production machines | Level 2 | 5 | Registered |
| Elective | 116951 Fill and seal a final container | Level 2 | 5 | Draft - Prep for P Comment |
| Elective | 116956 Over-wrap display units | Level 2 | 6 | Draft - Prep for P Comment |
| Elective | 116958 Clean a display over-wrapper unit | Level 2 | 4 | Draft - Prep for P Comment |
| Elective | 114102 Apply quality control on cigarettes | Level 3 | 10 | Registered |
| Fundamental | 7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues | Level 3 | 2 | Registered |
| Fundamental | 8968 Accommodate audience and context needs in oral communication | Level 3 | 5 | Registered |
| Fundamental | 8969 Interpret and use information from texts | Level 3 | 5 | Registered |
| Fundamental | 8970 Write texts for a range of communicative contexts | Level 3 | 5 | Registered |
| Fundamental | 8973 Use language and communication in occupational learning programmes | Level 3 | 5 | Registered |
| Fundamental | 9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations | Level 3 | 2 | Registered |
| Fundamental | 9012 Investigate life and work related problems using data and probabilities | Level 3 | 5 | Registered |
| Fundamental | 9013 Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | Level 3 | 4 | Registered |



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Clean a cigarette packer

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|--------------------------|-----------------------|---------------|
| 116963 | Clean a cigarette packer | | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Secondary Agriculture: Processing | | NSB 01 | |
| FIELD | | SUBFIELD | |
| Agriculture and Nature Conservation | | Secondary Agriculture | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 2 | 6 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare cigarette packer for cleaning.

SPECIFIC OUTCOME 2

Clean cigarette packer.

SPECIFIC OUTCOME 3

Complete cleaning process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Clean a cigarette packet over-wrapper and display filling unit

| | | | |
|---|--|-----------------------|---------------|
| SAQA US ID | UNIT STANDARD TITLE | | |
| 116950 | Clean a cigarette packet over-wrapper and display filling unit | | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Secondary Agriculture: Processing | | NSB 01 | |
| FIELD | | SUBFIELD | |
| Agriculture and Nature Conservation | | Secondary Agriculture | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 2 | 4 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare cigarette packet over-wrapper and display filling unit for cleaning.

SPECIFIC OUTCOME 2

Clean cigarette packet over-wrapper and display filling unit.

SPECIFIC OUTCOME 3

Complete cleaning process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Clean a display over-wrapper unit

| | | | |
|---|-----------------------------------|-----------------------|---------------|
| SAQA US ID | UNIT STANDARD TITLE | | |
| 116958 | Clean a display over-wrapper unit | | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Secondary Agriculture: Processing | | NSB 01 | |
| FIELD | | SUBFIELD | |
| Agriculture and Nature Conservation | | Secondary Agriculture | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 2 | 4 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare over-wrapper unit for cleaning.

SPECIFIC OUTCOME 2

Clean over-wrapper unit.

SPECIFIC OUTCOME 3

Complete cleaning process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Conduct a brand change-over on a cigarette packet over-wrapper and display filling unit

| | | | |
|---|---|-----------------------|---------------|
| SAQA US ID | UNIT STANDARD TITLE | | |
| 116959 | Conduct a brand change-over on a cigarette packet over-wrapper and display filling unit | | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Secondary Agriculture: Processing | | NSB 01 | |
| FIELD | | SUBFIELD | |
| Agriculture and Nature Conservation | | Secondary Agriculture | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 2 | 2 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare cigarette packet over-wrapper and display filling unit for change-over.

SPECIFIC OUTCOME 2

Conduct change-over.

SPECIFIC OUTCOME 3

Complete change-over.

SPECIFIC OUTCOME 4

Finalise change-over activities.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Fill and seal a final container

| | | | |
|---|---------------------------------|-----------------------|----------------------|
| SAQA US ID | UNIT STANDARD TITLE | | |
| 116951 | Fill and seal a final container | | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Secondary Agriculture: Processing | | NSB 01 | |
| FIELD | | SUBFIELD | |
| Agriculture and Nature Conservation | | Secondary Agriculture | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 2 | 5 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for case filling and sealing.

SPECIFIC OUTCOME 2

Perform case filling and sealing.

SPECIFIC OUTCOME 3

Complete case filling and sealing.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Fill packing machine hopper with cigarettes

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|---|-----------------------|---------------|
| 116954 | Fill packing machine hopper with cigarettes | | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Secondary Agriculture: Processing | | NSB 01 | |
| FIELD | | SUBFIELD | |
| Agriculture and Nature Conservation | | Secondary Agriculture | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 2 | 3 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare hopper for production.

SPECIFIC OUTCOME 2

Conduct visual inspection of cigarettes.

SPECIFIC OUTCOME 3

Maintain constant supply of cigarettes to hopper.

SPECIFIC OUTCOME 4

Complete the hopper filling process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Over-wrap cigarette packet and fill display unit

| | | | |
|---|--|-----------------------|---------------|
| SAQA US ID | UNIT STANDARD TITLE | | |
| 116955 | Over-wrap cigarette packet and fill display unit | | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Secondary Agriculture: Processing | | NSB 01 | |
| FIELD | | SUBFIELD | |
| Agriculture and Nature Conservation | | Secondary Agriculture | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 2 | 4 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Commence over-wrapping and display unit filling.

SPECIFIC OUTCOME 2

Maintain over-wrapping and filling process.

SPECIFIC OUTCOME 3

Complete over-wrapping and filling process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Over-wrap display units

| | | | |
|---|-------------------------|-----------------------|---------------|
| SAQA US ID | UNIT STANDARD TITLE | | |
| 116956 | Over-wrap display units | | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Secondary Agriculture: Processing | | NSB 01 | |
| FIELD | | SUBFIELD | |
| Agriculture and Nature Conservation | | Secondary Agriculture | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 2 | 6 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Apply raw materials to over-wrapper.

SPECIFIC OUTCOME 2

Prepare over-wrapper for production.

SPECIFIC OUTCOME 3

Over-wrap display units.

SPECIFIC OUTCOME 4

Complete over-wrapping process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Prepare a cigarette packet over-wrapper and display filling unit for production

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|---|-----------------------|---------------|
| 116952 | Prepare a cigarette packet over-wrapper and display filling unit for production | | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Secondary Agriculture: Processing | | NSB 01 | |
| FIELD | | SUBFIELD | |
| Agriculture and Nature Conservation | | Secondary Agriculture | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 2 | 6 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Ensure the readiness of the over-wrapper and display filling.

SPECIFIC OUTCOME 2

Apply raw materials.

SPECIFIC OUTCOME 3

Position material and equipment.

SPECIFIC OUTCOME 4

Complete preparing process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Shut down a cigarette packet over-wrapper and display filling unit

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|--|-----------------------|---------------|
| 116957 | Shut down a cigarette packet over-wrapper and display filling unit | | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Secondary Agriculture: Processing | | NSB 01 | |
| FIELD | | SUBFIELD | |
| Agriculture and Nature Conservation | | Secondary Agriculture | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 2 | 2 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for shut down.

SPECIFIC OUTCOME 2

Perform basic cleaning.

SPECIFIC OUTCOME 3

Perform basic maintenance.

SPECIFIC OUTCOME 4

Complete shutdown activities.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Apply quality control on the final product

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|--|-----------------------|---------------|
| 116953 | Apply quality control on the final product | | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Secondary Agriculture: Processing | | NSB 01 | |
| FIELD | | SUBFIELD | |
| Agriculture and Nature Conservation | | Secondary Agriculture | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 3 | 10 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of quality control.

SPECIFIC OUTCOME 2

Demonstrate an understanding of cigarette packaging standards.

SPECIFIC OUTCOME 3

Demonstrate the ability to identify packaging faults.

SPECIFIC OUTCOME 4

Demonstrate the ability to consider a range of options and make decisions about quality deviations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Conduct a cigarette packer brand change-over

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|--|-----------------------|---------------|
| 116962 | Conduct a cigarette packer brand change-over | | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Secondary Agriculture: Processing | | NSB 01 | |
| FIELD | | SUBFIELD | |
| Agriculture and Nature Conservation | | Secondary Agriculture | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 3 | 3 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare cigarette packer for change-over.

SPECIFIC OUTCOME 2

Conduct change-over.

SPECIFIC OUTCOME 3

Complete change-over.

SPECIFIC OUTCOME 4

Finalise change-over procedure.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Pack cigarettes

| | | | |
|---|--|-----------------------|---------------|
| SAQA US ID | | UNIT STANDARD TITLE | |
| 116965 | | Pack cigarettes | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Secondary Agriculture: Processing | | NSB 01 | |
| FIELD | | SUBFIELD | |
| Agriculture and Nature Conservation | | Secondary Agriculture | |
| ABET BAND | | UNIT STANDARD TYPE | NQF LEVEL |
| Undefined | | Regular | Level 3 |
| | | | CREDITS |
| | | | 18 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Commence production.

