PART 4 OF 5

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

3.3 Time frames are realistic and meet the requirements of addressing the needs for the programme.

3.4 Funding requirements are accurately assessed to enable successful implementation of the programme.

ACCREDITATION AND MODERATION OPTIONS

Assessment of learner achievements takes place at providers accredited by the Council on Higher Education (CHE) (RSA, 1998b) for the provision of programmes that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners in order to meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for assessment of the qualification.

RANGE STATEMENTS

- Risk factors include individual, social, physical environment and ecological factors

- Programmes refer to methods applied to both youth and adults

- Models include a number of related identifiable programmes

- Programme purpose can include care, prevention/reduction of certain behavioural types, education and training in different fields, restorative justice, rehabilitation and reintegration of groups and individuals.

NOTES

1. **CRITICAL CROSS-FIELD OUTCOMES**

Learners have acquired the generic ability to:

1.1 Collect, analyse, organise and critically evaluate information by evaluating existing models, programmes and strategies to determine the advantages and disadvantages of existing models, programmes and strategies and accurately identify the limitations and efficacy of existing models, programmes and strategies.

1.2 Identify and solve problems which indicate that responsible decisions, using critical and creative thinking, have been made by evaluating existing models, programmes and strategies to develop effective models, programmes and strategies that address the advantages and limitations of existing models, programmes and strategies

1.2 Work effectively with others, as a member of a team, group, organisation, or community to evaluate programme needs by establishing effective communication channels to communicate with all relevant interest groups.

1.4 Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation to evaluate programme needs by critically analysing crime risk information, identifying all relevant stakeholders and establishing effective communication channels.

1.5 Organise and manage activities responsibly and effectively by setting realistic time frames and meeting the requirements of addressing the needs of the programme.

1.6   Use science and technology effectively showing responsibility towards the environment and health of others by developing and identifying programme strategies and techniques that meet the requirements of the programme, by ensuring that resources are appropriate for the successful implementation of the programme and by accurately assessing the funding requirements.

1.7   Demonstrate an understanding of the world as a set of related systems by recognising that   problem-solving contexts do not exist in isolation by developing programme objectives,   strategies and techniques that meet the requirements of the programme, including crime risks, needs and purpose and by ensuring that resources and funding are appropriate to   successfully implement the programme within a realistic time-frame.

2.   ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners should understand and explain:

2.1   The development and approaches of traditional and post-modern vulnerability perspectives

2.2   Different methods of vulnerability measurement

2.3   The framework provided by the South African Constitution

2.4   Vulnerability types, concepts, principles, techniques and vulnerability prevention/reduction measures

2.5   Vulnerability risk factors and factors contributing to vulnerability

2.6   The relationship between vulnerability risk factors and effective vulnerability programmes

2.7   Existing national and international models and programmes.

2.8   Psycho-social functioning of vulnerability that can impact on the efficacy of programmes

CREDITS

Activity	Hours
Classroom learning	45
On-the-job learning	30
Self-directed learning	30
Coaching required	45
Other	-
TOTAL	150

Total credits: 15

UNIT STANDARD TITLE: EVALUATE PROGRAMMES

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL	7
CREDITS	15
FIELD NSB08	Law, Military Science and Security
SUB-FIELD	Safety in society
ISSUE DATE	
REVIEW DATE	

PURPOSE OF THE UNIT STANDARD

The rationale for this unit standard is based on the importance of evaluating programme implementation relating to risk factors, as a means of improving contributions to safety in society by building and confirming knowledge. Critically evaluating the efficacy of programmes developed by the learners themselves, as well as others are important factors when attaining the outcomes of this unit standard. Learners mostly apply competence in their area of practice within the field, or within a research career, and learning towards this unit standard allows learners to explore education and career opportunities within various social, political, economic, legal and ecological systems in South Africa and internationally.

This unit standard is designed to deliver programme evaluation competence.
Learners become aware of the importance of reflecting and exploring a range of strategies to learn more effectively, as they identify various programmes, and evaluate such programmes. They learn to participate as responsible citizens in the life of local, national and global communities. They learn the importance of being culturally sensitive across a range of social contexts in relating to all participants when evaluating programmes. Finally, by attaining the outcomes consulting skills are developed that allows learners to develop entrepreneurial opportunities within the field.

LEARNING ASSUMED TO BE IN PLACE

Communication, and language competencies should be in place before an attempt is made to attain the outcomes of this unit standard. Learners should already be able to engage in sustained oral communication and evaluate spoken texts; read, analyse and respond to a variety of texts; write for a wide range of contexts. In addition, the learner should have attained the competencies of conducting basic research as well as designing and developing programmes before engaging with learning towards the outcomes of this unit standard.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

SPECIFIC OUTCOME 1:

Develop programme evaluation criteria

ASSESSMENT CRITERIA

1.1   The purpose of the evaluation is accurately determined

1.2   Evaluation criteria are developed simultaneously with programme development

1.3   Evaluation and evaluator selection criteria are appropriate in terms of the purpose of the evaluation

SPECIFIC OUTCOME 2:

Evaluate the programme

ASSESSMENT CRITERIA

2.1   Evaluators (evaluation participants) are suitable to participate in the evaluation

2.2   Selected evaluation techniques and measures are appropriate to the programme purpose and must be reliable and valid

2.3   Evaluation information gathered is accurate, and appropriate to the evaluation being conducted

2.4   Professional and ethical working relationships with colleagues and participants are maintained

SPECIFIC OUTCOME 3:

Recommend programme adjustments

ASSESSMENT CRITERIA

3.1   Programme limitations are accurately identified

3.2   Findings and recommendations are based on logical, sound arguments formulated from accurate assessment information

3.3   Findings and recommendations are reported within a given report framework

3.4   Professional working and ethical relationships with colleagues and participants are maintained

4. ACCREDITATION PROCESS AND MODERATION

Assessment of learner achievements takes place at providers accredited by the Council on Higher Education (CHE) (RSA, 1998b) for the provision of programmes that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners in order to meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for assessment of the qualification.

RANGE STATEMENTS

- Programmes refer to methods applied to and focusing on specific processes relating to youth and adults

- Models include a number of related identifiable programmes

NOTES

1. CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1 Collect, analyse, organise and critically evaluate information relating to programme evaluation by ensuring that evaluators (evaluation participants) are suitable to participate in the evaluation process; by selecting appropriate evaluation techniques and measures that are reliable and valid; by ensuring that the evaluation information gathered is accurate and appropriate to the evaluation being conducted and by maintaining professional and ethical working relationships with colleagues and participants.

1.2 Identify and solve problems which indicate that responsible decisions using critical and creative thinking have been made by developing programme evaluation criteria simultaneously with the development of the programme that ensures that the purpose of the evaluation is accurately determined, and that the selection criteria is appropriate in terms of the purpose of the evaluation.

1.3 Work effectively with others as a member of a team, group, organisation, or community by maintaining professional and ethical working relationships with colleagues and participants and ensuring that evaluators (evaluation participants) are suitable to participate in the evaluation process.

1.4 Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation to recommend programme adjustments based on findings and recommendations in written reports.

1.5 Organise and manage activities responsibly and effectively by recommending programme adjustments based on findings and recommendations in a given report framework.

1.6 Use science and technology effectively showing responsibility towards the environment and health of others by developing evaluating criteria simultaneously with the development of the programme; by ensuring that evaluation and evaluator

selection criteria are appropriate in terms of the purpose of the evaluation and by selecting evaluation techniques and measures that are appropriate, reliable and valid in terms of the programme evaluation purpose.

1.7　Demonstrate an understanding of the world as a set of related systems and recognising　that problem-solving contexts do not exist in isolation by accurately identifying programme limitations and by providing findings and recommendations that are based on logical, sound arguments formulated from accurate evaluation information.

2.　ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners should understand and explain:

2.1　The development and approaches of traditional and post-modern perspectives

2.2　Different methods of measurement

2.3　The framework provided by the South African Constitution

2.4　Types, concepts, principles, techniques and prevention/reduction measures

2.6　The relationship between risk factors and effective programmes

2.6　Existing national and international models and programmes

2.8　Psycho-social functioning of groups or individuals that can impact on the efficacy of programmes

CREDITS

Activity	Hours
Classroom learning	45
On-the-job learning	30
Self-directed learning	30
Coaching required	45
Other	-
TOTAL	**150**

Total credits: 15

UNIT STANDARD TITLE: INFORM POLICY

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL	6
CREDITS	15
FIELD	Law, Military Science and Security NSB08
SUB-FIELD	Safety in society
ISSUE DATE	
REVIEW DATE	

PURPOSE OF THE UNIT STANDARD

The rationale for this unit standard is based on the importance of obtaining information on policy to create and maintain a safe society, through the provision and analysis of information and best practices. Understanding the need to think strategically on the aims and objectives of the policy is important for the attainment of the outcomes of this unit standard.

The unit standard will be useful to learners who plan a career in academia and/or direct service delivery, and who will be required to inform policy. Learners credited with this unit standard are able to

- Conduct research with regard to policy
- Collate information
- Formulate appropriate policy.

LEARNING ASSUMED TO BE IN PLACE

Communication, and language competencies should be in place before an attempt is made to attain the outcomes of this unit standard. Learners should already be able to engage in sustained oral communication and evaluate spoken text; read, analyse and respond to a variety of text; write for a wide range of contexts. In addition the learner should have attained the competencies of conducting research.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

SPECIFIC OUTCOME 1:

Conduct research on policy

ASSESSMENT CRITERIA

1.1   Conduct research to identify the deficiencies with regard to policy in the social, political, cultural, economical, physical and ecological environment

1.2   Conduct research to improve policy

1.3   Conduct research to ascertain the best national and international practices in the area of policy

1.4   Professional and ethical working relationships with all participants are maintained

SPECIFIC OUTCOME 2:

Collate information

ASSESSMENT CRITERIA

2.1   Information is analysed to identify the deficiencies with regard to policy in the social, political, cultural, economical, physical and ecological environment

2.2   Information is evaluated to improve policy

2.3   Information is assessed to ascertain the best national and international practices in the area of policy

SPECIFIC OUTCOME 3:

Formulate an appropriate policy

ASSESSMENT CRITERIA

3.1   An appropriate policy is designed in terms of needs identified and in accordance with national and international standards

3.2   The proposed policy is consulted with all role-players before finalisation

3.3   Inputs of all role-players with regard to evaluation, monitoring and reviewing of the policy are considered

3.4   Professional and ethical working relationships with all participants are maintained.

ACCREDITATION PROCESS AND MODERATION

Assessment of learner achievements take place at providers accredited by the Council on Higher Education (RSA, 1998b) for the provision of programs that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for the assessment of the qualification.

RANGE STATEMENTS

- Information includes all information that result from official statistics, as well as the result of research projects

- Role-players refer to government departments, community based organisations, non-government organisations and academic institutions both nationally and internationally

NOTES

1. CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1 Identify and solve problems by evaluating the validity and reliability of policy

1.2 Work effectively with others by obtaining information regarding best practices in policy

1.3 Organise and manage activities responsibly and effectively by evaluating policy

1.4 Collect, analyse, organise and critically evaluate information by assessing the different best practices in policy sources

1.5 Communicate effectively by presenting and contributing appropriate information

1.6 Use science and technology effectively and critically by evaluating the relevancy of best practices in policy

1.7 Demonstrate an understanding of the world as a set of related systems by determining policy dynamics and results.

2. ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners should understand and explain:

2.1 Key terminology relating to the field of study

2.2 Factors that give rise to policy dynamics.

2.3 Types and forms of policy

2.4   Principles and processes of analysing and evaluating best practices in policy

2.5   Policy in the framework of SA Constitution, Bill for Human Rights, the Victims' Charter and relevant policy documents such as Batho Pele, UN and other international treaties.

CREDITS

Activity	Hours
Classroom learning	45
On-the-job learning	30
Self-directed learning	30
Coaching required	45
Other	-
TOTAL	**150**
Total credits: 15	

UNIT STANDARD TITLE: DISSEMMINATE INFORMATION

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL	6
CREDITS	15
FIELD	Law, Military Science and Security NSB08
SUB-FIELD	Safety in society
ISSUE DATE	
REVIEW DATE	

PURPOSE OF THE UNIT STANDARD

The rationale for this unit standard is based on the importance of disseminating relevant information to the different role-players with the purpose of informing them with reliable and valid information. The role-players in turn will utilise the information in ways specific to their needs, which may range from monitoring, evaluating and implementing plans and strategy. The dissemination of the information will take the form of written documents and contributions to documents such as annual reports, as well as oral and visual presentations during planning seminars, conferences and meetings.

The unit standard will be useful to learners who plan a career in academia and/or direct service delivery, and who will be required to disseminate information. Learners credited with this unit standard are able to:

- Analyse the different sources of information
- Prepare written documents or contributions to documents on information
- Distribute information to role-players.

LEARNING ASSUMED TO BE IN PLACE

Communication, and language competencies should be in place before an attempt is made to attain the outcomes of this unit standard. Learners should already be able to engage in sustained oral communication and evaluate spoken text; read, analyse and respond to a variety of text; write for a wide range of contexts. In addition the learner should have attained the competencies of conducting research.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

SPECIFIC OUTCOME 1:

Analyse the different sources of information

ASSESSMENT CRITERIA

1.1.   The different sources of information are identified

1.2.   The validity and reliability of these sources is determined

1.3.   The data from the sources are critically analysed to reveal trends, similarities and differences

SPECIFIC OUTCOME 2:

Prepare written documents or contributions to documents, on information.