SPECIFIC OUTCOME 2

Pack cigarettes.

SPECIFIC OUTCOME 3

Maintain process quality.

SPECIFIC OUTCOME 4

Complete cigarette packing process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Prepare a cigarette packer for production

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|---|-----------------------|---------------|
| 116961 | Prepare a cigarette packer for production | | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Secondary Agriculture: Processing | | NSB 01 | |
| FIELD | | SUBFIELD | |
| Agriculture and Nature Conservation | | Secondary Agriculture | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 3 | 8 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Ensure the readiness of the cigarette packer.

SPECIFIC OUTCOME 2

Apply raw materials.

SPECIFIC OUTCOME 3

Position materials and equipment.

SPECIFIC OUTCOME 4

Complete preparing process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Shut down a cigarette packer

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|------------------------------|-----------------------|---------------|
| 116964 | Shut down a cigarette packer | | |
| SGB NAME | | NSB ACRONYM | PROVIDER NAME |
| SGB for Secondary Agriculture: Processing | | NSB 01 | |
| FIELD | | SUBFIELD | |
| Agriculture and Nature Conservation | | Secondary Agriculture | |
| ABET BAND | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| Undefined | Regular | Level 3 | 5 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for shut down.

SPECIFIC OUTCOME 2

Perform basic cleaning.

SPECIFIC OUTCOME 3

Perform basic maintenance.

SPECIFIC OUTCOME 4

Complete shut-down procedure.

No. 1159

8 October 2004

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 05, Education, Training and Development, invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **7 November 2004**. All correspondence should be marked **SGB for Development Practitioners** and be addressed to:

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

SGB INFORMATION

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

SGBs shall:

- a. generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- b. update and review standards;
- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and

- e. perform such other functions as may from time-to-time be delegated by their National Standards Body.

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

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

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

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

PUBLIC NOTICE BY NSB 05: EDUCATION, TRAINING AND DEVELOPMENT (ETD) TO REGISTER THE STANDARDS GENERATING BODY (SGB) FOR DEVELOPMENT PRACTITIONERS

NSB 05 hereby re-registers the SGB for Development Practice for a second cycle of three years from 1 September 2004 to 31 August 2007.

BRIEF OF THE SGB

1. Analyse the registered Qualifications in Development Practice at Level 1, Level 4 and Level 5, as well as the Level 4 National Certificate in Community Development: HIV/AIDS Support to determine which elective areas need to be covered.
2. Based on the analysis conducted in [1] generate Unit Standards in the field of Development Practice that can enhance learning pathways and specialisation. *[Regulation 24 (1) (e)]*
3. Analyse the extent to which the Level 1 and Level 4 National Certificates in Development Practice ensure articulation.
4. Monitor the continued generation of Unit Standards for Development Practice in other fields, especially fields 07 and field 09 and, if necessary, generate additional unit Standards for Development Practitioners.
5. Generate at least the following Unit Standards and Qualifications:
 - Certificate in Development Practice at NQF Level 2;
 - Certificate in Development Practice at NQF Level 3;
 - Diploma in Development Practice at NQF Level 5.*[Regulation 24 (1) (a)]*
6. Recommend the Qualification and Unit Standards generated under 5 above to the NSB. *[Regulation 24 (1) (c)]*
7. Recommend criteria for the registration of assessors and moderators or moderating bodies. *[Regulation 24 (1) (d)]*
8. Review these Qualifications and Unit Standards and effect the necessary changes. *[Regulation 24 (1) (c)]*
9. Perform such other tasks as may from time to time be assigned by the NSB. *[Regulation 24 (1) (d)]*

PROPOSED MEMBERSHIP

| NAME | WORKPLACE | NOMINATING BODY | QUALIFICATIONS/ EXPERIENCE |
|----------------------|---|---|--|
| Hendricks, Natheem | University of the Western Cape (UWC) | University of the Western Cape | BSc Education; Public Admin; RPL Facilitation |
| Hlahane, Jeffrey | Flavius Mareka, Sasolburg | Flavius Mareka | Secondary Teachers Diploma, BA, BEd (Management), Teacher, Supervisor |
| Hlela, Zamo | University of KwaZulu-Natal (UKZN) | University of KwaZulu-Natal | BA; BA Honours; Lecturer |
| Isaacs, Ismaiylili | National Centre for Education, Training and Development (NCETD) | National Centre for Education, Training and Development | Advanced Diploma for Adult Educators; Education Activist |
| Isaacs, Nadia | Partners with After-School Care Projects (PASCAP) | Partners with After-School Care Projects | Master of Public Administration; MSc; Quality Assurance Development Practitioner |
| Kumeke, Mpontseng | National Department of Social Development (DSD) | National Department of Social Development | B Soc Science; Capacity building of Community Development Workers (DSD) |
| Mabaso, NtombiZodwa | Department of Labour | Department of Labour | MBA (Social Development); Manager: Service delivery |
| Makhalima, Nondumiso | Community-Based Development Programme (CBDP) | Community-Based Development Trust Programme | BA Sociology; Trainer; Developer |
| Mathawula, Phillip | Diketso Eseng Dipuo Community Development Trust (DEDI) | Diketso Eseng Dipuo Community Development Trust | BTech; BA Public Management; Managing, training and development |
| Msumza, Hope | Development and Leadership Teams in Action (DELTA) | Development and Leadership Teams in Action | Diploma in Marketing, Advanced Diploma in Marketing; Training and Development |

| | | | |
|-------------------------|---|--|--|
| Msweli, Khanyi | Mangosuthu Technikon | Mangosuthu Technikon | BA Honours Social Work; Community Development |
| Ngwenya, Ricky | Local Government and Water Sector Education and Training Authority (LGW SETA) | Local Government and Water Sector Education and Training Authority | BEd; Teacher; Developer |
| Njongwe, Nomaxaba Thami | Community Development Unit (CDU): Nelson Mandela Metropolitan University (NMMU) | Community Development Unit: Nelson Mandela Metropolitan University | BA; Higher Diploma in Education; Trainer in Community Development |
| Nkayi, Daki | Centre for Social Development (CSD): Rhodes University (RU) | Centre for Social Development: Rhodes University | BA Education; Facilitator of Community Development |
| Ntshikila, Loyiso | Joint Enrichment Project (JEP) | Joint Enrichment Project | Diploma in Project Management; Manager: Community Development |
| Oppelt, Evelyn | E & E Resource Centre | E & E Resource Centre | BA (Human Ecology); Diploma in Human Resource Development; Social Development Consultant |
| Perumal, Bernadette | South African Development Education Practitioners Association (SADEPA) | South African Development and Education Practitioners Association | Secondary Teachers' Diploma; Facilitator; Learning Programme Designer; Assessor |
| Smith, Crystal | Association for the Blind | Association for the Blind | Diploma in Human Resource; National Certificate in ABET; Training Coordinator |

No. 1160

8 October 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

Human Resource Management and Practice

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

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 7 November 2004***. All correspondence should be marked **Standards Setting – SGB for Human Resource Management and Practice** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to **012 – 431-5144**

e-mail: dmpthuthing@saga.co.za

JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Organisational Transformation and Change Management

| SAQA QUAL ID | QUALIFICATION TITLE | | |
|----------------------|---|-----------|-------------------------|
| 49075 | National Certificate: Organisational Transformation and Change Management | | |
| SGB NAME | SGB Human Resource Management and Practices | | |
| NSB ACRONYM | PROVIDER NAME | | |
| NSB 03 | | | |
| QUAL TYPE | SUBFIELD | | |
| National Certificate | Human Resources | | |
| ABET BAND | MINIMUM CREDITS | NQF LEVEL | QUALIFICATION CLASS |
| Undefined | 126 | Level 5 | Regular-Unit Stds Based |

PURPOSE OF THE QUALIFICATION

A large number of the competencies developed in the Qualification are rooted in actual workplace practice and should lead to greater productivity resulting from improved performance by the learner, due to the integration of the knowledge with workplace practice.

The primary purpose of the Qualification is to:

- > Equip learners to understand and apply the underlying principles of the Organisational Transformation and Change Management and associated Human Resource Development legislation;
- > Induct learners into the processes required in Organisational Transformation;
- > Inform learners of the plans for Organisational Transformation;
- > Provide career paths through associated learnerships at various levels and areas of the Organisational Transformation and Change Management arena;
- > Provide for mobility of learning into associated areas such as Human Resource Practice, Consulting etc;
- > Equip learners to become effective employees, employers and/or self-employed members of society;
- > Develop a richer learning environment in the field of Organisational Transformation and Change Management through high quality lifelong learning;
- > Enable the learner to assist within his/her community and thereby ensure social and economic transformation;
- > Ensure the development of competence in the Organisational Transformation and Change Management field.

This Certificate is the first step in a learning pathway in Organisational Transformation and Change Management.

This learning supports the objectives of the NQF through increased portability and articulation of learning and career path progression. By concentrating on the link between theory and practice, the quality of education and training as well as the personal development of the learner will be elevated.

At a time when South African society is bedding down the tenets and principles underpinning a democratic order, it is imperative that people be oriented to see the value of the diversity that it enjoys as a nation. It is important that issues around Employment Equity be seen as moving society forward, and not as a hindrance to progress. This Qualification will enable learners to place the imperatives of our society in a broad systems context.

Many different roles and careers are linked to, and affected by, this Qualification. They include but are not limited to:

- > Supervisors
- > Employment Equity and Training and Development committee members
- > Shop stewards
- > Targeted employees
- > Organisational Transformation consultants
- > Change agents
- > Skills Development Facilitators

Rationale for the Qualification:

This Qualification was developed as the result of overwhelming demand for Unit Standards and a Qualification in Organisational Transformation and Change Management, to assist organizations with this vital management process so as to speed up transformation of South African business and to enable organizations to comply with the requirements of the Labour Equity Act. In addition, the Black Management Forum (BMF) has great interest in ensuring that Employment Equity (EE) becomes part of the Organisational Transformation (OT) agenda in companies throughout South Africa. It was determined that the way to institutionalise these issues was to develop a learning pathway that incorporated Employment Equity and related issues within the Human Resources field.

The emerging understanding in the last ten years of the manner of functioning of complex adaptive systems, as well as of systems theory itself, makes it imperative to review existing thinking on management theory and Organisational Development. This creates the opportunity to place Organisational Transformation within a very powerful paradigm that underscores the important role that diversity plays in establishing and maintaining vibrant organisations within what has come to be known as the knowledge economy of the 21st Century. Importantly it also places this and other proposed Qualifications at the cutting edge of recent international developments in the field.

The Qualification, a National Certificate in Organisational Transformation and Change Management at NQF level 5, is part of a pathway that includes a Diploma at Level 5 and a post-graduate Qualification, thus encouraging the notion of lifelong learning. It will enable the issues of Employment Equity, diversity and Organisational Development to become areas of study at different levels within any organisation in South Africa. In so doing it seeks to entrench these important considerations within organisational practice in the country. Properly presented and institutionalised, the Certificate can play an important role in ensuring that the principles of our democratic order become part of the prevailing practice in companies in South Africa.

Additionally, however, it will also meet the needs and aspirations of the youth and unemployed in fields where this learning may be useful. This includes adult learners who want to deal with these issues or develop their careers in one or more of the related areas. This Qualification would also be relevant to many Human Resource practitioners. Since the Certificate is part of a learning pathway, it will allow mobility to persons operating in the field. The development of competence in this field will also lead to better service delivery, company longevity, the promotion of wealth and job creation.

Potentially, therefore, large numbers of persons inside and outside of companies will participate in part or all of the Qualification. Organisations such as the Black Management Forum have indicated great interest in ensuring that their members acquire a Qualification of this nature.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners accessing this Qualification should be competent in:

- > Communication at NQF level 4 or equivalent;
- > Mathematical Literacy at NQF level 4 or equivalent;
- > Computer Literacy at NQF Level 3.

Recognition of Prior Learning (RPL):

This Qualification can be achieved wholly or in part through the Recognition of Prior Learning, and the Qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses providing they can demonstrate competence in the outcomes of the individual Unit Standards as required by the Fundamental, Core and Elective areas stipulated in the Qualification and by the Exit Level Outcomes.

An RPL process may also be used to credit learners with Unit Standards in which they have developed the necessary competency as a result of workplace-based and experiential learning

RPL may also be used by learners, who are not in possession of an FETC or equivalent Qualification, to gain access to the Qualification.

Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment, and will be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition. While this is primarily a workplace-based Qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

QUALIFICATION RULES

The following combination of credits is required to attain the Qualification:

Fundamental component:

- > Ethics and Ethical Behaviour: 5 credits at NQF Level 5
- > Communication: 26 credits at NQF level 5
- > TOTAL: 31 credits

While there is no SAQA requirement relating to the specific number of credits in the Fundamental component of a level 5 Qualification, the scoping exercise carried out clearly indicates that the learning included in this component of the Qualification is essential for all learners to function effectively in their designated workplaces and to ensure success with the Core and Elective learning that has to take place.

All of these Unit Standards are compulsory

Core component:

- > TOTAL: 76 credits at NQF level 5

The Core component of the Qualification consists of Unit Standards designed to equip the learner with the necessary functional skills and knowledge base required to operate competently within the Organisational Transformation and Change Management environment. These competencies relate directly to the actual work performed by employees in this area.

All of these Unit Standards are compulsory.

Elective component:

- > TOTAL: 20 credits at NQF level 5

A range of Unit Standards has been included in the Elective component of the Qualification, which relate to the range of areas in which the Organisational Transformation and Change Management practitioner could work. A range of possibilities embodied in the list would mean that both individual and provider choice are possible. This also enhances the possibility of any learnership that is registered, based on this Qualification, being demand-led rather than supply-driven. Learners may also choose Unit Standards at Level 5 or above which would improve their ability to perform their duties at work or that covers an area of learning in which they have a particular interest, providing such choice meets with the approval of the

relevant ETQA.

The learner is required to select Unit Standards to a value of at least 20 credits for this component.

EXIT LEVEL OUTCOMES

Qualifying learners will be able to:

1. Conduct communication within a business environment.
2. Apply South Africa's transformative Human Resource Development (HRD) legislation to Organisational Transformation.
3. Implement Change Management to take advantage of diversity in the workplace.
4. Apply complexity theory in conducting organisational transformation.
5. Underpin Organisational Transformation in a company through the use of a value system.
6. Use employment equity to the benefit of certain social issues in an organisation.

Critical cross-field outcomes:

The various components of the Qualification present numerous opportunities to develop each of the Critical Cross-Field Outcomes as an intrinsic part of any learning programme leading to the awarding of this Qualification. All Critical Cross-field Outcomes are not developed in each of the Unit Standards, however the combination of Unit Standards comprising the Qualification as a whole will incorporate the development of all, or most, of the Critical Cross-Field Outcomes.

Apply workplace communication skills:

- > Teamwork
- > Communication
- > Personal development

Conduct communication within a business environment:

- > Teamwork
- > Self organisation in terms of OT
- > Communication
- > Technology
- > Personal development

Use communication techniques effectively:

- > Teamwork
- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Personal development

Recognise the transformative elements of South Africa's HRD legislation:

- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Related systems
- > Personal development

Apply the basic principles of complexity theory to OT:

- > Solve problems
- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Personal development

Establish how a value system underpins OT:

- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Personal development

Apply the principles of EE to OT:

- > Solve problems
- > Teamwork
- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Related systems
- > Personal development

Appreciate and manage diversity in the workplace:

- > Teamwork
- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Personal development

Apply the principles of CM in the workplace:

- > Solve problems
- > Teamwork
- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Related systems
- > Personal development

Implement skills development in order to facilitate OT:

- > Solve problems
- > Teamwork
- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Related systems
- > Personal development

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Correspondence to customers is drawn up in an appropriate format using suitable reading and writing skills at this level and demonstrated in two-way correspondence.
 - > Oral conversations with clients are understood at all times and correct tone, register and terminology in speaking and listening at all times.
 - > Correct etiquette is used in communication with internal and external clients.
 - > Electronic communication is used correctly and appropriately.
2.
 - > The transformative elements of South Africa's HRD legislation, and the way this legislation aims to transform the education and training system of the country, is described in an essay.
 - > The principles of employment equity are applied to organisational transformation in a selected organisation.
 - > Skills development is implemented in Workplace Skills Plans.
3.
 - > Diversity is utilised to advantage in the workplace by recognising the benefit a diverse workforce can bring to an organisation through meaningful programmes.

- > The principles of Change Management are applied to the workplace in a project plan.
 - > The relationship between Change Management and diversity is utilised to improve efficiency and effectiveness in an organization.
- 4.
- > A selected company is analysed using the essential elements of complex adaptive systems, and the findings are presented in a report to relevant stakeholders.
 - > The importance of formal and informal networks in communities and organisations is explained to employees by means of a presentation.
 - > The Butterfly Effect is explained orally to management.
- 5.
- > Ways in which value systems can transform an organisation, positively affect profits, are highlighted in an essay.
 - > An organisational transformation framework is produced and presented to stakeholders.
 - > Methods of developing a high level of trust within a particular organisation are identified in a small group context.
- 6.
- > Steps are taken to deal with terminal or chronic illnesses, particularly HIV/Aids, in the workplace, by utilising elements related to employment equity.
 - > The Corporate Social Responsibility programme of a selected organisation is brought into line with Organisational Transformation.
 - > Corporate Social Responsibility is aligned to employment equity through discussions.
 - > Employment Equity, and its use to produce substantive and measurable transformation, is highlighted as an important element of OT in a selected organization.