ASSESSMENT CRITERIA

2.1   The format and lay-out of the document or contribution to a document adheres to basic scientific requirements

2.2   The information is presented in a logical and systematic manner

2.3   The implications of the information and recommendations are clearly formulated

SPECIFIC OUTCOME 3:

Distribute the information to relevant role-players

ASSESSMENT CRITERIA

3.1   The relevant role-players are identified

3.2   The specific needs and requirements of the role-players are determined

3.3   The information is presented in an appropriate format

3.4   Professional and ethical working relationships with all participants are maintained.

ACCREDITATION PROCESS AND MODERATION

Assessment of learner achievements take place at providers accredited by the Council on Higher Education (RSA, 1998b) for the provision of programs that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for the assessment of the qualification.

RANGE STATEMENTS

- Role-players refer to any person or group or organisation that has specific need for information

- Validity and reliability of information refer to the trustworthiness and authenticity of the information

- Sources include all official statistics, surveys, statements and documentation, as well as research projects by non-governmental organisations and individuals.

NOTES

1. CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1 Identify and solve problems by evaluating the validity and reliability of information

1.2 Work effectively with others by obtaining information.

1.3 Organise and manage activities responsibly and effectively by evaluating information

1.4 Collect, analyse, organise and critically evaluate information by assessing the different kinds of information sources

1.5 Communicate effectively by presenting and contributing appropriate information

1.6 Use science and technology effectively and critically by evaluating the validity and reliability of information provided by sources

1.7 Demonstrate an understanding of the world as a set of related systems by determining information dynamics and results.

2.　ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners should understand and explain:

2.1　Key terminology relating to specified fields

2.2　Factors that give rise to certain circumstances and measures to reduce/ prevent specified circumstances

2.3　Principles and processes of analysing and evaluating sources of information

2.4　Information in the framework of SA Constitution, Bill for Human Rights, the Victims' Charter and relevant policy documents such as Batho Pele, UN and other international treaties.

CREDITS

Activity	Hours
Classroom learning	40
On-the-job learning	40
Self-directed learning	35
Coaching required	35
Other	-
TOTAL	**150**

Total credits: 15

UNIT STANDARD TITLE: PROVIDE SUPPORT SERVICES TO VICTIMS

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL	6
CREDITS	15
FIELD	Law, Military Science and Security NSB08
SUB-FIELD	Safety in society
ISSUE DATE	
REVIEW DATE	

PURPOSE OF THE UNIT STANDARD

The rationale of this unit standard is based on the importance to provide support services to victims of abuse, as a means of contributing to safety in society by breaking the cycle of victimisation. By identifying the range of services and resources available to the victim and realising the impact that the dynamics in the community has on service delivery, victim care and support can be effectively managed. Applying minimum standards to victim support delivery, are important factors when attaining the outcomes of this standard.

The unit standard will be useful for learners intending to pursue a career in the criminal justice system, education, social development and related fields who have to see to it that support services are provided to victims.

The purpose of this unit standard is to enable learners to:

- Determine the scope of support and services that victims need
- Analyse the range of services and resources that are available to victims
- Evaluate the quality and accessibility of the range of services on a continuous basis

LEARNING ASSUMED TO BE IN PLACE

Communication, and language competencies should be in place before an attempt is made to attain the outcomes of this unit standard. Learners should already be able to engage in sustained oral communication and evaluate spoken text; read, analyse and respond to a variety of text(s); write for a wide range of contexts.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

SPECIFIC OUTCOME 1:

Determine the scope of support and service that victims need

ASSESSMENT CRITERIA

1.1　The types of victims are identified

1.2　A needs analysis of the victim is conducted

1.3.　The dynamics of victimisation is determined

1.4　Professional and ethical working relationships with all participants are maintained

SPECIFIC OUTCOME 2:

Assess the range of services and resources that are available to victims

ASSESSMENT CRITERIA

2.1　The different kinds of services that are available to victims are identified

2.2　Information on the resources available to victims is gathered

2.3　The available resources are assessed and analysed

2.4　Professional and ethical working relationships with all participants are maintained

SPECIFIC OUTCOME 3:

Evaluate the quality and accessibility of the range of services on a continuous basis

ASSESSMENT CRITERIA

3.1　The community dynamics that impact on service delivery to victims, is determined

3.2　Minimum standards in service delivery to victims, are applied

3.3　The accessibility of service delivery to victims in the community, is examined

3.4　Appropriate victim support services are recommended

3.5　Professional and ethical working relationships with all participants are maintained

ACCREDITATION PROCESS AND MODERATION

Assessment of learner achievements take place at providers accredited by the Council on Higher Education (RSA, 1998b) for the provision of programs that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for the assessment of the qualification.

RANGE STATEMENTS

- Victim is any person or group of people that are either directly or indirectly affected by any form of accident, abuse or criminal act

- The dynamics of victimisation refer to aspects and factors relating to the victimisation event

- Services refer to any form of support and services provided to victims by a service provider in government, a non-governmental agency or a community based organization

- Resources include human, financial and infrastructural aspects that are available to the victims for support

- Accessibility includes the physical location, cost, level of specialisation, language used and cultural approach of support offered to the victim

- Minimum standards are those basic requirements as laid down in the SA Constitution, Bill for Human Rights, the Victims' Charter and relevant policy documents such as Batho Pele, and UN and other treaties.

NOTES

1. CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1 Identify and solve problems by evaluating the quality and accessibility of services to victims.

1.2 Work effectively with others by obtaining information on the resources available to victims

1.3 Organise and manage activities responsibly and effectively by conducting a needs analysis in a specific geographical area

1.4 Collect, analyse, organise and critically evaluate information by assessing the different kinds of services that are available to victims

1.5   Communicate effectively by recommending appropriate victim support services

1.6   Use science and technology effectively and critically by evaluating the quality and accessibility of available victim services

1.7   Demonstrate an understanding of the world as a set of related systems by determining the individual and social dynamics of victimisation.

2.   ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners should understand and explain:

2.1   Key terminology relating to victimisation

2.2   Factors that give rise to victimisation and measures to reduce/ prevent victimisation

2.3   Types of crime and forms of victimisation

2.4   Principles and processes of support for victims

2.5   The criminal justice system and its processes

2.6   The framework of SA Constitution, Bill for Human Rights, the Victims' Charter and relevant policy documents such as Batho Pele, UN and other international treaties.

2.7   Minimum standards, dynamics and methods of service delivery to victims

2.8   Victim rights and needs

CREDITS

Activity	Hours
Classroom learning	40
On-the-job learning	40
Self-directed learning	35
Coaching required	35
Other	
TOTAL	**150**

Total credits: 15

UNIT STANDARD TITLE: IMPLEMENT RESTORATIVE JUSTICE PROCESSESS WITH INDIVIDUALS AND THE COMMUNITY

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL: 6

CREDITS: 15

FIELD: Law, Military Science and Security NSB 8

SUB FIELD: Safety in society

REVIEW DATE

PURPOSE OF THE UNIT STANDARD

The rationale for this unit standard is based on the increasing recognition of the importance of new forms of justice, and the growth in restorative justice, as one frame of reference for understanding and dealing with crime and conflict. Understanding the nature of restorative justice, its application in different contexts, and its benefits for offenders, victims and communities, is an important component of learning to understand the role and purpose of the broad criminal justice system

This unit standard is aimed at learners and practitioners who are interested in pursuing a career path within the criminal justice system, community justice processes, victim and offender care, and other informal justice processes. A person accredited with this unit standard will be able to:

- Explain restorative justice principles
- Apply restorative justice principles in different contexts
- Assess and recommend appropriate restorative justice processes to all relevant stakeholders
- Design and develop programs that will promote offender accountability and competence development, victim rights and needs community protection.
- Evaluate restorative justice processes and programmes

The programs can be implemented within formal contexts, in the criminal justice system, or in informal contexts, such as community-based processes to promote safety in society.

LEARNING ASSUMED TO BE IN PLACE

- Basic literacy, communication and language competencies should be in place before an attempt is made to attain the outcomes of this unit standard.

- Learners should be able to engage in sustained oral communication and evaluate spoken texts; read, analyse and respond to variety of texts; write for a wide range of contexts.

- In addition, the learner should have attained the competencies of assessing risk; the impact of various types of situations; and designing and developing a program, before engaging with learning towards the outcomes of this unit standard.

- Exposure to facilitation and mediation skills would be advantageous to the learner.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Qualifying learners are able to:

SPECIFIC OUTCOME 1:

Describe and explain restorative justice principles.

ASSESSMENT CRITERIA

1.1 Principles of restorative justice are identified and defined with reference to key national and international debates.

1.2 Retributive and restorative justice principles are explained with reference to relevant local and international literature.

1.3 Restorative justice impact on the criminal justice system and community is determined and described.

1.4 The origins of restorative justice in South Africa are described.

SPECIFIC OUTCOME 2:

Apply restorative justice principles in different contexts

ASSESSMENT CRITERIA

2.1 Restorative justice principles and ethical protocols are applied with reference to different case studies.

2.2 Individuals and other factors contributing to interpersonal and community conflict are identified and assessed.

2.3 Concepts, principles and techniques of restorative justice are applied in assessing different events, interpersonal and community conflicts.

SPECIFIC OUTCOME 3:

Assess and recommend appropriate restorative justice processes to all relevant stakeholders.

ASSESSMENT CRITERIA

3.1 Contemporary local and international restorative justice processes are identified.

3.2 The advantages and disadvantages of the available applications are evaluated critically, and appropriate measures in terms of the context presented are selected

3.3 Role players are identified to assist with the implementation of appropriate processes.

3.4 Relevant processes promoting restorative justice principles are recommended and communicated

3.5 Professional and ethical working relationships with all participants are maintained.

SPECIFIC OUTCOME 4:

Design and develop processes that will promote offender accountability and personal competence development, victim rights and needs and community protection.

ASSESSMENT CRITERIA

4.1 Specific techniques to evaluate the effectiveness of different restorative justice processes are described and assessed.

4.2 The contexts within which assessments must be undertaken are determined

4.3 Role-players responsible for the assessment process are identified.

4.4 The effectiveness of the process in promoting restorative justice principles is assessed.

4.5   The limitations of processes that were identified during the assessment process are identified and adjusted accordingly.

ACCREDITATION PROCESS AND MODERATION

Assessment of learner achievements takes place at providers accredited with the Council of Higher Education (CHE) (RSA, 1998b) for the provision of programmes that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for assessment of qualification.

RANGE STATEMENTS

- Formal contexts are understood to be within the criminal justice system and informal contexts to be community-based processes.

- Restorative justice is a way of dealing with interpersonal and community conflicts and victims and offenders by focusing on the settlement of conflict and the harms arising from the crime, and resolving the underlying problems that cause it. It is also a way of dealing with crime generally in a rational problem solving way. Central to restorative justice is the recognition of the roles of the community, victims and offenders, rather than focusing on the criminal justice agencies as the prime agencies of crime control. Restorative justice can be applied to both adult and child offenders.

NOTES

1. CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1   Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made by applying restorative justice in formal and informal contexts, assessing and recommending restorative justice processes and designing programs that promote victim rights and needs, personal competence, offender accountability and community safety.

1.2   Work effectively with others as a member of a team, group, organisation, or community and ensuring that professional and ethical working relationships with colleagues and participants are maintained.

1.3   Organise and manage oneself and one's activities responsibly and effectively in applying restorative justice in different contexts. Time frames are realistic and meet the requirements of addressing the needs for the program.

1.4   Analyse, organise and critically evaluate information that has been collected accurately. The advantages and disadvantages of different models, programs and processes are identified, and the appropriate model is selected and recommended.

1.5   Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation to recommend relevant processes promoting restorative justice principles.

2.   ESSENTIAL EMBEDDED KNOWLEDGE

Qualifying learners should describe and explain:

2.1   The role and function of the criminal justice system

2.2   The theory and legislation necessary for the operation of the criminal justice system

2.3   The framework provided by the South African criminal law and the Constitution

2.4   Traditional and post-modern perspectives about punishment, victim rights and needs and community development.

2.5   Relevant international instruments relating to restorative justice processes.

CREDITS

Total hours required by the learner to achieve the required outcomes.

Activity	Hours
Classroom learning	45
On-the-job-learning	35
Self-directed learning	35
Coaching required	35
Total	**150**

Total credits: 15

UNIT STANDARD TITLE: PROVIDE EXPERT EVIDENCE IN COURT.

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL: 7

CREDITS: 15

FIELD: Law, Military Science and Security
    NSB08

SUBFIELD: Safety in society

ISSUE DATE:

REVIEW DATE:

PURPOSE OF THE UNIT STANDARD

- The rationale for this unit standard is captured in the role of the expert witness to provide specialised knowledge to a court of law, legal practitioners, criminal justice personnel and health practitioners.

This unit standard will enable learners to prepare and present expert evidence in court based on an accurate assessment of the criminal event, also appropriate to law of evidence and ethical principles.