Integrated assessment:

The Qualification and its associated assessment criteria have been designed so that assessment is fully integrated with the learning. The assessment criteria for each specific outcome of each Unit Standard are outlined within the body of the Unit Standard. In terms of the Qualification the learner must, in an authentic and appropriate setting:

- > Demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards required;
- > Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken;
- > Provide evidence of competency in the exit level outcomes as listed in this Qualification document.

The emphasis throughout the Qualification should be on continuous, formative assessment. Much of this is achieved in "sites of application" and involves a range of assessment tools, which will include a degree of self and peer assessment. A number of appropriate summative assessments should be planned at specific times, by assessor and learner jointly, throughout the learning process.

As a result of a range of ongoing assessment approaches in terms of testing and evaluating the fundamental, practical and reflexive competence of the learner, a skills matrix should be produced. This will clearly indicate not only the knowledge gaps and skills deficits of the individual, but also highlight the learner's strengths and weaknesses related to the other elements of applied competence, namely:

- > Information processing and the power of analysis;
- > Problem solving and a decision making capacity;
- > A variety of communication skills.

The assessment process should be capable of being applied to RPL, subject to the rules and criteria of the

relevant Education & Training Quality Assurance body (ETQA).

As it is required that integrated methods of assessment are employed, theoretical as well as practical competence needs to be assessed. Appropriate assessment tools will need to be constructed for use by those who will act as mentors and coaches throughout the learning programmes. Group assessment methods will also need to be employed. It is required that a final assessment of competence will be built up through a variety of means.

INTERNATIONAL COMPARABILITY

This qualification has been benchmarked against international practice in Change Management, Organisational Change, Business Process Re-engineering and Organisational Transformation. However, it needs to be recognised that the overlapping South African landscapes of learning and work deal pointedly with the legacy of the past and the introduction of new, democratic structures, HRD legislation, systems and practices in the OT&CM field. This qualification deals explicitly with those elements, i.e. employment equity, diversity in the workplace, Skills Development Plans & Facilitators, HIV/Aids in the workplace, Corporate Social Responsibility Programmes etc. This makes this qualification unique in that it has a compulsory fundamental element, and secondly that it addresses and incorporates the South African Human Resource Development Legislative environment, which international qualifications do not.

In the benchmarking exercise it was noted that some programmes could be categorised as skills programmes (i.e. 3 to 5 days duration), and also that many comparable qualifications were at post-graduate level, such as Masters. Only a few of them address diversity in the workplace, and then only at a superficial level - the main focus being on the elements of change management. Many programmes are aimed at the IT Professional which includes technical change management. Some include Project Management, which is covered separately on South Africa's National Qualification Framework (NQF).

Whilst Indonesia is touted as a leader in Change Management, very little evidence of this could be found on the web. They are only now discussing the advantages of implementing a Qualifications Framework and seem to be working with Holland and Australia in this regard. No qualifications in Change Management could be located (this does not imply that they do not exist). What was found was a typically generic 5-day change management programme.

What is evident however, is that as far as qualifications are concerned, more are available in the UK and Australia.

Various qualifications and learning programmes covering the OT and CM arena were reviewed on the following websites:

- > www.trimitra.com/Training/change_management.html - Trimitra Consultants (Jakarta, Indonesia) Managing Change - Five day Programme (Skills programme)
- > www.stonebridge.uk.com/business-courses/change-management.htm - Certificate in Change Management - 10 Lesson distance learning course.
- > www.sysop.co.uk/training/viewcourse.php?id=itim-pcm - Change Management Practitioner - 3 days plus assignment (ISEB Examination)
- > www.performanceweb.org/pi/training/courses/leadership.htm - Leadership and Change Management - 2 days - aimed at Government employees & includes cultural diversity.
- > www.thechalfontproject.com/services/bcmp_info.html - Behavioural Change Management Practice
- > www.eoc.uk/chang/certificate.shtml - Certificate in Change Leadership - seven programme modules involving 300 hours for courses, assignments & project work.
- > www.eoc.uk/change/diploma.shtml - Diploma in Change Management - eight programme modules plus delivery of a major change project.
- > <http://www2.agsm.edu.au/agsm/web.nsf/Content/MBAExecutive-CourseDescriptions#GraduateCertificate>
- ChangeManagement - - Australian Graduate School of Management - Graduate Certificate in Change Management - one year course.
- > www.prosci.com - BPR Online Learning Centre
- > www.change-management.org - Change Management Resource Library
- > www.organisationalchange.co.uk - Change Management Training - 5 days plus work based assignment.
- > www.ucd.ie/pgstudy - University College of Dublin - Management MBA (includes module on Leadership

and Managing Change.

On interrogating the above, it will be seen that the short courses/skills programmes, vary from 2 days to 10 days in duration and that they cover the basics of Change Management. These same basic principles are addressed by a unit standard in this qualification.

If one compares the Certificate in Change Leadership (300 hours = equivalent of approx. 37 credits), the course content is addressed by four unit standards in this qualification viz.:

- > Apply the basic principles of complexity theory to organisational transformation (12 credits)
- > Establish how a value system underpins organisational transformation (12 credits)
- > Apply the principles of change management in the workplace (10 credits)
- > Collect and use data to establish complex statistical and probability models to solve related problems (5 credits)

The emphasis of this set of qualifications is on organisational transformation in the context of enabling social change in the South African environment. This puts this qualification in a class of its own in this context.

ARTICULATION OPTIONS

There is ready articulation of this Qualification across a range of areas such as:

- > The National Diploma: Organisational Transformation and Change Management: Level 5;
- > The National Certificate: Labour Relations Practice: Level 5;
- > National Certificate: Business Consulting Practice: Level 6;
- > National Certificate: Business Advising: Level 6
- > National Diploma: Human Resources Management Practice: Level 5.

MODERATION OPTIONS

> Anyone assessing a learner, or moderating the assessment of a learner, against this Qualification must be registered as an assessor with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding (MOU) with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has an MOU with the relevant ETQA.

> Assessment and moderation of assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQAs (including professional bodies), and in terms of the moderation guideline detailed immediately below.

> Moderation must include both internal and external moderation of assessments at all exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in individual Unit Standards as well as the integrated competence described in the exit level outcomes of the Qualification.

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

For an applicant to register as an assessor or moderator of this Qualification the applicant needs to be:

- > Be registered as an Assessor with the relevant ETQA;
- > In possession of a Qualification in Organisational Transformation and Change Management or Human Resource Management at NQF level 6 or higher.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

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 | 115407 Apply the principles of change management in the workplace | Level 5 | 10 | Registered |
| Core | 116917 Apply advanced principles of complexity theory to organisational transformation | Level 5 | 12 | Draft - Prep for P Comment |
| Core | 116918 Implement skills development in order to facilitate organisational transformation | Level 5 | 8 | Draft - Prep for P Comment |
| Core | 116927 Apply the principles of employment equity to organisational transformation | Level 5 | 10 | Draft - Prep for P Comment |
| Core | 116928 Manage diversity in the workplace | Level 5 | 14 | Draft - Prep for P Comment |
| Core | 116929 Recognise the transformative elements of South Africa's Human Resources Development legislation | Level 5 | 10 | Draft - Prep for P Comment |
| Core | 116949 Establish how a value system underpins organisational transformation | Level 5 | 12 | Draft - Prep for P Comment |
| Elective | 116919 Use the principles of employment equity to relate corporate social responsibility to organisational transformation | Level 5 | 10 | Draft - Prep for P Comment |
| Elective | 116921 Apply the principles of Employment Equity to dealing with terminal or chronic illnesses, particularly HIV/Aids, in the workplace | Level 5 | 10 | Draft - Prep for P Comment |
| Elective | 7857 Manage information flow | Level 6 | 4 | Reregistered |
| Fundamental | 7465 Collect and use data to establish complex statistical and probability models and solve related problems | Level 4 | 5 | Registered |
| Fundamental | 8647 Apply workplace communication skills | Level 5 | 10 | Registered |
| Fundamental | 10622 Conduct communication within a business environment | Level 5 | 8 | Registered |
| Fundamental | 12433 Use communication techniques effectively | Level 5 | 8 | Registered |



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Organisational Transformation and Change Management

| SAQA QUAL ID | QUALIFICATION TITLE | | |
|------------------|---|-----------|-------------------------|
| 49076 | National Diploma: Organisational Transformation and Change Management | | |
| SGB NAME | SGB Human Resource Management and Practices | | |
| NSB ACRONYM | PROVIDER NAME | | |
| NSB 03 | | | |
| QUAL TYPE | SUBFIELD | | |
| National Diploma | Human Resources | | |
| ABET BAND | MINIMUM CREDITS | NQF LEVEL | QUALIFICATION CLASS |
| Undefined | 251 | Level 5 | Regular-Unit Stds Based |

PURPOSE OF THE QUALIFICATION

A large number of the competencies developed in the Qualification are rooted in actual workplace practice and should lead to greater productivity resulting from improved performance by the learner, due to the integration of the knowledge mastered with workplace practice.