Equipped with personal skills such as how to communicate during court proceedings, but also with knowledge of court protocols and structures as well as with a global and contextual perspective on human rights and ethical principles, the qualified learner will be able to pursue a career as an expert witness. Thereby the learning may not only provide specialised knowledge to a court of law, but also empower communities through the effective redress of crime and victimisation.

LEARNING ASSUMED TO BE IN PLACE

The following knowledge, skills and/or equivalent:

Learners should be able to engage in sustained oral communication and evaluate spoken texts, read, analyse, write and respond to a variety of written texts. In addition, learners should have acquired the competencies to evaluate and explain and apply traditional and post-modern perspectives. Also, learners should have obtained competencies to assess, analyse and interpret impacts and vulnerability.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Qualified learners are able to:
SPECIFIC OUTCOME 1:

Prepare for attending and giving expert evidence in court

ASSESSMENT CRITERIA

1.1 The purpose of the crime evaluation is accurately determined.

1.2 Evidence and related material is gathered, reviewed and analysed.

1.3 Communicate with state prosecutor, legal representative and other stakeholders to confirm involvement and nature of role.

1.4 Presentation aids are prepared correctly.

1.5 Written reports/statements are prepared accurately.

SPECIFIC OUTCOME 2:

Present a verbal and written report to court

ASSESSMENT CRITERIA

2.1 Apply knowledge of court procedures, protocol and structures when presenting evidence.

2.2 Apply knowledge of the relevant legislation required for presenting expert evidence.

2.3 Apply knowledge of relevant theoretical perspectives and related research when presenting expert evidence.

2.4 Communicate evidence contained in the written report in a logical sequence, in clear and concise language and based on fact appropriate to law of evidence and ethical principles.

SPECIFIC OUTCOME 3:

Record and evaluate the outcome of legal proceedings

ASSESSMENT CRITERIA

3.1 Outcome of legal proceedings is recorded.

3.2 Evaluate legal proceedings.

3.3   Feedback is given to participant/s in the crime conflict, legal practitioner, criminal justice personnel, health worker/s and other stakeholders.

ACCREDITATION AND MODERATION OPTIONS

Assessment of learner achievements takes place at providers accredited by the Council on Higher Education (RSA, 1998b) for the provision of programs that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for the assessment of the qualification.

RANGE STATEMENTS

- The gathering and evaluation of evidence and related material refers to an accurate assessment of the event on the basis of the facts of the case, as well as relevant theoretical perspectives and research. This will also include the interviewing of all the relevant role players.

- Records include written feedback.

- Evaluate refers to the nature of the outcome of the legal proceedings and self-assessment.

- Other stakeholders refer to relatives, associates, communities, community-based organisations,
  service providers or industry.

NOTES

1.   **CRITICAL CROSS-FIELD OUTCOMES**

Learners have acquired the generic ability to:

1.1.   Identify and solve problems in which responses display that responsible decisions have been made using critical and creative thinking to help prepare for attending and giving evidence in court, by reviewing evidence and related material, accurately assessing the criminal event, and applying the knowledge of court procedures, protocol and structures.

1.2.   Work effectively with others as a member of a team, group, organisation, or community to prepare and present evidence in court by communicating with court officials, service providers and other professionals; communicate evidence contained in the written report in a logical sequence, clear and concise language, based on fact appropriate to law of evidence and ethical principles; and maintaining professional and ethical working relationships with all participants.

1.3.	Organise and manage oneself and one's activities responsibly and effectively by setting realistic time frames, and meeting the requirements of addressing the needs of interviewing, report writing and giving evidence.

1.4.	Collect, analyse, organise and critically evaluate information by accurately assessing the criminal event and applying the relevant legislation required for presenting evidence.

1.5.	Communicate effectively using visual and language skills in the modes of oral and written presentation in presenting oral and written evidence in a logical sequence, clear, concise and based on fact appropriate to law of evidence and ethical principles.

1.6.	Use science and technology effectively and critically, showing responsibility towards the environment and health of others through accurate assessment of the event using appropriate instruments.

1.7.	Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, maintaining records of the outcome of the court case and providing feedback to participant/s in the event, legal practitioner, criminal justice personnel, health worker/s and other stakeholders

2.	**ESSENTIAL EMBEDDED KNOWLEDGE**

Qualifying learners understand and explain:

2.1.	The structure of the criminal justice system

2.2.	The role and functions of the various role players in the criminal justice system

2.3.	Criminal justice processes

2.4.	Court protocol

2.5.	Basic Law of Evidence

2.6.	The Criminal Procedure Act 51 of 1977 and relevant amendments

2.7.	The framework provided by the Constitution of the Republic of South Africa, Act 108 of 1996

2.8.	Relevant UN and international treaties and conventions relating to criminal justice, victims and offenders

CREDITS

Total hours required by the learner to achieve the required outcomes:

ACTIVITY	HOURS
Classroom learning	40
On the job learning	35
Self-directed learning	35
Coaching required	40
TOTAL	**150**

Total credits: 15

UNIT STANDARD TITLE: IDENTIFY PROFILES

SAQA LOGO

UNIT STANDARD REFERENCE NUMBER

NQF LEVEL   7

CREDITS   15

FIELD   Law, Military Science and Security
NSB08

SUB-FIELD   Safety in society

ISSUE DATE

REVIEW DATE

PURPOSE OF THE UNIT STANDARD

The rationale for this unit standard is based on the importance of creating and maintaining a safe society, especially in terms of contributions to improve safety in society through building and confirming knowledge regarding profiles. Understanding the individual characteristics and contributing circumstances of persons and being informed on the outcome of research findings regarding the persons are important when attaining the outcomes of this unit standard. Learners mostly apply competence in their area of practice within the field, and learning towards this unit standard allows learners to explore education and career opportunities mostly outside academia.

This unit standard is designed to analyse profiles/typologies from a specified area of expertise point of view. This unit standard also links with the following exit level outcomes: Assess the nature, extent, risk and consequences of the relevant profile in the area of expertise; To provide services within and to the social, economic, criminal justice and ecological systems. Contribute to the creation of new knowledge in the various fields of expertise. The purpose of this unit standard is to enable learners to identify profiles/typologies dealing with

- methods of identification of profiles
- analysis of the nature of the event and the subsequent profile and the *modus operandi*
- identification of risk factors
- the value and limitations of profiles

The profiles can be implemented within formal contexts, in the criminal justice system and corporate businesses, or informal contexts, such as community-based initiatives. Learners become aware of the importance of reflecting and exploring a variety of strategies to learn more effectively as they identify various types profiles. They learn the importance of being culturally sensitive across a range of social contexts in relating to all factors contributing to individual characteristics when identifying profiles. Finally,

by attaining the outcomes a certain basic level of consulting and research skills and literature review are developed that allows learners to develop entrepreneurial opportunities within the field.

LEARNING ASSUMED TO BE IN PLACE

Communication and language competencies should be in place before an attempt is made to attain the outcomes of this unit standard. Learners should already be able to engage in sustained oral communication and evaluate spoken texts; read, analyse and respond to a variety of texts; write for a wide range of contexts. In addition, the learner should master the groundwork for assessing crime victimisation risk and vulnerability as well as individual assessment before engaging with learning towards the outcomes of this unit standard.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

SPECIFIC OUTCOME 1:

Identify profiles. (in a specified area)

ASSESSMENT CRITERIA

1.1   The criteria for constructing profiles are described.

1.2   The characteristics of profiles are identified.

1.3   The value of profiles are assessed.

SPECIFIC OUTCOME 2:

Compare existing profiles

ASSESSMENT CRITERIA

2.1   Common determinants of profiles are identified.

2.2   Differences between profiles are established.

2.3   Relevant profiles/typologies of are compared.

SPECIFIC OUTCOME 3:

Evaluate existing profiles

3.1 Strengths of existing profiles/typologies are accurately identified.

3.2 Weaknesses of existing profiles/typologies are accurately identified.

3.3 The efficiency of profiles are accurately determined

3.4 The efficiency of profiles/typologies are assessed.

ACCREDITATION AND MODERATION OPTION

Assessment of learner achievements takes place at providers accredited by the Council on Higher Education (CHE) (RSA, 1998b) for the provision of programmes that result in the outcomes specified for the qualification. The CHE is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard. Those assessing the outcomes of this unit standard should be qualified assessors, registered with the CHE for assessment of the qualification.

RANGE STATEMENTS

- Profiles/typologies include individual, social, physical environment, ecological and crime related characteristics

- Profiles refer to the identification of a set of characteristics and processes.

NOTES

1. CRITICAL CROSS-FIELD OUTCOMES

Learners have acquired the generic ability to:

1.1 Collect, compare and evaluate information by identifying existing profiles/typologies to determine the content.

1.2 Identify characteristics the profile, the nature of the person and the modus operandi by using critical and creative thinking in order to compare and evaluate existing profiles/typologies.

1.3 Work effectively with others as a member of a team, group, organisation, or community
to identify profiles.

1.4 Communicate effectively, using visual, quantifying (mathematical/statistical) and/or language skills in the modes of oral and/or written presentation to identify, compare and evaluate related needs and characteristics of profiles.

1.5   Organise and manage existing research findings effectively by establishing profiles.

1.6   Use science and technology effectively showing responsibility towards the academic, official and corporate environments by identifying characteristics that meet the requirements of a profile.

1.7   Demonstrate an understanding of the individual as a person by comparing and evaluating profiles based on identified characteristics based on biological, psychological, environmental and social characteristics.

1.8   Conduct innovative research on profiles in order to add to existing findings/knowledge.

2.   **ESSENTIAL EMBEDDED KNOWLEDGE**

Qualifying learners should understand and explain:

2.1   The development and approaches of traditional and post-modern perspectives

2.2   Different methods of assessing vulnerabilities

2.3   The need for profiles

2.4   Types and theories, concepts, principles, and modus operandi of offenders and lifestyles of persons

2.5   Risk factors.

2.6   The relationship between risk factors and effective profiling identification

2.7   Existing profiles as stated in literature and research findings

2.8   Psycho-social functioning of that can impact on the efficacy of the identification of profiles

CREDITS

Activity	Hours
Classroom learning	50
On-the-job learning	25
Self-directed learning	25
Coaching required	50
Other	-
TOTAL	**150**

Total credits: 15

No. 1254   **2 November 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

Resolving of Crime

Registered by NSB 08, Law, Military Science and Security, 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.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 28 November 2004.* All correspondence should be marked **Standards Setting – Resolving of Crime** and addressed to

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

JOE SAMUELS
Director: Standards Setting and Development

Title:	**National Certificate: Resolving of Crime**
Level	**NQF 5**
Credits:	**121 minimum**
Field:	NSB 08: Law, Security and Military Science
Sub-field:	Safety in Society
Issue date:	
Review date:	

Rationale of the qualification

One of the government of South Africa's main focus area is crime and how to reduce it. This goal can only be achieved by continues upliftment of the South African Police Service and subsequent the employability and specialized capabilities of the members of the South African Police Service This qualification reflects the workplace-based needs of the sector Safety in Society that relates to investigation and to perform the relevant roles in resolving of crime and protection of property by upholding the law in selected functional electives that are expressed by employers and employees. It allows learners to be employed in the Safety in Society sector to perform the relevant roles in the broader investigation environment and pursue further studies at a more advanced investigative level. This qualification will further ensure better service delivery to the community thereby providing a safe and secure community environment, which will enhance growth of the economy.

Purpose:

The purpose of this qualification is to obtain a nationally recognized qualification in the investigation environment and to uplift the professional standards of investigations in resolving of crime.

The unit standards in this qualification may allow vertical and horizontal progression and mobility to enhance investigative knowledge and skills. Elective standards may further allow for progression and career pathing into specialist areas and sectors in Safety in Society.

The learner obtaining this qualification will be able to enhance service delivery to the internal and external clients that will endeavour to enhance satisfaction and trust. Qualified learners will be able to exercise their investigative responsibilities in accordance with the Constitution of SA as well as relevant legislation. The qualification will allow for progression within the investigation environment through the recognition of prior learning that will allow for the recognition of formal, non-formal and in-formal learning leading to the achievement of a national qualification by learners.

A learner acquiring this qualification will have skills and knowledge to:

_ Describe and apply identification principles, techniques and / or methods during the investigation process

- Describe and apply investigative interviewing principles, techniques and / or methods
- Describe and apply information gathering principles, techniques and / or methods
- Describe and apply the principles, techniques and / or methods of evidence collection and handling
- Identify role-players in the investigation process known as individualization
- Describe, explain and apply tracing principles, techniques and / or method
- Present evidence collected for litigation purposes
- Identify, describe and apply methods and / or techniques for recovering of property

Access to the Qualification

The qualification is accessible to anyone who wishes to pursue a career in the investigation environment within the safety in society sector.

Learning assumed to be in place

In order to achieve the exit level outcomes of this qualification, learners need the following knowledge and skills:

☐ The ability to read, write, and use written resource material at least at level 4

☐ The ability to use and understand fundamental mathematical / numeracy concepts at least at level 4

Exit Level Outcomes

The qualification consists of unit standards that describe the knowledge and skills that will describe competence in a specific unit standard. The outcomes are specified in terms of a combination of specific and critical cross-field outcomes as defined in the different unit standards. On achieving this qualification, learners are able to:

Exit Level 1:

Adhere and fully implement all principles of law and relevant legislation pertaining to an investigation in the pursuit of resolving of crime.

Associated assessment criteria:

1.1 The rights of people are regarded as of paramount importance to the manner in which the South African Police Service conducts investigations and subsequently the actions taken in the investigation process must be justifiable in terms of all applicable legislation.

1.2 Court methodology, proceedings and specific legislation are adhered to in order to expedite the investigation and resolving of crime process.

1.3 Investigative processes are adhered to and comply with relevant legislation.

Exit Level 2:

Competently communicate and constant assessment of the communication with all parties in an investigation in a professional manner in accordance with departmental policies and procedures.

Associated assessment criteria:

2.1 Information is extracted by various means to be utilized in the deciphering of the specific case under investigation.

2.2 Suspects and witnesses are questioned in order to obtain useable statements which could assist in the evaluating of the investigation

2.3 The findings of an investigation should be supported by the adaptable and professional manner in which information was obtained form different parties.

Exit Level 3:

Assimilate and interpret information and exercise problem solving skills which should lead to an understanding of the relevant case and subsequently relate to the final recommendation on the findings on the case.

Associated assessment criteria:

3.1 An analytical and logical approach to each individual case is applied according to departmental rules.

3.2 Findings are assessed and recommendations made to the justice system on a case by case basis.

3.3 Information is screened to estimate the importance of each piece of information.

Exit Level 4:

Appraise individual contexts in order to determine which principals; technique sand methods are required in a case by case scenario.

Associated assessment criteria:

4.1 Crime scenes are examined and assessed to determine and identify witnesses, victims, suspects and appropriate evidence.

4.2 Alibi's are verified and utililsed in the particular context of the investigation.

4.3 Investigative aids and experts are used appropriately to expedite the findings of the investigation.

4.4 Evidence is collated to accurately support with the assessment and final appraisal and findings of the investigation.

4.5 Crime scenes are reconstructed in order to assist with the solving of an investigation.

Exit Level 5:

Prepare accurate documentation and ensure proper record keeping systems are followed to ensure adequate case management and administration.

Associated assessment criteria:

5.1 Case dockets are accurately presented, submitted and complies with departmental policies and procedures.

5.2 Records are kept in the appropriate manner specified.

5.3 Computerised and manual systems are updated for inspections of revision of a case.

International comparability

The South African Police Service has engaged in extensive liaison with colleagues and related services in the international community. Material, best practices and many other innovations have been considered and integrated into this qualification.

In addition, it has been benchmarked against the qualifications of the Multi Implementation Team (Commonwealth, Netherlands, Sweden and the United Kingdom) who helped plan and implement a new basic policing training programme for community police constables. This qualification is built in such a way that it will receive constant international review and input from Southern African Regional Police Chiefs Corporation Organisation (SARPCCO) and Interpol.

Higher Education Institutions and other National Departments were consulted during the standards generation processes such as the Department of Correctional Services, Department of Defense, Community Policing Agencies, and Business against crime, Metro Police and Private providers.

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 known problems, team work, organising self, using of data, implication of actions and reactions in the world as a set of related systems must be assessed during any combination of practical, foundational and reflexive competencies assessment methods and tools to determine the whole person development and integration of applied knowledge and skills.

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 Investigation environment. Competence will be assessed when conducting formative and summative assessment.

Formative assessment

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

These tools may include the following:

☐ *In-site* (on-the-job) observations

☐ Role-play simulations

☐ Structured group discussions

☐ Knowledge tests, exams, case studies, projects, registers, logbooks, workbooks

☐ Oral report backs (presentations)

☐ Portfolios of evidence

☐ Projects

☐ Experiential learning

☐ Working in teams

☐ Scenario sketching

The assessment methods and/or tools used by the assessor must be fair in a sense that they do not hinder or advantage the learner, valid in a sense that they measure what they intend to measure, reliable in a sense that they are consistent and delivers the same output across a range of learners and practical in a sense that they take into account the available financial resources, facilities, equipment and time.

Summative assessment

Summative assessment / Terminal assessment are carried out at the end of the learning programme to assess the achievement of the learner. A detailed portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner.

Assessors and moderators

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

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

Recognition of prior learning

This qualification may be achieved in part or in whole by recognition of prior learning. The learner in this case must be assessed / evaluated in the same manner as described in the paragraph that deals with integrated assessment above.

Articulation possibilities

On completion of this qualification, learners will proceed to the National Diploma in resolving of Crime as well as advanced Certificates in the specialization fields.

The choice of elective learning component allows the learner to change to another pathway in investigation environment at the same level or at the next level.

The fundamental and core learning components will equip the learner with credits that will be useful in the safety in society sector and other learning fields that the learner may wish to pursue.

Moderation Options

All providers offering the learning to achieve this qualification must be accredited by the relevant ETQA or through a memorandum of understanding with the relevant ETQA.

All assessors must be registered with the relevant ETQAs, and must comply with the requirements for assessors as prescribed by this qualification and the relevant ETQA. In addition, the assessors must have at least the skills levels in this field equivalent to those require by the NQF at level 6, plus two years of practice in this field as a worker or expert consultant or provider. All moderators moderating the assessment of a learner for this qualification must be registered with the relevant ETQAs.

Criteria for registration of assessors

For an applicant to be registered as an assessor, the applicant needs the following:

☐   A minimum of five years practical, relevant occupational experience;

☐   Declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by SAQA;

☐   Detailed documentary proof or educational qualification, practical training undergone, and experience gained by applicant must be provided;

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☐   Must have successfully completed this qualification on NQF Level 5 and/or at least the skills levels in this field equivalent to those require by the NQF at level 6, plus two years of practice in this field as a worker or expert consultant or provider

☐   Meet any other requirements stipulated by the ETQAs.

Definitions

Investigation includes the investigation of crime, irregularities and civil matters

Identification includes all techniques and methods used to identify a person, crime, places and exhibits, etc.

Rules of combination

Learners undertaking the National Certificate in the Resolving of Crime (investigators) will be required to acquire all 43 credits within the Fundamental and all 49 credits within the Core. For the achievement of the minimum 121 credits required to achieve the qualification, learners will be required to achieve at least 29 credits in the elective component. It is strongly advised that learners should not only achieve the minimum 29 credits in the elective component but that they should ensure **for career purposes** that once they chose an elective stream, they should complete all the credits in that stream.

TITLES MATRIX: NATIONAL Certificate in resolving of crime (investigators): NQF LEVEL 5

NATIONAL Certificate in Resolving of Crime: NQF LEVEL 5 (minimum 121credits)		
FUNDAMENTAL	**L**	**CR**
Apply the principles of Law of Evidence in the investigation of crime	5	4
Apply the provisions of the Criminal Procedure Act in the investigation of crime	5	12
11974 Conduct oneself in a professional manner in a policing environment	5	4
8976 Write for a wide range of contexts	4	5
Apply the general principles of Criminal Law to the investigation of crime	5	8
15906 Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations.	5	5
8975 Read analyze and respond to a variety of text	4	5
TOTAL		43
CORE		
Administer the case docket administration flow	5	12
11996 Recruit and maintain informers to assist in the prevention and resolving of crime	5	3
11982 Attend to and handle a scene of crime	5	5
11984 Give evidence in court	5	4
Conduct investigative interviewing	5	4
11992 Deal with suspects in the investigation of an alleged crime (Identification parade, pointing out and tracing of suspects)	5	8
14122 Collate intelligence information	5	5
11993 Investigate a crime scene	5	8
TOTAL		49
ELECTIVES 29 Credits (Minimum)		
VEHICLE THEFT INVESTIGATIONS		
Administer the Vehicle Safeguarding section investigation process	5	5

Conduct an enquiry docket investigation in respect of a vehicle	5	9
Determine the identity of a vehicle	5	10
Receive seized vehicles at the vehicle safeguarding section	5	5
COMMERCIAL CRIME INVESTIGATIONS		
Demonstrate an understanding of the procedural systems used by banks	5	6
Manage and control any given commercial crime scene	5	6
SERIOUS AND VIOLENCE CRIME INVESTIGATIONS		
Conduct investigations of crimes against the state	5	10
Conduct IFSO investigations	5	8
Conduct Psychology investigations	5	8
Ensure an effective investigation based on the integrated approach principles	5	8
ORGANIZED CRIME INVESTIGATIONS		
Manage and maintain an effective informers/agent network	5	12
Conduct project driven investigations	5	17
STOCK THEFT INVESTIGATIONS		15
Investigate the combating and control the movement of livestock and livestock produce	5	15
COPORATE INVESTIGATIONS		
10985 Conduct a Disciplinary Hearing	6	5
11286 Institute disciplinary action	5	8
OPEN END ELECTIVE – ANY UNIT STANDARDS RELATED TO INVESTIGATION CAN BE ADDED		

No. 1255   **2 November 2004**

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

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

Public Administration and Management

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.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 28 November 2004.* All correspondence should be marked **Standards Setting – SGB for Public Administration and Management** and addressed to

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

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Inspection and Enforcement Services

SAQA QUAL ID	QUALIFICATION TITLE	
49107	National Certificate: Inspection and Enforcement Services	
SGB NAME	SGB Public Administration and Management	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-5-National Certificate	National Certificate	Public Administration
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
140	Level 5	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification will provide all learners who are involved in inspection and enforcement services in the Department of Labour and other government departments with the necessary skills, knowledge, attitudes and values to be able to perform their functions effectively and efficiently and in accordance with the requirements of the various Acts, regulations and codes of conduct that are applicable to their work.

There are many people employed in enforcement and inspection services who do not possess formal qualifications in the sector but who have the necessary skills and knowledge to carry out their work with a high level of expertise. This qualification will give those people an opportunity to obtain a formal qualification, which recognises their competence. The qualification will also serve to equip new entrants to the service with the necessary knowledge and skills. In addition the qualification will enable learners to embark on further study at higher levels on the NQF thus advancing the notion of life-long learning and improving learners' employment possibilities.

The Department of Labour has the responsibility of ensuring that employers comply with the various requirements relating to the employment of workers as well as with regulations pertaining to heath and safety. An effective enforcement and inspection service will help to ensure fair labour practice coupled with safe and healthy working environments. This qualification will help to establish such a service on a professional level.

Rationale for the Qualification

The Department of Labour has the responsibility to ensure that employers adhere to labour legislation enacted to regulate the labour market. For this purpose they monitor the compliance of organisations with the required legislation and regulations.

The monitoring has the following three areas of focus:

> To promote good labour practices including sound labour relations, improved conditions at work and minimum wages, fair labour practices and a healthy and safe working environment.

> To provide information and advise on labour laws: The Department is the initiator and guardian of our labour laws. It has the responsibility to inform clients about the laws and where appropriate to educate them.

> To ensure compliance with labour laws: The Department of Labour will be both reactive (i.e. when dealing with complaints and accidents) and pro-active (identifying areas of non-compliance and advise on corrective action) to ensure that our laws are complied with.

This service will be integrated across the full range of labour legislation, i.e.:
> Basic Conditions of Employment Act

> Employment Equity Act
> Occupational Health and Safety Act.
> Compensation for Occupational Diseases Act
> Labour Relations Act
> Unemployment Insurance Act
> Skills Development Act and Skills Development Levies Act.

Labour centres and provinces are expected of offer a service in an integrated way to the client. The exact nature of integration is a managerial decision made at a provincial or local level in accordance with nationally approved principles, guidelines and directives. Different labour centres and provinces would all need to meet required levels of performance set out in performance agreements or service level agreements. Inspection and Enforcement Services are expected to offer an integrated service up to a certain level. Not all staff have to be specialists on all aspects yet all should have a basic understanding of our legislation so as to offer a service as and when required.

The rationale for this qualification is therefore to provide the learner with the applicable knowledge and skills to be competent to perform the integrated Inspection and Enforcement services.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners are competent in Communication and Mathematical Literacy at NQF level 4.

Recognition of Prior Learning:

This Qualification can be achieved wholly or in part through recognition of prior learning in terms of the criteria laid down for this Qualification.

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

All such evidence should be judged according to the general principles of assessment as described elsewhere in this Qualification.

QUALIFICATION RULES

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

The Qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 140 credits is required to complete the Qualification. In this Qualification the credits are allocated as follows:

Fundamental: 28 credits
Core: 82 credits
Electives: 30 credits
Total: 140 credits

The majority of the credits relate directly to the purpose of the Qualification. There are also options for Electives that are aimed at personal empowerment and specialisation areas. The Qualification is made up of Unit Standards at levels 4, 5 and 6.

All fundamental and core unit standards are compulsory for all learners.

Unit standards to the value of at least 30 credits should be selected from the elective unit standards, but learners should try to choose elective standards that form an integrated whole, e.g. choose all the standards that relate to skills development. Learners may also select other elective unit standards not listed, with the permission of the relevant ETQA.