The Diploma Qualification detailed in this document incorporates the related Certificate Qualification, which is also detailed separately, elsewhere.

The primary purpose of the Qualification is to:

- > Equip learners to understand and apply the underlying principles of the Organisational Transformation and Change Management and associated Human Resource Development (HRD) legislation;
- > Induct learners into the processes required in Organisational Transformation;
- > Inform learners of the plans for Organisational Transformation;
- > Provide career paths through associated learnerships at various levels and areas of the Organisational Transformation and Change Management arena;
- > Provide for mobility of learning into associated areas such as Human Resource Practice, Consulting etc;
- > Equip learners to become effective employees, employers and/or self-employed members of society;
- > Develop a richer learning environment in the field of Organisational Transformation and Change Management through high quality lifelong learning;
- > Enable the learner to assist within his/her community and thereby ensure social and economic transformation;
- > Ensure the development of competence in the Organisational Transformation and Change Management field, arguably one of the most important arenas for social and economic transformation in the country.

This Diploma is the second step in learning at the Higher Education and Training Band.

This learning supports the objectives of the NQF through increased portability and articulation of learning and career path progression. By concentrating on the link between theory and practice, the quality of education and training as well as the personal development of the learner will be elevated.

At a time when South African society is bedding down the tenets and principles underpinning a democratic order, it is imperative that people be oriented to see the value of the diversity that it enjoys as a nation. It is important that issues around Employment Equity be seen as moving society forward, and not as a hindrance to progress. This Qualification will enable learners to place the imperatives of our society in a

broad systems context.

Many different roles and careers are linked to, and affected by, this Qualification. They include but are not limited to:

- > Supervisors
- > Employment Equity and Training and Development committee members
- > Shop stewards
- > Targeted employees
- > Organisational Transformation consultants
- > Change agents
- > Human Resource practitioners
- > Project managers
- > Diversity managers
- > Skills Development Facilitators

Rationale for the Qualification:

This Qualification was developed as the result of overwhelming demand for Unit Standards and a Qualification in Organisational Transformation and Change Management, to assist organizations with this vital management process so as to speed up transformation of South African business and to enable organizations to comply with Labour Equity Act issues. In addition, the Black Management Forum (BMF) has great interest in ensuring that Employment Equity (EE) becomes part of the Organisational Transformation (OT) agenda in companies throughout South Africa. It was determined that the way to institutionalise these issues was to develop a learning pathway that incorporated Employment Equity and related issues within OT.

The emerging understanding in the last ten years of the manner of functioning of complex adaptive systems, as well as of systems theory itself, makes it imperative to review existing thinking on management theory and Organisational Development. This creates the opportunity to place Organisational Transformation within a very powerful paradigm that underscores the important role that diversity plays in establishing and maintaining vibrant organisations within what has come to be known as the knowledge economy of the 21st Century. Importantly it also places this and other proposed Qualifications at the cutting edge of recent international developments in the field.

The Qualification, a National Diploma in Organisational Transformation and Change Management at NQF level 5, is part of a pathway that includes a Certificate at Level 5 and a post-graduate Qualification, thus encouraging the notion of lifelong learning. It will enable the issues of Employment Equity, diversity and Organisational Development to become areas of study at different levels within any organisation in South Africa. In so doing it seeks to entrench these important considerations within organisational practice in the country. Properly presented and institutionalised, the Certificate can play an important role in ensuring that the principles of our democratic order become part of the prevailing practice in companies in South Africa.

Additionally, however, it will also meet the needs and aspirations of the youth and unemployed in fields where this learning may be useful. This includes adult learners who want to deal with these issues or develop their careers in one or more of the related areas. This Qualification would also be relevant to many Human Resource practitioners. This Qualification would also be relevant to many Human Resource (HR) practitioners. Since the Diploma is part of a learning pathway, it will allow mobility to persons operating at any level in the field. The development of competence in this field will also lead to better service delivery, company longevity, the promotion of wealth and job creation. The development of competence in this field will also lead to better service delivery, company longevity, the promotion of wealth and job creation.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners accessing this Qualification should be competent in:

- > Relevant Unit Standards at NQF level 4, either through a previous Qualification or through the Recognition of Prior Learning (RPL), which assesses workplace-based experiential learning;
- > Understanding a system of governance and its relationship to a legal system;
- > The process of legislation development in South Africa;
- > Explaining how legislation is applied;
- > Understanding how theories and concepts are used to explain complex, existing systems;
- > South African history and the diverse nature of its society;
- > A basic grounding in OT&CM and diversity management;
- > Awareness of the South African Constitution and Bill of Human Rights;
- > Awareness of South Africa's Human Resource Development (HRD) strategy;
- > Awareness of the features of knowledge and the learning process;
- > Understanding of a concepts of trust and values in an organisational sense;
- > Communication skills at NQF level 4 or equivalent;
- > Mathematical literacy at NQF level 4 or equivalent.

Recognition of prior learning (RPL):

This Qualification can be achieved wholly or in part through the Recognition of Prior Learning, and the Qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses providing they can demonstrate competence in the outcomes of the individual Unit Standards as required by the Fundamental, Core and Elective areas stipulated in the Qualification and by the exit level outcomes.

An RPL process may also be used to credit learners with Unit Standards in which they have developed the necessary competency as a result of workplace-based and experiential learning

RPL may also be used by learners, who are not in possession of an FETC or equivalent Qualification, to gain access to the Qualification.

Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment, and will be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition. While this is primarily a workplace-based Qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

QUALIFICATION RULES

The following combination of credits is required to attain the Qualification:

Fundamental component:

- > Communication: 26 credits at NQF level 5
- > Statistical analysis: 5 credits at NQF level 4
- > Project management: 8 credits at NQF level 4
- > TOTAL: 39 credits

While there is no SAQA requirement relating to the specific number of credits in the Fundamental component of a level 5 Qualification, the scoping exercise carried out clearly indicates that the learning included in this component of the Qualification is essential for all learners to function effectively in their designated workplaces and to ensure success with the Core and Elective learning that has to take place.

All of these Unit Standards are compulsory

Core component:

TOTAL: 162 credits at NQF level 5

The Core component of the Qualification consists of Unit Standards designed to equip the learner with the

necessary functional skills and knowledge base required to operate competently within the OT&CM environment. These competencies relate directly to the actual work performed by employees in this area.

All of these Unit Standards are compulsory.

Elective component:

> TOTAL: 50 credits at NQF level 5

At this stage a fairly limited range of Unit Standards has been identified for inclusion in the Elective component of the Qualification. They relate to the range of areas in which the OT&CM practitioner could work. A range of possibilities embodied in the list would mean that both individual and company choice are readily possible. This also enhances the possibility of any learnership that is registered, as being based on this Qualification, being demand-led rather than supply-driven. It is anticipated that over time more Unit Standards will be added to expand the scope of the Diploma.

The learner is currently required to select Unit Standards to a value of at least 50 credits for this component.

EXIT LEVEL OUTCOMES

This Qualification is based on Unit Standards, which will be grouped into skills programmes for purposes of delivery. As illustrated below, qualifying learners will be able to:

1. Conduct communication within a business environment
2. Utilise information technology to improve work efficiency
3. Solve problems by applying statistical models
4. Use project management tools
5. Apply South Africa's transformative Human Resource Development (HRD) legislation to Organisational Transformation (OT)
6. Implement Change Management (CM) to take advantage of diversity in the workplace
7. Apply complexity theory in conducting organisational transformation
8. Underpin OT in a company through the use of a value system
9. Use employment equity to the benefit of certain social issues in an organisation
10. Use Knowledge Management (KM) and Skills Development (SD) to promote workplace learning and develop an organisation as a site of learning

Critical cross-field outcomes:

The various components of the Qualification present numerous opportunities to develop each of the Critical Cross-Field Outcomes (CCFOs) as an intrinsic part of any learning programme leading to the awarding of this Qualification. All CCFOs are not developed in each of the Unit Standards, however the combination of Unit Standards comprising the Qualification as a whole will incorporate the development of all, or most, of the CCFOs.