EXIT LEVEL OUTCOMES

1. Promote good labour practices.

2. Provide information and advise on labour laws.

3. Ensure compliance with labour laws.

4. Lead a team.

5. Participate in a disciplinary hearing/court case.

6. Communicate with external and internal parties.

Critical Cross-Field Outcomes

The learner can demonstrate ability to:

> Identify and solve problems in familiar contexts in which responses show that responsible decisions have been made, adjust common solutions to meet changes in the problem and motivate the change within own limit of authority.
> Work effectively with others as a member of a team, group, organisation or community.
> Organise and manage him/herself and his/her activities responsibly and effectively in that it is expected that the learner will be responsible for his/her own learning and for organising his/her own work allocated tasks responsibly in the work environment. She/he is required to apply knowledge gained to the various tasks required of the learner's work
> Collect, organise and critically evaluate information. These competencies are built into the assessment criteria in many of the Unit Standards and the learner is required to analyse information obtained for application to the work role.
> Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations. These competencies are an integral part of all the Unit Standards and are built into the Assessment Criteria.

> Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in that references are made wherever applicable to the learner's part in the big picture and how his/her actions have implications up and down the line and especially for the work-seekers with whom she/he is working, as well as for the skills development programmes designed and recommended to work-seekers.

In addition, this Qualification contributes to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make the individual aware of the importance of:

> Reflecting on and exploring a variety of strategies to learn more effectively in order to become an informed Inspection and Enforcement Officer.
> Being culturally and aesthetically sensitive across a range of social contexts in dealing with diverse people in the workplace including customers, co-workers and people who are surveyed, interviewed and investigated in the execution of their Inspection and Enforcement duties.

ASSOCIATED ASSESSMENT CRITERIA

1.
> Knowledge of relevant labour legislation is known and passed on to employees as and when required
> Assistance is given in the drawing up of codes of conduct in the organisation/department
> Batho Pele principles are understood and encouraged amongst staff members
> The basic principles of sound public administration management are implemented in own work situation and assistance is given to others with their implementation, where necessary

2.
> Staff members are informed individually or in group context about labour legislation
> Assistance is given to individuals and/or the organisation regarding disciplinary action

3.
> Relevant labour laws such as:
> Basic Conditions of Employment Act
> Employment Equity Act
> Occupational Health and Safety Act.
> Compensation for Occupational Diseases Act
> Labour Relations Act

> Unemployment Insurance Act
> Skills Development Act and Skills Development Levies Act.
are understood and can be explained to as and when necessary
> Audits are carried out to determine compliance with relevant legislation and codes of conduct and reports
are formulated in the appropriate format.
> Incidences of non-compliance are identified and reported to the relevant authority for corrective/remedial
action to be taken.

4.
> Tasks are delegated to team members and assistance is given when problems arise
> Team members' work is monitored to ensure team and organisational goals are attained
> Efficient time management is applied to own and team work
> Conflict in the team is solved using effective conflict resolution methods
> Project management techniques and tools are applied effectively for own and team projects

5.
> A case docket is prepared for a disciplinary action in accordance with labour legislation
> All Incidences of incorrect behaviour by staff members that could lead to disciplinary action are
investigated and reported on in the required format
> Evidence is given in a disciplinary and/or court case using appropriate protocols

6.
> Reports, memorandums, etc are written using the appropriate language, format etc
> Written communications are read and responded to in the appropriate manner
> Effective oral communication is engaged in with all internal and external clients using the appropriate
language, etc.

Integrated Assessment

The assessment criteria of the Qualification are embodied in the Unit Standards. The depth of technical
expertise that will be assessed across the various specialist contexts are clearly articulated in the relevant
Specific Outcomes, Assessment Criteria and Range Statements within these Unit Standards.

Assessors should ensure that:

> Work output is in line with an agreed mandate, relevant service agreements and the department's
customer service standards applicable to the learner's clearly defined work role.
> Methods, procedures and techniques of a clearly defined work role are applied consistently in terms of
specific departmental policy, legislative requirements and departmental practices.
> The consequences of non-compliance with the department's policy and/or legislative requirements are
clearly indicated for practices required in a specific work role.
> Information is gathered, analysed and presented according to the requirements of the learner's specific
work role.
> Legislated requirements are applied in the work role.

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

Unit Standards associated with the Qualification must be used to assess Specific and Critical Cross-Field
Outcomes. During integrated assessments the assessor should make use of formative and summative
assessment methods and should assess combinations of practical, applied, foundational and reflective
competencies.

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

> 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. Where assessment of the overall purpose is impractical,
focus should be placed on each Specific Outcome, or groups of Specific Outcomes.
> Evidence must be gathered across the entire range of competencies in the constituent Unit Standards of

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

> All assessments should be conducted in line with the following well-documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent as defined below:

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

INTERNATIONAL COMPARABILITY

Due to the unique nature of the South African Labour Market, as well as the nature of the legislation regulating the Labour Market and the context-specific role of the Inspection and Enforcement Services in the Labour Market, it is difficult to benchmark this qualification to international qualifications. In addition, this qualification is not aimed at specialisation in a narrow field, but addresses the range of knowledge and skills required in what is a broad institutional role.

However some Qualifications and Unit Standards in other countries have been identified as having some comparability to specific focus fields within the National Certificate for Inspection and Enforcement Services. Most of the unit standards relate to the Occupational Health and Safety areas, as well as to Communications Competencies.

Australia
> PUA DEF OH002A/01: Public Safety: Conduct Health and Safety Inspections
> OH002A/02 Negotiate with Stakeholders
> OH002A/03 Conduct Occupational Health Inspections
OH002A/04 Finalise Occupational Health and Safety Inspections
> OH002A/05 Monitor implementation of inspection findings and recommendations
> PUA COM 0001 Communicating verbally.
> PUA COM 006A/01 Plan public awareness/information Presentation

New Zealand
> Level 6, ID 7229, 15 credits, Complete routine inspections for industrial, commercial and multi-residential buildings. Sub-field= Regulatory Control.
> Level 6, ID 60426, 2 credits, Apply the Health and Safety Employment Aact

Scotland
> EB 48, Intermediate 2, Level 11, Contributing to Health and Safety in the workplace, ID 161.

> ED SL, Intermediate 2, Level 11, Monitor and maintain a Healthy, Safe and Secure Workplace. ID 262.

USA
> 100/2946/1 : C&G Level, Level 4 : Higher Certificate in Community Justice. This qualification contains a Unit Standard called " Communicate and build relationships for Service Users"

The USA Authority has also a rather large number of Unit Standards relating to " Contribute to effective Working Relations", such as J/101/3116
> A level 5 unit standard, part of a qualification (100/2968/0, NVQ 5 in Health and Safety sub-field is called "Enforce Statutory Provisions and brief a Prosecutor for the purposes of a Work-related Health and Safety Regulation.

ARTICULATION OPTIONS

The articulation possibilities of this Qualification are many due to the wide range of competencies included in it.

As an example, this Qualification articulates horizontally with the following Qualifications at NQF level 5:

> ID 1051 National Higher Certificate in Safety Management
> ID 12219 Diploma in Labour Law

Vertical articulation is possible with the following registered Qualifications on NQF Level 6:

> ID 15096, Bachelor of Arts: Industrial: Organisational and Labour Studies (Sub-field: Public Policy and Democratic Citizenship)
> ID 21093, Higher Diploma, Labour Relations
> ID 14355, Bachelor of Arts: Community Safety and Socio-legal Studies

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 with the relevant ETQA.

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

> Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQAs policies and guidelines for assessment and moderation; in terms of agreements reached on 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 and the integrated competencies 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, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors should:

> Be registered as assessors with a relevant ETQA
> Be in possession of a Public Administration qualification at NQF Level 6 or above.

NOTES

N/A

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	110490 Demonstrate a knowledge and understanding of the basic principles of public administration and management	Level 4	4	Registered
Core	7866 Plan, organise and monitor work in own area of responsibility	Level 5	3	Reregistered
Core	11983 Compile and administer a case docket for investigation purposes	Level 5	6	Registered
Core	11984 Give evidence in a court of law	Level 5	4	Registered
Core	13925 Present information in a public setting	Level 5	5	Registered
Core	14155 Create and maintain positive workplace relationships	Level 5	5	Registered
Core	14609 Participate in management of conflict	Level 5	4	Registered
Core	15225 Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	4	Registered
Core	15234 Apply efficient time management to the work of a department/division/section	Level 5	4	Registered
Core	15237 Build teams to meet set goals and objectives	Level 5	3	Registered
Core	110508 Demonstrate and apply knowledge and understanding of the concept of facilitation and a range of facilitation skills	Level 5	6	Registered
Core	117390 Identify and interpret related labour legislation and its impact on the workplace and ensure compliance	Level 5	20	Draft - Prep for P Comment
Core	117391 Investigate an incident	Level 5	8	Draft - Prep for P Comment
Core	117392 Conduct a range of audits	Level 5	6	Draft - Prep for P Comment
Elective	7818 Conduct on-the-job coaching	Level 5	5	Reregistered
Elective	15223 Implement training needs for teams and individuals to upgrade skills levels	Level 5	3	Registered
Elective	15231 Create and use a range of resources to effectively manage teams, sections, departments or divisions	Level 5	4	Registered
Elective	7888 Monitor staff performance	Level 6	5	Reregistered
Elective	8046 Communicating at an advanced level and maintaining interpersonal relations	Level 6	20	Reregistered
Elective	13102 Apply the processes of planning and control as it relates to budgeting, standard costing and decentralised control	Level 6	15	Registered
Fundamental	10135 Work as a project team member	Level 4	8	Registered
Fundamental	9407 Communicate with clients and discuss work	Level 5	5	Registered
Fundamental	12433 Use communication techniques effectively	Level 5	8	Registered
Fundamental	13648 Apply appropriate social protocols in the workplace and community	Level 5	4	Registered
Fundamental	15233 Harness diversity and build on strengths of a diverse working environment	Level 5	3	Registered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 1

Conduct a range of audits

SAQA US ID	UNIT STANDARD TITLE			
117392	Conduct a range of audits			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Public Administration and Management		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies		Public Administration		
UNIT STANDARD CODE	UNIT STANDARD TYPE		NQF LEVEL	CREDITS
BUS-PBA-0-SGB PAM	Regular		Level 5	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan an audit assignment.

SPECIFIC OUTCOME 2

Conduct an audit assignment.

SPECIFIC OUTCOME 3

Prepare related reports.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 2

Identify and interpret related labour legislation and its impact on the workplace and ensure compliance

SAQA US ID	UNIT STANDARD TITLE
117390	Identify and interpret related labour legislation and its impact on the workplace and ensure compliance

SGB NAME	ABET BAND	PROVIDER NAME
SGB Public Administration and Management	Undefined	

FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Business, Commerce and Management Studies	Public Administration

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-PBA-0-SGB PAM	Regular	Level 5	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and access legislation, legal documents and regulations.

SPECIFIC OUTCOME 2

Interpret legislation, legal documents, regulations and rules.

SPECIFIC OUTCOME 3

Conduct an audit to determine compliance with labour legislation and regulations.

SPECIFIC OUTCOME 4

Identify areas of non-compliance with legislation.

SPECIFIC OUTCOME 5

Follow up on corrective action recommendations.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 3

Investigate an incident

SAQA US ID	UNIT STANDARD TITLE			
117391	Investigate an incident			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Public Administration and Management		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies		Public Administration		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
BUS-PBA-0-SGB PAM	Regular	Level 5		8

Specific Outcomes:

SPECIFIC OUTCOME   1

Secure and control a the scene of an incident.

SPECIFIC OUTCOME   2

Identify the nature of an incident.

SPECIFIC OUTCOME   3

Record relevant information.

SPECIFIC OUTCOME   4

Identify and handle witnesses and possible offenders.

SPECIFIC OUTCOME   5

Utilise investigation aids.

SPECIFIC OUTCOME   6

Search the scene of an incident and seize exhibits.

No. 1256   **2 November 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

Administration

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.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 28 November 2004.* All correspondence should be marked **Standards Setting – SGB for Administration** and addressed to

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

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Office Management

SAQA QUAL ID	QUALIFICATION TITLE		
49097	Further Education and Training Certificate: Office Management		
SGB NAME	SGB Administration		
ABET BAND		**PROVIDER NAME**	
Undefined			
QUALIFICATION CODE	**QUAL TYPE**		**SUBFIELD**
BUS-4-National Certificate	National Certificate		Office Administration
MINIMUM CREDITS	**NQF LEVEL**		**QUALIFICATION CLASS**
150	Level 4		Regular-Unit Stds Based
SAQA DECISION NUMBER	**REGISTRATION START DATE**	**REGISTRATION END DATE**	

PURPOSE OF THE QUALIFICATION

This Qualification is for any individual who is or wishes to be involved in the Office Management function within the business sector. It is also the building block to advance the learner into the National Certificate: Management: NQF Level 5, or any future related Office Administration, Management, or Corporate Governance qualifications at NQF Level 5 that may be generated at a future date.

The Core Component of the Qualification offers the learner knowledge and skills relating to managing the customers of a business, managing resources, business ethics, team management and motivation, processing documents and presentations via technology and risk management in the related work context. The Qualification through its Elective Component enables the learner to specialize in areas of Office Management such as Information Technology, basic financial principles, personnel administration, communications, resource and systems management, public relations and generic management.