Apply workplace communication skills

- > Teamwork
- > Communication
- > Personal development

Conduct communication within a business environment

- > Teamwork
- > Self organisation in terms of OT
- > Communication
- > Technology
- > Personal development

Use communication techniques effectively

- > Teamwork
- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Personal development

Demonstrate basic knowledge of computers

- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Technology
- > Related systems
- > Personal development

Operate a computer

- > Solve problems
- > Information analysis
- > Communication
- > Technology
- > Related systems
- > Personal development

Collect and use data to establish complex statistical and probability models and solve related problems

- > Solve problems
- > Information analysis
- > Communication
- > Technology
- > Personal development

Apply a range of project management tools

- > Solve problems
- > Teamwork
- > Information analysis
- > Communication
- > Technology
- > Related systems

Recognise the transformative elements of South Africa's HRD legislation

- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Related systems
- > Personal development

Apply the basic principles of complexity theory to OT

- > Solve problems
- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Personal development

Establish how a value system underpins OT

- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Personal development

Apply the principles of EE to OT

- > Solve problems
- > Teamwork
- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Related systems
- > Personal development

Appreciate and manage diversity in the workplace

- > Teamwork
- > Self organisation in terms of OT
- > Communication
- > Personal development

Apply the principles of CM in the workplace

- > Solve problems
- > Teamwork
- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Related systems
- > Personal development

Implement skills development in order to facilitate OT

- > Solve problems
- > Teamwork
- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Related systems
- > Personal development

Apply advanced principles of complexity theory to organisational transformation

- > Solve problems
- > Information analysis
- > Related systems

Apply principles of knowledge management to organisational transformation

- > Solve problems
- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Related systems
- > Personal development

Implement a value system to effect organisational transformation

- > Teamwork
- > Information analysis
- > Communication
- > Related systems
- > Personal development

Implement an employment equity programme in a company

- > Teamwork
- > Information analysis
- > Communication
- > Related systems
- > Personal development

Implement a programme of diversity management in the workplace

- > Teamwork
- > Information analysis
- > Communication
- > Related systems
- > Personal development

Implement an effective change management programme to achieve specified objectives

- > Teamwork
- > Information analysis
- > Related systems
- > Personal development

Implement skills development as workplace learning to support organisational transformation

- > Solve problems
- > Teamwork
- > Self organisation in terms of OT
- > Information analysis
- > Communication
- > Related systems
- > Personal development

ASSOCIATED ASSESSMENT CRITERIA

1.

- > Suitable reading and writing skills at this level can be demonstrated in two-way correspondence.
- > Advanced speaking and listening abilities are shown in a workshop environment.
- > Appropriate business styles and communicational etiquette can be discussed with a coach/mentor.
- > An ability to use electronic communication is illustrated through multi-party communication by email.
- > Awareness of networking and advocacy skills are illustrated to a coach/mentor.

2.

- > A basic knowledge of computers can be demonstrated by answering various questions related to information technology as used in activities participated in.
- > Computer literacy is illustrated by completing various routine computer-based tasks. (Range: Limited to end-user functions appropriate to activities participated in at the relevant NQF level.)
- > Computer peripherals can be used to maintain, print, store and transfer information processed electronically.

3.

- > Data can be collected and used cumulatively in order to arrive at various trends and results as shown in data printouts based on the data.
- > Statistical and probability models are utilised in order to interpret the data, and a report is produced analysing the results.
- > Related problems can be solved by making use of statistical and probability models in role-play simulations.

4.

- > A range of project management tools can be listed and discussed in terms of the application of each.
- > Project management tools can be applied to specific situations in order to select the tool(s) most appropriate.
- > Evidence is shown of developed project management skills.

5.

- > The transformative elements of South Africa's HRD legislation, and the way this legislation aims to transform the education and training system of the country, can be described in an essay on the topic.
- > The principles of employment equity can be applied to organisational transformation by producing a document commenting on the OT strategy of a selected company.

> Skills development is implemented in a fashion which facilitates OT and this is expressed in notes attached to the Workplace Skills Plan of a selected organisation.

6.

> Diversity can be utilised to advantage in the workplace by recognising the benefit a diverse workforce can bring to an organisation through meaningful programmes, and this is promoted through facilitating various workshops among employees in a company with which the learner is acquainted.

> Cultures of acceptance and equality can be promoted to decrease discrimination and to harness the benefits of diversity.

> Diversity issues can be audited and recommendations made.

> The principles of CM can be applied to the workplace as illustrated in a project plan to this end.

> A CM programme can be implemented.

> The relationship between CM and diversity, utilised to improve efficiency and effectiveness in an organisation, is demonstrated in workshops around these topics.

7.

> A selected company can be analysed as a complex adaptive system, using the essential elements of complex adaptive systems, and the analysis presented in a report to relevant stakeholders.

> The importance of formal and informal networks in communities and organisations is discussed in gatherings of employees in a selected company.

> A presentation is given to management on the Butterfly Effect.

> Advanced elements of complexity theory can be discussed.

8.

> Ways in which value systems can transform an organisation, and in so doing affect profits, are highlighted in an essay on the topic.

> An organisational transformation framework is produced and presented to a peer group for review.

> Methods of developing a high level of trust within a particular organisation are brainstormed at meetings facilitated by the learner.

> A value system can be developed and promoted in a particular situation.

9.

> Steps can be taken to deal with terminal or chronic illnesses, particularly HIV/Aids, in the workplace, by utilising elements related to employment equity, as illustrated in a project plan presented to management.

> The Corporate Social Responsibility (CSR) programme of a selected organisation is brought into line with OT by facilitating a workshop with selected employees and designated members of the community.

> CSR can be aligned to employment equity in discussions held between the EE committee and management.

> EE, and its use to produce substantive and measurable transformation, is highlighted as an important element of OT in a selected organisation, as detailed in an essay on the topic.

> An EE programme in a particular company is managed.

> A programme is developed to demonstrate effective ways of dealing with terminal and chronic illnesses, such as HIV/Aids, in a workplace.

10.

> Changing attitudes from training to learning are facilitated in a company.

> A learning infrastructure can be discussed in the context of particular workplace learning.

> A site of learning can be developed in a selected organisation.

> Human, Structural and Customer capital can be discussed with a group of peers.

> Intellectual Capital can be related to KM in discussion with a coach/mentor.

Integrated assessment:

The Qualification and its associated assessment criteria have been designed so that assessment is fully integrated with the learning. The assessment criteria for each specific outcome of each Unit Standard are outlined within the body of the Unit Standard. In terms of the Qualification the learner must, in an authentic and appropriate setting:

- > Demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards required;
- > Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken;
- > Provide evidence of competency in the exit level outcomes as listed in this Qualification document.

The emphasis throughout the Qualification should be on continuous, formative assessment. Much of this is achieved in "sites of application" and involves a range of assessment tools, which will include a degree of self and peer assessment. A number of appropriate summative assessments should be planned at specific times, by assessor and learner jointly, throughout the learning process.

As a result of a range of ongoing assessment approaches in terms of testing and evaluating the fundamental, practical and reflexive competence of the learner, a skills matrix should be produced. This will clearly indicate not only the knowledge gaps and skills deficits of the individual, but also highlight the learner's strengths and weaknesses related to the other elements of applied competence, namely:

- > Information processing and the power of analysis;
- > Problem solving and a decision making capacity;
- > A variety of communication skills.

The assessment process should be capable of being applied to RPL, subject to the rules and criteria of the relevant Education & Training Quality Assurance body (ETQA).

As it is required that integrated methods of assessment are employed, theoretical as well as practical competence needs to be assessed. Thus assessment methods will need to follow the learner into a workplace which was utilised as part of the learning required to achieve the Qualification. Appropriate assessment tools will need to be constructed for use by those who will act as mentors and coaches throughout the learning programmes. Group assessment methods will also need to be employed. It is required that a final assessment of competence will be built up through a variety of means.

INTERNATIONAL COMPARABILITY

This Qualification has been benchmarked against international practice in Change Management, Organisational Change, Business Process Re-engineering and Organisational Transformation. However, it needs to be recognised that the overlapping South African landscapes of learning and work deal pointedly with the legacy of the past and the introduction of new, democratic structures, systems and practices in the OT&CM field. This Qualification deals explicitly with those elements.

In the benchmarking exercise it was noted that some programmes also included Project Management, which is covered separately on South Africa's National Qualification Framework (NQF), and also that many comparable Qualifications were at post-graduate level, such as Masters. Various Qualifications and learning programmes covering the OT and CM arena were reviewed on the following websites:

- > www.prosci.com
- > www.change-management.org
- > www.organisationalchange.co.uk
- > www.hud.ac.uk
- > www.ucd.ie/pgstudy

ARTICULATION OPTIONS

There is ready articulation of this Qualification across a range of areas such as:

- > Qualifications in Labour Relations Practice at NQF level 5 and above;
- > Various Qualifications in Business Consulting Practice at NQF level 6;
- > Management Qualifications at NQF levels 5 and 6.

The Qualification is a stepping-stone for other programmes that involve OT&CM

practice, or in related areas.

MODERATION OPTIONS

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

The options as listed above provide the opportunity to ensure that assessment and moderation can be transparent, affordable, valid, reliable and non-discriminatory.

For an applicant to register as an assessor or moderator of this Qualification the applicant needs to be:

- > Declared competent in all of the outcomes of the National Assessor Unit Standards;
- > Possessed of practical and relevant occupational experience;
- > In possession of a Qualification in OT&CM or a similar area at NQF level 6 or higher, or an equivalent.