Learners working towards this Qualification will find that the acquisition of competence in the Unit Standards, which make up the Qualification, will add value to their jobs. This Qualification is intended to enhance the provision of service within the field of Office Management within the business and commerce sector. The Qualification ensures progression of learning, enabling the learner to meet standards of service excellence required within the Office Management field of learning, through building day-to-day Office Management skills as well as operational competencies required within the business/commercial and public sector, both in larger enterprises and small, medium and micro enterprises. It will provide the broad knowledge, skills and values needed in the Office Management field for the public sector and will facilitate access to, and mobility and progression within, education and training.

Qualifying learners could follow a career in:

> Financial Services
> SMME Management
> Generic Supervision and Management
> Administration

Rationale:

The FETC: Office Management is designed to meet the needs of those learners both employed or unemployed, who are already involved or wish to become involved in the field of Office Management. It would provide entry into business services or provide recognition of acquired competencies for learners already active in the field. The qualification seeks to equip learners in a support role to management, as well as in the competences required to administrate an office effectively in a variety of working contexts.

The qualification consolidates some generic components, including existing unit standards in marketing, human resources, project management, customer services, generic management and administration. The

standards have been consolidated to cater for the specialized area of office management and all the duties involved therein, ranging from managing resources to managing personnel.

The FETC: Office Management is a specialised Qualification which offers administrative and management knowledge and skills to learners who:

> Have attained the National Certificate in Business Administration: Level 3 or any related administrative or management qualification at Level 3
> Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training
> Have worked in Administration, Office Administration, Office Supervision or Management support function
> Wish to extend their range of skills and knowledge of Office Management so that they can become knowledge workers
> Are contracted in a learnership agreement
> Have recently taken up a position in Office Management
> Have not yet acquired the skills and competencies required for learning in Office Management or Administration at NQF level 5.

The FETC: Office Management should produce knowledgeable, multi-skilled workers who are able to contribute to improved productivity and efficiency within an office environment in a variety of business sectors. It should provide the means for current workers to receive recognition of prior learning, to upgrade their skills and achieve a nationally recognised qualification. It should also assist new entrants to the business sector.

It will ensure that the quality of education and training in Office Management is enhanced and of a world-class standard.

The FETC: Office Management allows the learner to work towards a nationally recognised qualification. The qualification will allow both those in formal education and those already employed in organisations in the Office Management and Administration field in any business sector access to a Qualification that can be used as a benchmark to gauge their competence against local and international standards.

The FETC: Office Management builds on the knowledge and skills already obtained in the Level 3 Certificate in Business Administration.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners accessing this Qualification should be competent in:

> Communication at NQF level 3
> Mathematical Literacy at NQF level 3
> Computer Literacy at NQF Level 3

Recognition of Prior Learning:

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned in the previous paragraph.

This Recognition of Prior Learning may allow for:

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

All assessment techniques and tools that are available for use to assess learners who have accessed this qualification can be used for RPL purposes. Learner and assessor should jointly decide on how RPL will be done and in what ways competence in the outcomes of the qualification and/or the unit standards will be demonstrated.

All recognition of Prior Learning is subject to quality assurance by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

QUALIFICATION RULES

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

The qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 150 credits is required to complete the qualification.

In this qualification the credits are allocated as follows:

> Fundamental: 56 credits (37%)
> Core: 88 credits (59%)
> Electives: 6 credits (4%)
Total: 150 credits (100%)

The following indicates the spread of Unit Standards across NQF Levels:

Fundamental:
> Level 3: 20 credits
> Level 4: 36 credits
Total: 56 credits

Core:
> Level 3: 19 credits
> Level 4: 69 credits
Total: 88 credits

Elective:
> Level 3: 60 credits
> Level 4: 48 credits
> Level 5: 4 credits
Total: 112 credits (minimum 6 credits)

Total credits: 256 (minimum 150)

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

Fundamental Component:

Unit Standards to the value of twenty credits in Communication in a First Language and twenty credits in Communication in a Second Language have been included. The inclusion of the Unit Standards in Communication in a Second Language is to enhance the ability of South Africans to communicate with each other in our multi-lingual country.

The Unit Standards for Communication in the Second South African Language are to be chosen from the following official languages: English. Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, isiNdebele, isiXhosa, IsiZulu and sign language. The Second Language implies a language other than the language of instruction of, or the language taken as the First Language for this Qualification. The selection of the Second Official Language should be based on the language(s) of the people to whom the Learner is most likely to deliver a service.

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

These Fundamental Unit Standards will add value to learners both socially and economically in terms of their ability to operate as literate and numerate workers in a global economy. Their inclusion means that the Qualification conforms to the requirements for a FETC so granting the learning access to qualifications in the Higher Education band, subject to the entrance requirements applied by Providers to specific qualifications.

All the Unit Standards are compulsory.

Core Component:

Eighty-eight credits have been allocated to Unit Standards in the Core Component of this Qualification. This is to ensure that the Qualification has a strong Office Management focus. The Unit Standards classified as Core describe Office Management knowledge and skills that are generic to various Office Management contexts where Administrative and Management functions of one kind or another are executed. They provide an opportunity to develop knowledge of Office Management through research, formal learning and workplace practice and/or simulated situations. The Unit Standards encourage application of knowledge and skills in real situations. The Core Unit Standards provide the basic knowledge and skills that all workers need to know about Office Management.

All Unit standards are compulsory.

Elective Component:

There are Unit Standards totalling One-hundred and twelve credits in this Component. These Unit Standards are grouped into broad specialist Office Management focus areas to enable learners to gain specialist knowledge and skills, which are particularly relevant, or of interest to the learner. Learners are required to select Electives that add up to at least 6 credits. While learners may choose any of the Electives to make up the 6 credits, it is preferable that the learner chooses the complete set of Standards listed in each sub-section even if this should mean that the minimum number of credits is exceeded. The learner may also select other Unit Standards at the level of the Qualification, not listed in this Qualification, but which would enhance the learner's work performance or employability, or which are of particular interest to the learner, with the approval of the relevant ETQA.

The following Elective unit standard are grouped into specialized areas:

Personnel Administration:
> Demonstrate knowledge and understanding of the role, functions and duties of trustees of retirement funds
> Demonstrate ability to use and interpret texts that apply to the role and responsibilities of trustees of retirement funds
> Demonstrate knowledge and understanding of the role and responsibilities of trustees of medical schemes

Personnel Management:
> Apply knowledge of self and team in order to develop a plan to enhance team performance
> Induct a new member into a team
> Monitor team members and measure effectiveness of performance

Risk Management:
> Apply technical knowledge and skill in order to manage risk in occupational health and occupational hygiene
> Apply technical knowledge and skill in order to manage risk in general and products liability

Public Relations and Marketing:
> Co-ordinate meetings, minor events and travel arrangements
> Identify internal and external stakeholders

Resource Management:
> Plan, monitor and control an information system in a business environment
> Monitor and control the maintenance of office equipment
> Manage time and the work process in a business environment
> Formulate and implement an action plan to improve productivity within an organizational unit

Strategic Management:
> Demonstrate an understanding of a selected business environment
> Investigate and explain the structure of a selected workplace or organization
> Demonstrate a basic understanding of the role of a business strategy in managing a small business or business unit
> Produce business plan for a new business venture
> Identify and interpret Best Practice Guidelines and plan for and implement Best Practice within the team, department and division

Financial Administration:
> Prepare and process documents for financial and banking processes

Record keeping:
> Identify and keep the types of records that re the responsibility of a junior manager

Communications:
> Plan and prepare meeting communications
> Conduct a formal meeting

EXIT LEVEL OUTCOMES

On achieving this Qualification, the learner will:

Exit Level Outcome 1: Represent stakeholders in consultations.

Exit Level Outcome 2: Support different departments within the organisation.

Exit Level Outcome 3: Comply with organisational ethics.

Exit Level Outcome 4: Operate within a team environment.

Exit Level Outcome 5: Identify strengths and areas for improvement in own learning through self-reflection and reflection on support for business services.

Exit Level Outcome 6: Contribute to the monitoring of Health and Safety at the workplace for good management and welfare of the work context.

Exit Level Outcome 7: Liaise with a range of customers and identify and solve customer complaints and problems.

Exit Level Outcome 8: Fulfil the duties of an informed manager/administrator in a business.

Exit Level Outcome 9: Gather, analyse and present information.

Exit Level Outcome 10: Operate within clearly defined contexts within the legislation with limited scope for decision-making and responsibility.

Exit Level Outcome 11: Manage risk in a business unit.

Exit Level Outcome 12: Communicate effectively with stakeholders.

Exit Level Outcome 13: Apply ethical principles to a business context and make decisions based on a corporate code of ethics.

Exit Level Outcome 14: Understand the management function and the role of junior managers/supervisors in an organisation.

Exit Level Outcome 15: Conduct follow-up procedures with customers to evaluate and maintain customer satisfaction levels and relationships.

Exit Level Outcome 16: Process documents for business.

ASSOCIATED ASSESSMENT CRITERIA

1.1 The roles of different stakeholders are understood and explained in line with projects in which the stakeholders are involved
1.2 Different groups/department liaisons are ensured in order to enhance relationships between stakeholders
1.3 Stakeholders are equally represented in consultations and discussions according to organisational policies and procedures

2.1 Departments within areas of speciality are supported according to project requirements
2.2 Support is offered to other team members in order to effectively complete tasks
2.3 Information is shared with other departments in order to reduce potential conflict and ensure that all stakeholders are fully aware of project progress

3.1 Administrative principles are understood and defined within an ethical framework

3.2 Administration concepts are identified and integrated into respective job functions
3.3 The organisation's administration culture is complied with and considered in various work contexts

4.1 Team objectives are clearly understood and defined
4.2 Team standards are interpreted and applied according to organisation protocol
4.3 Other team members are consulted with effectively in order to enhance teamwork
4.4 Roles of team members are identified according to strengths and requirements of projects

5.1 Personal learning is constantly improved upon in order to enhance job function
5.2 Own strengths and areas for improvement in the organisation are identified and an action plan for improvement is implemented within given timeframes
5.3 Criticism relating to strengths and areas of improvement is considered and integrated into learning plan

6.1 A contribution is made to information distribution regarding HIV/AIDS in the workplace
6.2 Appropriate benchmarks are used to establish and document a safe and healthy work environment

7.1 Clients are regularly liaised with on an ongoing basis in order to continuously enhance client relations
7.2 Clients' problems are identified and acted upon according to organisational protocol
7.3 Clients' problems are satisfactorily resolved according to agreements

8.1 Knowledge of business operations are demonstrated and integrated into respective work context
8.2 Roles and duties of managers are carried out efficiently and according to functional requirements

9.1 Relevant information is gathered in order to provide feedback and solutions to problems
9.2 Information is accurately analysed and interpreted and integrated into a solution according to project brief and specifications
9.3 Information is successfully presented in accordance with presentation protocol and consideration of target audience

10.1 Legislated requirements are applied in a business unit
10.2 The legal environment of the industry is identified and interpreted and applied within work context
10.3 Decision-making is aligned to the legislation and company policy

11.1 Risk is managed proactively and according to organisational risk management procedures
11.2 Risk areas in the business unit are carefully identified and potential problems and opportunities surrounding risk is considered within specific functional areas
11.3 Ways for managing risk in a business unit are initiated and monitored according to organizational risk management procedures
11.4 New risk management methods are successfully implemented and evaluated according to organisational risk management policy and procedures

12.1 Effective methods of communication are identified and integrated into business practices
12.2 Outcomes of communications are achieved according to pre-set agreements
12.3 Communication protocol and procedure is adhered to in order to effectively achieve mutual understanding in all types of communications

13.1 Business ethics are continuously taken into consideration in all work contexts
13.2 Business ethical principles are applied to a business context according to organisation protocol
13.3 Decisions based on corporate code of conduct and ethics are carefully considered and integrated into various work problem-solving contexts
13.4 Options in decision-making processes are carefully selected and analysed according to the problem presented and organisational policy and procedures

14.1 A knowledge and understanding of the management function of an organization is demonstrated and applied within respective work context
14.2 A knowledge and understanding of roles of junior managers in an organization are demonstrated in a specific functional area
14.3 The functions, roles and responsibilities of junior managers are clearly understood and applied according to specific job requirements

15.1 Clients are liaised with on an ongoing basis in order to sustain relationships
15.2 Follow-up meetings with clients are initiated in order to evaluate client satisfaction levels
15.3 Service levels are continuously evaluated and improved upon in order to enhance customer relations

16.1 The appropriate mechanism for processing documents is selected and utilized according to organisational policy and procedure

16.2 Accuracy of documents is ensured on an ongoing basis

16.3 Records are kept up to date on an ongoing basis for ease of reference by all respective parties

Integrated Assessment:

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

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

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

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

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

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

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

INTERNATIONAL COMPARABILITY

Qualifications and standards in the following countries were consulted to obtain a sense of the international comparability of the qualification and its unit standards:
> Australia
> New Zealand
> NVQ Qualifications for Britain
> Scotland
> Canada

The following conclusions have been drawn from the comparison:

> The administration unit standards are comparable to those in the Administration qualifications in Australia
> The qualification correlates best with the following New Zealand qualifications:
> National Certificate in Frontline Management
> National Certificate in Business Administration Services

In examining the unit standards that form part of the abovementioned qualifications, our qualification broadly concurs with the content areas they focus on. It is evident that like their qualification, we too have satisfactorily catered for learning areas including:

> Legal awareness
> Administration of health and safety procedures
> Document management and processing
> Financial Administration
> The use of Information Technology to process documents and information
> The organising and managing of meetings

The qualification varies in that there is a stronger financial administration focus, with standards in the New Zealand qualification that cater more for accounting practices. We would not wish to add in all these unit

standards to our qualification because then the learner could rather do a more dedicated financial qualification, and the electives in our qualification allow for articulation into such qualifications.

Apart from this variance, the rest of the qualification is very similar to our qualification, and hence internationally comparable.

> The British qualifications relate more to Business Administration as opposed to Office Management. The SGB for Administration also took cognizance of these qualifications when they put together the unit standards for Administration that are included in this qualification.

ARTICULATION OPTIONS

This Qualification articulates horizontally with the following Qualifications:

> National Certificate in Business Administration: Level 4
> National Certificate in Management: Level 4
> National Certificate in Marketing Management: Level 4
> National Certificate in Call Centre Management: Level 4
> National Certificate in Project Management: Level 4
> National Certificate in Human Resources Management: Level 4
> National Certificate in Financial Services: Level 4

Vertical articulation is possible with the following Qualifications:

> National Certificate in Management: Level 5
> National Certificate in Marketing Management: Level 5
> National Certificate in Call Centre Management: Level 5
> National Certificate in Project Management: Level 5
> National Certificate in Human Resources Management: Level 5
> National Certificate in Financial Services: Level 5

The qualification complies with the requirements of an FETC and so should grant the learner access to further learning in the higher education band subject to the individual admission requirements relating to a specific qualification and those laid down by the provider institution.

MODERATION OPTIONS

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

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the Services ETQA.

> Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the Services ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

> A minimum of 2 (two) years' practical, relevant occupational experience in Administration;
> To be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA);

> To be in possession of a Qualification in Administration and/or Management at NQF Level 5 or higher.

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	7567 Produce and use spreadsheets for business	Level 3	5	Reregistered
Core	7570 Produce word processing documents for business	Level 3	5	Reregistered
Core	7575 Produce presentation documents for business	Level 3	5	Reregistered
Core	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	4	Registered
Core	10014 Describe features, advantages and benefits of a range of products	Level 4	6	Registered
Core	10015 Identify customers of the business	Level 4	4	Registered
Core	10017 Comply with legal requirements and understand implications	Level 4	4	Registered
Core	10022 Comply with organisational ethics	Level 4	4	Registered
Core	10024 Liaise with a range of customers of a business	Level 4	4	Registered
Core	10025 Handle a range of customer complaints	Level 4	4	Registered
Core	10038 Conduct follow-up with customers to evaluate satisfaction levels	Level 4	14	Registered
Core	10983 Participate in the implementation and utilisation of equity related processes	Level 4	5	Registered
Core	13939 Apply technical knowledge and skill in order to manage risk in emergency planning	Level 4	3	Registered
Core	13940 Demonstrate knowledge and application of ethical conduct in a business environment	Level 4	4	Registered
Core	13946 Describe the management functions of an organisation	Level 4	6	Registered
Core	13947 Motivate a team	Level 4	6	Registered
Core	13954 Manage risk in own work/business environment	Level 4	5	Registered
Elective	14344 Demonstrate an understanding of a selected business environment	Level 2	10	Registered
Elective	12547 Demonstrate knowledge and understanding of the role, functions and duties of trustees of retirement funds	Level 3	4	Registered
Elective	12548 Demonstrate ability to use and interpret texts that apply to the role and responsibilities of trustees of retirement funds	Level 3	4	Registered
Elective	12550 Demonstrate knowledge and understanding of the role and responsibilities of Trustees of Medical Schemes	Level 3	4	Registered
Elective	13911 Induct a new member into a team	Level 3	3	Registered
Elective	13912 Apply knowledge of self and team in order to develop a plan to enhance team performance	Level 3	5	Registered
Elective	13914 Conduct a formal meeting	Level 3	3	Registered
Elective	13916 Identify and keep records that are the responsibility of a junior manager	Level 3	4	Registered
Elective	13918 Manage time and the work process in a business environment	Level 3	4	Registered
Elective	13919 Investigate and explain the structure of a selected workplace or organisation	Level 3	10	Registered
Elective	13929 Co-ordinate meetings, minor events and travel arrangements	Level 3	3	Registered
Elective	13931 Monitor and control the maintenance of office equipment	Level 3	4	Registered
Elective	13932 Prepare and process documents for financial and banking processes	Level 3	5	Registered
Elective	13933 Plan, monitor and control an information system in a business environment	Level 3	3	Registered
Elective	13934 Plan and prepare meeting communications	Level 3	4	Registered
Elective	10023 Identify internal and external stakeholders	Level 4	4	Registered
Elective	13942 Demonstrate a basic understanding of the role of a business strategy in managing a small business or a business unit	Level 4	5	Registered
Elective	13950 Apply technical knowledge and skill in order to manage risk in occupational health and occupational hygiene	Level 4	8	Registered
Elective	14989 Apply technical knowledge and skill in order to manage risk in general and product liability	Level 4	3	Registered
Elective	114592 Produce business plans for a new venture	Level 4	8	Registered
Elective	114877 Formulate and implement an action plan to improve productivity within an organisational unit	Level 4	8	Registered

Elective	15215 Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division	Level 5	4	Registered
Elective	15230 Monitor team members and measure effectiveness of performance	Level 5	4	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8972 Interpret a variety of literary texts	Level 3	5	Registered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	2	Registered
Fundamental	7483 Solve problems involving sequences and series in real and simulated situations	Level 4	2	Registered
Fundamental	7485 Demonstrate understanding of real and complex number systems	Level 4	3	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	5	Registered
Fundamental	12153 Use the writing process to compose texts required in the business environment	Level 4	5	Registered
Fundamental	12417 Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4	Reregistered

No. 1257   **2 November 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

Journalism

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

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

Comment on the unit standards should reach SAQA at the address *below and no later than 28 November 2004*. All correspondence should be marked **Standards Setting – SGB for Journalism** and addressed to

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

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Established in terms of Act 58 of 1995

Qualification Title: National Certificate in Journalism

NQF Level:	5
Credits:	120 (minimum)
	Fundamental Component: 6 credits
	Core Component: 74 credits
	Elective Component: 40+ credits
Field:	NSB04: Communication Studies and Language
Sub-field:	Journalism

Rationale

This qualification has been developed for professional practice across the media industry and is intended to professionalise junior journalists, ensuring the upliftment of the standards in general and the image of journalism. It is applicable to small and large organisations alike. The qualification is aimed at aspirant journalists. Generally, learners have already attained a first qualification, such as a diploma or degree (NQF Level 5 or 6) in any area of specialisation prior to attempting this qualification, and experience as a journalist should be evaluated for recognition of prior learning. Qualified learners will be employable as junior journalists, in print, radio, television, etc.

Media organisations require a diversity of journalists but past legacies have prevented this from occurring. Sub-editing skills are currently not given sufficient emphasis or focus in existing journalism qualifications. There is a need for a qualification that recognises this skill area of journalism. It will encourage learners to pursue this particular career path in journalism and give recognition to people who are currently working as journalists and sub-editors but do not have formal qualifications recognising their competence.

In recent times, the media have been accused of racism and recommendations were made to address the issue through formal and non-formal training, and recruitment of black staff, especially subeditors and journalists who have an understanding of democratic institutions and human rights (SAHRC: Faultlines, August 2000). There is a need for establishing entry-level programs for aspirant journalists, including addressing issues of professional standards and ethics, and understanding of the Constitution and human rights.

Qualified learners can progress to specialist journalism beats and higher levels of journalistic competence and editorial management. In addition, the inclusion of transferable competence in this qualification allows them to pursue other careers such as academia, graphic design, HTML editing, general management, human resource management, media law, and policy-making. This qualification is aimed at enhancing employability, effective operation in a business or operational environment, producing usable content and products for specific outlets. Improved journalistic competence will result in increased accuracy of information, improved informed public opinion, an improved educated public, and more reliable information, so that people can make a contribution to the South African democracy as citizens. The competencies attained to qualify will contribute towards responsible journalism, freedom of expression, access to information, credibility for the

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profession, and ethical journalism. Competent journalists can encourage investment, improve economic literacy, and information flow about business and investments, and can improve the saleability of media products to improve the success of the sector. After the King III report, journalists also play an important role in corporate governance, through non-financial reporting.

Purpose of the qualification

This qualification has been developed for people who work or intend to work as junior journalists and who seek recognition for essential competence. Recipients of this qualification are able to write a variety of journalism texts and report at entry level. The qualification is designed to be flexible and accessible to all in journalism and wishing to enter journalism after undergraduate study or equivalent experience. It allows people to write and report in accordance with the requirements of a specific media news enterprise. The core competencies lay the foundation for a person to develop a career in sub-editing, writing and/or reporting. The elective category makes provision for specialisation in a particular medium or section of a medium and entry into sub-editing, and in doing so, increases the learner's employment possibilities.

The qualification aims to provide a bridge into the industry. Learners who qualify can be employed as junior journalists. They gather information from all media such as television, radio and newspapers, generate story ideas to present to news editors, receive and interact with story briefs, organise themselves going after stories, research backgrounds, make appointments and see people, observe, interview, judge news value, evaluate information, communicate, keep to strict deadlines, debrief, inform others, conduct follow-up meetings, develop story plans, write stories, check contexts and gaps in information, send stories to news editors, and follow-up their stories with the news editor, and plan. Competent junior journalists must be able to interact with other reporters, respect roles, have newsgathering instincts, and an insatiable curiosity.

On achieving this qualification learners are capable of:
- Collecting information for journalistic purposes
- Reporting for a variety of general journalistic purposes
- Writing stories for a variety of journalistic purposes
- Interviewing for a variety of general journalistic purposes
- Performing journalism related tasks in an editorial environment
- Employing work-related stress management strategies
- Improving their own performance
- Presenting story ideas
- Describing the implications of democracy for a diverse society
- Contributing to information distribution regarding HIV/AIDS

In addition, qualified learners choose to become capable of:
- Sub-editing, for two specialist beats OR
- Reporting, for a specialist beat, in two mediums OR
- Communicating proficiently in a second language as a junior journalist

Access to the qualification

Access is open to all who are not visually impaired. It is essential that learners should have communication and language competence at NQF Level 5 before embarking on learning towards this qualification.

Learning assumed to be in place

This qualification was designed and credited based on the assumption that a learner entering a program leading to this qualification has achieved a Certificate or Diploma at NQF level 5 for a baseline of general knowledge in a particular area of interest to the learner, such as politics, sport, or education, or equivalent and has communication and language competence in one language at

NQF Level 5. In addition, it is assumed that learners understand sexuality and sexually transmitted infections including HIV/AIDS (NLRD ID Nr 14656). Assumed to be in place are communication and language competencies in one language at NQF level 5, and another language at NQF level 3, and mathematic literacy at NQF Level 4. It also assumes that the following computer literacy competencies have been attained:

- Demonstrate the ability to use electronic mail software to send and receive messages (NLRD ID Nr 7571)
- Demonstrate knowledge of and produce word processing documents using basic functions (NLRD ID Nr 7568)
- Demonstrate ability to use the World Wide Web (NLRD ID Nr 7573)

This qualification will not be awarded if these computer literacy competencies are not in place.