Any of the above requirements can be achieved through the application of RPL.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

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 | 115405 Apply Principles of Knowledge Management to Organisational Transformation | Level 5 | 10 | Registered |
| Core | 115407 Apply the principles of change management in the workplace | Level 5 | 10 | Registered |
| Core | 116917 Apply advanced principles of complexity theory to organisational transformation | Level 5 | 12 | Draft - Prep for P Comment |
| Core | 116918 Implement skills development in order to facilitate organisational transformation | Level 5 | 8 | Draft - Prep for P Comment |
| Core | 116922 Implement a value system to effect organisational transformation | Level 5 | 12 | Draft - Prep for P Comment |
| Core | 116923 Implement an employment equity programme in a company | Level 5 | 14 | Draft - Prep for P Comment |
| Core | 116924 Implement a programme of diversity management in the workplace | Level 5 | 14 | Draft - Prep for P Comment |

04/09/28

Qual ID 49076

SAQA: NLRD Report "Qualification Detail"

| | | | | |
|-------------|--|---------|----|----------------------------|
| Core | 116925 Implement an effective change management programme to achieve specified objectives | Level 5 | 12 | Draft - Prep for P Comment |
| Core | 116926 Implement skills development as workplace learning to support organisational transformation | Level 5 | 12 | Draft - Prep for P Comment |
| Core | 116927 Apply the principles of employment equity to organisational transformation | Level 5 | 10 | Draft - Prep for P Comment |
| Core | 116928 Manage diversity in the workplace | Level 5 | 14 | Draft - Prep for P Comment |
| Core | 116929 Recognise the transformative elements of South Africa's Human Resources Development legislation | Level 5 | 10 | Draft - Prep for P Comment |
| Core | 116949 Establish how a value system underpins organisational transformation | Level 5 | 12 | Draft - Prep for P Comment |
| Core | 116960 Apply the basic principles of complexity theory to organisational transformation | Level 5 | 12 | Draft - Prep for P Comment |
| Elective | 116919 Use the principles of employment equity to relate corporate social responsibility to organisational transformation | Level 5 | 10 | Draft - Prep for P Comment |
| Elective | 116920 Develop a project that provides an audit and recommendations with respect to diversity issues peculiar to a selected organisation | Level 5 | 18 | Draft - Prep for P Comment |
| Elective | 116921 Apply the principles of Employment Equity to dealing with terminal or chronic illnesses, particularly HIV/Aids, in the workplace | Level 5 | 10 | Draft - Prep for P Comment |
| Elective | 116948 Develop a programme that demonstrates effective ways of dealing with the effects of terminal and chronic illnesses, particularly HIV/Aids, in a workplace | Level 5 | 12 | Draft - Prep for P Comment |
| Elective | 7857 Manage information flow | Level 6 | 4 | Reregistered |
| Fundamental | 7465 Collect and use data to establish complex statistical and probability models and solve related problems | Level 4 | 5 | Registered |
| Fundamental | 10140 Apply a range of project management tools | Level 4 | 8 | Registered |
| Fundamental | 8647 Apply workplace communication skills | Level 5 | 10 | Registered |
| Fundamental | 10622 Conduct communication within a business environment | Level 5 | 8 | Registered |
| Fundamental | 12433 Use communication techniques effectively | Level 5 | 8 | Registered |



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Apply advanced principles of complexity theory to organisational transformation

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|---|----------------------|---------------|
| 116917 | Apply advanced principles of complexity theory to organisational transformation | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Human Resource Management and Practices | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Business, Commerce and Management Studies | | Human Resources | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| BUS-HRS-0-SGB HRMP | Regular | Level 5 | 12 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the reductionist view of the world.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the world from a systems perspective.

SPECIFIC OUTCOME 3

Analyse the existence of communities of practice within an organisation.

SPECIFIC OUTCOME 4

Explain how complex systems affect organisational change.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Apply the basic principles of complexity theory to organisational transformation

| | | | |
|---|--|----------------------|----------------|
| SAQA US ID | UNIT STANDARD TITLE | | |
| 116960 | Apply the basic principles of complexity theory to organisational transformation | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Human Resource Management and Practices | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Business, Commerce and Management Studies | Human Resources | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| BUS-HRS-0-SGB HRMP | Regular | Level 5 | 12 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse an organisation with which you are acquainted as a complex adaptive system.

SPECIFIC OUTCOME 2

Illustrate the aspects of an organisation operating as a machine as opposed to an ecological system.

SPECIFIC OUTCOME 3

Analyse the importance of the formal and informal networks in an organisation.

SPECIFIC OUTCOME 4

Show the importance of emergent properties in an organisation.

SPECIFIC OUTCOME 5

Demonstrate the importance of diversity in nurturing creativity in an organisation.

SPECIFIC OUTCOME 6

Show how the Butterfly Effect can create large-scale effects within organisations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Apply the principles of Employment Equity to dealing with terminal or chronic illnesses, particularly HIV/Aids, in the workplace

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|--|---------------|---------|
| 116921 | Apply the principles of Employment Equity to dealing with terminal or chronic illnesses, particularly HIV/Aids, in the workplace | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Human Resource Management and Practices | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Business, Commerce and Management Studies | Human Resources | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| BUS-HRS-0-SGB HRMP | Regular | Level 5 | 10 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the impact of terminal and chronic illnesses such as HIV/Aids on a company's ability to develop skills and promote diversity.

SPECIFIC OUTCOME 2

Analyse a company's efforts to clarify assumptions, expectations and fears raised by stakeholders with respect to HIV/Aids and other terminal and chronic illnesses.

SPECIFIC OUTCOME 3

Explain how elements in South Africa's legal framework around terminal and chronic illnesses in the workplace affect employees and employers.

SPECIFIC OUTCOME 4

Identify of positive measures taken to promote a non-discriminatory work environment with special reference to HIV/Aids and terminal and chronic illnesses in general.

SPECIFIC OUTCOME 5

Relate the application of the EEA to dealing with terminal and chronic illnesses like HIV/Aids in the workplace.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Apply the principles of employment equity to organisational transformation

| | | | |
|---|--|----------------------|----------------|
| SAQA US ID | UNIT STANDARD TITLE | | |
| 116927 | Apply the principles of employment equity to organisational transformation | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Human Resource Management and Practices | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Business, Commerce and Management Studies | Human Resources | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| BUS-HRS-0-SGB HRMP | Regular | Level 5 | 10 |

Specific Outcomes:

SPECIFIC OUTCOME 1

List (comprehensively) the key elements of the Employment Equity legislation.

SPECIFIC OUTCOME 2

Present an understanding of the link between employment equity and the business strategy.

SPECIFIC OUTCOME 3

Determine whether the appropriate relationships exist between Employment Equity and factors impacting on it.

SPECIFIC OUTCOME 4

Identify non-compliance with employment equity strategy and purpose.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Develop a programme that demonstrates effective ways of dealing with the effects of terminal and chronic illnesses, particularly HIV/Aids, in a workplace

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|---|---------------|---------|
| 116948 | Develop a programme that demonstrates effective ways of dealing with the effects of terminal and chronic illnesses, particularly HIV/Aids, in a workplace | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Human Resource Management and Practices | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Business, Commerce and Management Studies | Human Resources | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| BUS-HRS-0-SGB HRMP | Regular | Level 5 | 12 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Conduct general and company-specific research on the impact of terminal and chronic illnesses such as HIV/Aids on business.

SPECIFIC OUTCOME 2

Act as facilitator in order to clarify assumptions, expectations and fears raised by stakeholders in relation to the title of this Unit Standard.

SPECIFIC OUTCOME 3

Critique a company's policy for reacting to terminal and chronic illness, especially HIV/Aids, in the workforce with reference to the Department of Labour's Code of Good Practice as well as the King Code on organisational governance.

SPECIFIC OUTCOME 4

Develop a company-wide awareness of elements in South Africa's legal framework around illnesses such as HIV/Aids in the workplace.

SPECIFIC OUTCOME 5

Develop measures to promote a non-discriminatory work environment with special reference to HIV/Aids and other illnesses.

SPECIFIC OUTCOME 6

Examine all current policies and practices in an organisation to ensure compliance with the Employment Equity (EE) Act and establish whether HIV testing takes place within the confines of that Act.

SPECIFIC OUTCOME 7

Compile relevant reports on the implementation of a company's policy regarding illness at work.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Develop a project that provides an audit and recommendations with respect to diversity issues peculiar to a selected organisation

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|---|----------------------|---------|
| 116920 | Develop a project that provides an audit and recommendations with respect to diversity issues peculiar to a selected organisation | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Human Resource Management and Practices | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Business, Commerce and Management Studies | | Human Resources | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| BUS-HRS-0-SGB HRMP | Regular | Level 5 | 18 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Present the case for implementing an effective diversity programme in a workplace.

SPECIFIC OUTCOME 2

Facilitate actions to clarify assumptions, expectations and fears surrounding racism, sexism, disability and other "isms" within a workplace.

SPECIFIC OUTCOME 3

Identify how various "isms" have resulted in competent persons, being under-represented in a workplace.

SPECIFIC OUTCOME 4

Provide recommendations on how under-representation by designated, groups in a workforce can be rectified or overcome.

SPECIFIC OUTCOME 5

Develop measures to work towards a fully integrated, diverse, work environment.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Establish how a value system underpins organisational transformation

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|--|----------------------|---------------|
| 116949 | Establish how a value system underpins organisational transformation | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Human Resource Management and Practices | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Business, Commerce and Management Studies | | Human Resources | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| BUS-HRS-0-SGB HRMP | Regular | Level 5 | 12 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate the relationship between organisational profitability and values.

SPECIFIC OUTCOME 2

Demonstrate the relationship between organisational risk management and values.

SPECIFIC OUTCOME 3

Develop an organisational transformation framework.

SPECIFIC OUTCOME 4

Implement interventions enabling leadership to develop to maintain a high trust culture .

SPECIFIC OUTCOME 5

Develop interventions to enable the successful delivery of the organisational transformation objectives.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Implement a programme of diversity management in the workplace

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|--|----------------------|---------|
| 116924 | Implement a programme of diversity management in the workplace | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Human Resource Management and Practices | Undefined | | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Business, Commerce and Management Studies | | Human Resources | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| BUS-HRS-0-SGB HRMP | Regular | Level 5 | 14 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Develop an understanding of how race, sex and other factors are involved in power-hierarchies arising from ideologies of superiority.

SPECIFIC OUTCOME 2

Demonstrate where and how group identity, stereotyping, discrimination, exclusion and cultural difference affect interpersonal relationships in an organisation.

SPECIFIC OUTCOME 3

Develop the tools to combat practices that keep ideologies of superiority alive.

SPECIFIC OUTCOME 4

Develop a framework for effective diversity management.

SPECIFIC OUTCOME 5

Develop a programme to promote a culture of equality.

SPECIFIC OUTCOME 6

Define and implement a diversity management strategy/policy in accordance with the business plan of a selected organisation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Implement a value system to effect organisational transformation

| | | | |
|---|--------------------|--|---------------|
| SAQA US ID | | UNIT STANDARD TITLE | |
| 116922 | | Implement a value system to effect organisational transformation | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Human Resource Management and Practices | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Business, Commerce and Management Studies | | Human Resources | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| BUS-HRS-0-SGB HRMP | Regular | Level 5 | 12 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Implement Socio-Psychological models evident in high-trust, enabling work environments.

SPECIFIC OUTCOME 2

Implement and integrate the Rational, Emotional and Change Management processes.

SPECIFIC OUTCOME 3

Demonstrate the relationship between a particular level of trust and the resource appropriation in an organisation.

SPECIFIC OUTCOME 4

Develop and implement interventions enabling leadership in a particular situation to build trust.

SPECIFIC OUTCOME 5

Develop and implement a process or operating system for the clarification and adoption of organisational values.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Implement an effective change management programme to achieve specified objectives

| | | | |
|---|--|-----------------------------|----------------------|
| SAQA US ID | UNIT STANDARD TITLE | | |
| 116925 | Implement an effective change management programme to achieve specified objectives | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Human Resource Management and Practices | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Business, Commerce and Management Studies | | Human Resources | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| BUS-HRS-0-SGB HRMP | Regular | Level 5 | 12 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate the effectiveness of planned change and reactive change in achieving organizational transformation objectives.

SPECIFIC OUTCOME 2

Carry out a risk/benefit analysis of instituting a change management programme in a selected organization.

SPECIFIC OUTCOME 3

Describe appropriate actions which will minimize risks, relating to change management.

SPECIFIC OUTCOME 4

Provide and evaluate examples of successful implementation of an effective change management model in an organization.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Implement an employment equity programme in a company

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|---|----------------------|---------------|
| 116923 | Implement an employment equity programme in a company | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Human Resource Management and Practices | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Business, Commerce and Management Studies | | Human Resources | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| BUS-HRS-0-SGB HRMP | Regular | Level 5 | 14 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Report on contributions made in compliance with the Employment Equity Act.

SPECIFIC OUTCOME 2

Compile relevant Employment Equity and organizational transformation reports and trend analyses.

SPECIFIC OUTCOME 3

Participate in liaison activities to clarify embedded EE assumptions and expectations.

SPECIFIC OUTCOME 4

Design monitoring processes to ensure effective implementation of Employment Equity.

SPECIFIC OUTCOME 5

Prepare and implement a comprehensive report and recommendations on the overall status of EE implementation within a company.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Implement skills development as workplace learning to support organisational transformation

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|---|----------------------|---------------|
| 116926 | Implement skills development as workplace learning to support organisational transformation | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Human Resource Management and Practices | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Business, Commerce and Management Studies | | Human Resources | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| BUS-HRS-0-SGB HRMP | Regular | Level 5 | 12 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Facilitate a change to adjust the approach in an organisation from that of training to learning.

SPECIFIC OUTCOME 2

Develop the learning infrastructure required for skills development implementation.

SPECIFIC OUTCOME 3

Understand the features that must be in place for a company to become a skills development service provider.

SPECIFIC OUTCOME 4

Develop a strategy that links skills development to potential retrenchments.

SPECIFIC OUTCOME 5

Link skills development to Corporate Social Responsibility (CSR).



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Implement skills development in order to facilitate organisational transformation

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|---|---------------|---------|
| 116918 | Implement skills development in order to facilitate organisational transformation | | |
| SGB NAME | ABET BAND | PROVIDER NAME | |
| SGB Human Resource Management and Practices | Undefined | | |
| FIELD DESCRIPTION | SUBFIELD DESCRIPTION | | |
| Business, Commerce and Management Studies | Human Resources | | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| BUS-HRS-0-SGB HRMP | Regular | Level 5 | 8 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the intent behind the Human Resources Development strategy developed in South Africa.

SPECIFIC OUTCOME 2

Link skills development to human resource practice with respect to career pathing and succession planning.

SPECIFIC OUTCOME 3

Develop the links between skills development and restructuring and modernisation of the organisation.

SPECIFIC OUTCOME 4

Implement skills development.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Manage diversity in the workplace

| | | | |
|---|-----------------------------------|----------------------|---------------|
| SAQA US ID | UNIT STANDARD TITLE | | |
| 116928 | Manage diversity in the workplace | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Human Resource Management and Practices | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Business, Commerce and Management Studies | | Human Resources | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| BUS-HRS-0-SGB HRMP | Regular | Level 5 | 14 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate why managing diversity is important in the South African workplace.

SPECIFIC OUTCOME 2

Understand racism, sexism and other "isms" as a product of a common history.

SPECIFIC OUTCOME 3

Explain how discrimination and prejudices are experienced by all South African as part of daily life.

SPECIFIC OUTCOME 4

Actively promote a culture of equality between people of different races, classes, sexual preference and gender.

SPECIFIC OUTCOME 5

List the solutions that may be available for people to overcome problems experienced with group identity, stereotyping, discrimination, exclusion and other cultural differences.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Recognise the transformative elements of South Africa's Human Resources Development legislation

| SAQA US ID | UNIT STANDARD TITLE | | |
|---|---|----------------------|---------------|
| 116929 | Recognise the transformative elements of South Africa's Human Resources Development legislation | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Human Resource Management and Practices | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Business, Commerce and Management Studies | | Human Resources | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| BUS-HRS-0-SGB HRMP | Regular | Level 5 | 10 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate how the SAQA Act of 1995 is a departure from previous South African history.

SPECIFIC OUTCOME 2

Illustrate what the Skills Development Act (SDA) aims to achieve.

SPECIFIC OUTCOME 3

Demonstrate why the Skills Development Levies Act (SDLA) is much more than just a tax.

SPECIFIC OUTCOME 4

Analyse the features of the Employment Equity Act (EEA) with regard to transformation in South Africa.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

16

Use the principles of employment equity to relate corporate social responsibility to organisational transformation

| | | | |
|---|--|----------------------|---------------|
| SAQA US ID | UNIT STANDARD TITLE | | |
| 116919 | Use the principles of employment equity to relate corporate social responsibility to organisational transformation | | |
| SGB NAME | | ABET BAND | PROVIDER NAME |
| SGB Human Resource Management and Practices | | Undefined | |
| FIELD DESCRIPTION | | SUBFIELD DESCRIPTION | |
| Business, Commerce and Management Studies | | Human Resources | |
| UNIT STANDARD CODE | UNIT STANDARD TYPE | NQF LEVEL | CREDITS |
| BUS-HRS-0-SGB HRMP | Regular | Level 5 | 10 |

Specific Outcomes:

SPECIFIC OUTCOME 1

Conduct a need and trend analysis of the social responsibility related programmes of an organisation.

SPECIFIC OUTCOME 2

Develop measurement tools that track and report on an organisations' Corporate Social Responsibility and black economic empowerment programmes.

SPECIFIC OUTCOME 3

Produce a strategy to influence corporate social responsibility projects.

SPECIFIC OUTCOME 4

Use the Employment Equity Act to relate Corporate Social Responsibility to Organisational Transformation.

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