Rules of combination

The Fundamental Component Unit Standards are compulsory (6 credits). All the Core Component Unit Standards are compulsory (74 credits). For the Elective Component learners are required to attain between 40 and 50 credits. The following options are available for the Elective Component:
1. Language and communication in a second language (at NQF Level 4) (20 credits) and 20 credits from other sectors OR
2. Sub-editing, including two specialist beats, and layout and design of print media (35 credits) and 10 credits from other sectors OR
3. Reporting, for an additional medium in a specialist beat, recording sound and interviewing for radio (33 credits) and 10 credits from other sectors

Exit level outcomes and associated assessment criteria

Range: Legal requirements include media law

Exit Level Outcomes	Associated Assessment Criteria
Fundamental and Core	
1. Communicate effectively with interview subjects, sources, the public, and teams	• Information produced is relevant for specified contexts • Communication is clear, unambiguous, understandable, focused, direct and complete • Communication is regular • Communication format is relevant for contexts and purpose • Communication allows for feedback • Questions are appropriate for contexts to require and clarify information • Identification of criteria for relevance of information is correct
2. Work in a team to meet given time frames and contribute to effective working relations in teams	• Information sharing is continuous and appropriate for given goals, objectives, and roles of specific teams • Description of team roles is accurate • Input from others is sought and encouraged • Assistance offered is appropriate for specific needs, and in a manner appropriate for the working style of specific teams
3. Research a variety of topics, events and issues to produce relevant information and verify sources for facts used	• Legal requirements are adhered to • Sources used are credible *Range: sources include primary and verification sources* • Sources are relevant for information needs • Research processes used meet agreed principles of fairness and diversity • Information gathering methodologies are relevant for information needs • Information gathered is verifiable and contributes to story and reporting planning and contexts • Records kept are accessible and meet specified requirements and

Exit Level Outcomes	Associated Assessment Criteria
	conventions
4. Report ethically and professionally to record and produce facts and descriptions	• Facts and descriptions are accurate, reveals information and contributes to the public' understanding of stories covered • Reporting plans are informed by research findings • Preparation is appropriate for specified contexts • Reporting is factually accurate • Observations are noted as such in forms appropriate for specified contexts • Reporting meets specified criteria for relevance within specific contexts • Agreed ethical and professional requirements are adhered to at all times • Legal requirements are adhered to
5. Produce final form output that uses language and idiom correctly and appropriately for specified contexts	• Legal requirements are adhered to • Final form outputs are justified in terms of appeal to intended recipients • Final form outputs enhance public understanding of events, issues or topics • Language and idiom meets specified style and format requirements • Form and format meet specified style and format requirements • Facts are verified where relevant and/or required • Final form outputs meet specified criteria for relevance within specific contexts
6. Time and other resources are managed to consistently meet given production deadlines	• Planning is feasible in terms of given time requirements • Methods selected are justified in terms of time and resource constraints • All relevant deadlines are identified • Communication is timeous • Own contributions to teams are scheduled to meet given deadlines, and do not impact negatively on other team members • Reporting meets given deadlines • Technology is used appropriately and securely • Relevant safety, health, environment, security and operational requirements are adhered to
7. Evaluate journalistic conduct and output *Range: this does not include writing analysis pieces*	• Legal, professional and ethical requirements are adhered to • Criteria used for evaluation of journalistic conduct and output are relevant for specific contexts • Evaluation findings and choices are justified in terms of specified legal, professional and ethical requirements
Elective (one is required to qualify)	
8. Sub-edit general text that cover two specialist beats	• Relevant protocols of two specialist beats are adhered to • Writing for two specialist beats is accurate • Writing for two specialist beats is comprehensive in terms of specified requirements and contexts *Range: people, events, proceeding, findings, topics and issues related to the specialist beats are included* • Sub-editing reflects specified requirements of given contexts *Range: requirements can include, style, length of text, language use, structure, headlines, layout, etc.* • Content of text is accurate and verified • Interpretation of design messages is justified in terms of agreed design elements and principles • Assessment of the quality of own and others' writing is justified in terms of specified requirements

Exit Level Outcomes	Associated Assessment Criteria
	• Feedback to and coaching of others meets specified requirements
9. Report regarding a specialist beat and in a second medium	• Relevant protocols of a specialist beat are adhered to • Writing for a specialist beat is accurate • Writing for a specialist beat is comprehensive in terms of specified requirements and contexts *Range: people, events, proceeding, findings, topics and issues related to the specialist beat are included* • Recorded sound quality during interviews is sufficient for reference purposes afterwards • Preparation meets specified context requirements *Range: requirements can include specifications for stories, resources, sources, etc.* • Information selected is appropriate for purpose and context • Reporting and recording of information meets specified context and legal requirements *Range: requirements can include various methods and techniques for information gathering, accurate information, principles of balance, diversity and fairness, etc.*
10. Communicate effectively using language skills in the mode of written presentation in a second language	• Text types, text features and text functions are correctly identified, selected and verified in relation to parallel texts • Texts are design based on context-specific requirements • The writing process is planned effectively • Errors in text are accurately identified and analysed • Feedback regarding text is obtained and provided • Linguistic or textual features are accurately assessed • Text assessment findings are justified • Strategies selected to improve and transform text are context-appropriate and justified • Comparison of own composition with similar text types is relevant • Text quality is improved where relevant • Adaptations of text for different readerships is appropriate for specific readership profiles • The conceptual level of text is adjusted to correct readership level

International comparability

Journalists can receive their entry-level training in-service (while employed), and most training happens after a learner attains a first qualification. In Uganda, journalists attain a degree in mass communication/journalism, or a degree in another discipline followed by a journalism diploma. Requirements in Sierra-Leone are that a university degree and four years' experience in journalism is equivalent of a qualification in journalism. Similarly, in Yemen, entry-level journalists are required to have a qualification from a college or institute, or have journalistic experience of not less than three years.

In New Zealand, Journalism is classified as part of the community and social services field. Three qualifications exist, including the National Diploma in Journalism with strands in Magazine, Newspaper, Radio, and Television. Notably, the biggest differences between this qualification and the South African one is the presence of streams for each medium in the New Zealand qualification, and the fact that it is at a level lower. Credits are comparable, and the following competencies are addressed in the New Zealand qualification, but not in the South African qualification: reporting the local government sector; using shorthand for journalism; reporting Treaty of Waitangi issues; investigating how different cultural viewpoints are expressed in the media; and taking and selecting news photos. There is only a three-year Diploma in New Zealand that is at a level equivalent to South African NQF Level 5.

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The qualifications in Pakistan do not achieve what this South African qualification achieves. Most of the training in Pakistan does not include the use of the Internet for information gathering, or web-based publishing, as most institutions do not have Internet facilities. Most learning takes place informally with the competence of most journalists based also on the willingness (and competence) of senior employees in the media organisations. There is little cooperation between institutions, resulting in an undefined and variable national standard.

In Holland, journalism qualifications are generally much longer than this South African qualification (up to four years for an entry-level journalism qualification) and start at degree level. However, an exit point is generally available after one year, and is slightly less complex that the South African qualification. Included are typically the following learning components:
- Introduction to the professional practice, including current affairs, meetings and discussion with professional journalists, and introduction to the various professions
- Mass communication
- Geography, town and country planning, environment
- Contemporary history
- Statistics
- Economics
- Political science and constitutional history
- Communication and of language
- Development of English writing skills (news items, press releases)
- Development of editorial skills (selecting and ordering)
- Word processing techniques

In the United Kingdom, the only qualification registered on the framework is that of Broadcast Journalism. The qualification is more complex than the South African certificate, and addresses primarily editorial management competence. Nonetheless, various programs are available for journalism. The closest equivalent for this South African qualification is the Higher National Certificate (National Council for the Training of Journalists), considered to be a pre-entry qualification, based on the assumption that a learner has already attained a degree in another discipline. This qualification includes:
- Writing skills
- Research and interview techniques
- Law
- Shorthand
- Public affairs/administration
- Word processing
- Production and design
- Sub-editing

Electives include feature writing, radio news journalism, desktop publishing techniques, editorial graphic art, editing, and proof reading. Programs are generally context-specific (e.g. newspaper journalism, magazine journalism, or graphics journalism) and duration varies from 20 weeks (6 months) to a year.

Most employers in the United States of America prefer individuals with a bachelor's degree in journalism. However, journalism training starts at high school (South African Further Education and Training level equivalent), with mentorship options at some schools. Most qualifications in Journalism are graduate programs (a level above this South African certificate), with specialisations. There are no competencies in the American qualifications that are not addressed here albeit probably at a lower level of complexity.

Canadian education and training of journalists include pre-graduate modules from second year (NQF 5 and 6 equivalent), as well as post graduate diplomas aimed at learners with degrees in other disciplines, that are equivalent to components of this South African qualification. Aspects that differ most from the South African qualification include Broadcast Public Affairs (3 credits), and the

fact that ethics is covered much later in the program, falling outside the equivalent for the South African qualification.

In Australia, a Graduate Certificate of Journalism (6 months) exists. However, the Graduate Diploma of Journalism (one year) is the equivalent of this qualification. The qualification requires a first degree at entry. Competence included in the core is the equivalent of this South African qualification, and electives in the Australian qualification include professional writing, literary studies, children's literature, media and communication, public relations, etc.

In Tanzania various professional and 'sub professional' qualifications in journalism offered. There an equivalent of this South African qualification, namely, a one-year certificate program. Tanzania also has post-graduate diploma courses (generally two years), intermediate certificate courses, advanced certificate courses, and advanced diploma courses (up to 3 years of learning) with some overlap with the South African qualification. Also, short courses offered include courses about news writing, public relations, mass communication, and broadcasting, a 1 to 3 month basic certificate in journalism and short courses in social ethics, press law, gender issues and development studies.

Integrated assessment

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

Integrated assessment provides learners with an opportunity to display an ability to integrate practical performance, actions, concepts and theory across unit standards to achieve competence in relation to the purpose of this qualification. Before qualifying, the learner will be expected to demonstrate competence that integrates all specific outcomes, for all Unit Standards, for example, applying competence in a practical scenario. In addition, during the learning process to attain the outcomes of each Unit Standard, learners will be expected to give evidence that they have attained the embedded knowledge and specific skills contained in specific outcomes for the relevant Unit Standard.

Recognition of prior learning (RPL)

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

Articulation possibilities

The qualification builds on other certificates, diplomas and degrees at NQF Level 5 and 6, from a range of sub-sectors and provides articulation with a range of qualifications in communications, media studies and journalism, such as:
- First degrees in Journalism, at NQF Level 6
- First degree in Design, at NQF Level 6

- National Diploma in Translation, at NQF Level 5
- National Certificate in Television Operations, at NQF Level 5
- National Certificate in Radio Production, at NQF Level 5

Moderation options

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

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

Criteria for assessors

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

To register as an assessor, the following are required:
- Detailed documentary proof of relevant qualification/s, practical training completed, and experience gained, at a level above the level of this qualification
- NQF recognised assessor credit

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

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

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

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

Learning components

Component	Level 4			Level 5			Level 6		
	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits
Fundamental				Collect Information for journalistic use	5	6			
Core	Contribute to information distribution regarding HIV/AIDS in the workplace (8555)	4	4	Report for a variety of general journalistic purposes (110357)	5	12	Write stories for a variety of journalistic purposes (110361)	6	12
				Interview for a variety of general journalistic purposes (110360)	5	8			
				Perform journalism related tasks in an editorial environment (110359)	5	20			
				Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations (15096)	5	5			
				Monitor, reflect and improve on own performance (11994)	5	3			
				Present journalistic story ideas	5	5			
				Demonstrate insight into democracy as a form of governance and its implications for a diverse society (15093)	5	5			
Elective: Language	Engage in sustained oral communication and evaluate spoken texts (8974) (2nd language)	4	5						
	Write for a wide range of contexts (8976) (2nd language)	4	5						
	Use the writing process to compose texts required in the business environment (12153) (2nd language)	4	5						
	Read analyse and respond to a variety of texts (8975) (2nd language)	4	5						
Elective: Sub-editing				Sub-edit non-specialist text (110358)	5	10			

Component	Level 4			Level 5			Level 6		
	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits	Unit Standard Title	Level	Credits
				Identify elements and principles of design messages (draft in public comment - SGB for Arts, Craft and Design)	5	8			
				Assess the quality of written text	5	5			
				Cover a specialist beat as a journalist (1st beat)	5	6			
				Cover a specialist beat as a journalist (2nd beat)	5	6			
Elective: Reporting	Record sound from a single source (12608)	4	3	Cover a specialist beat as a journalist (1st beat)	5	6	Interview and lead discussion for radio broadcast purposes (12605)	6	12
				Report for a variety of general journalistic purposes (110357) (additional medium)	5	12			
Elective: Other sectors	Apply innovative thinking to the development of a small business (114600)	4	4	Develop, maintain and monitor media relations to communicate government information (114481)	5	5	Write technical text within a specific field (115081)	6	10
	Calculate tax payable by a small business (114742)	4	6	Operate studio equipment for radio production (12606)	5	5	Use standardised technical language (115020)	6	10
	Develop a business plan for a small business (10385)	4	5	Devise and apply strategies to establish and maintain relationships (15238)	5	3			
	Investigate the possibilities of establishing and running a small business enterprise (SMME) (10386)	4	3	Harness diversity and build on strengths of a diverse working environment (15233)	5	3			
	Perform financial planning and control functions for a small business (114738)	4	6	Identify and interpret related legislation and its impact on the team, department or division and ensure compliance (15225)	5	4			

New Unit Standards and their Specific Outcomes

Unit Standard Title: Assess the quality of written text, NQF Level 5, 5 credits
Specific outcome 1: Identify errors in own or other text
Specific outcome 2: Analyse text errors critically
Specific outcome 3: Obtain feedback regarding text
Specific outcome 4: Assess linguistic or textual features of text at word and sentence level
Specific outcome 5: Give feedback of text assessment results
Specific outcome 6: Justify text assessment findings

Unit Standard Title: Cover a specialist beat as a journalist, NQF Level 5, 6 credits
Specific outcome 1: Adhere to relevant specialist beat protocols and interaction requirements
Specific outcome 2: Report for a specialist beat
Specific outcome 3: Contribute to public understanding of a specialist beat
Specific outcome 4: Build networks of contacts relevant for a specialist beat

Unit Standard Title: Present journalistic story ideas, NQF Level 5, 5 credits
Specific outcome 1: Originate story ideas for specific contexts
Specific outcome 2: Select story ideas according to given criteria
Specific outcome 3: Present story ideas to obtain feedback
Specific outcome 4: Justify story idea revisions in terms of given feedback

Unit Standard Title: Collect information for journalistic use, NQF Level 5, 6 credits
Specific outcome 1: Select appropriate research methodologies
Specific outcome 2: Gather information from relevant sources
Specific outcome 3: Select information that is relevant for information collection purpose and objectives
Specific outcome 4: Deliver researched information according to given requirements

Unit Standard Title: Assess the Quality of Written Text

Unit Standard NLRD Number:
NQF Level: 5
Credits: 5
Field: NSB 04: Communication Studies and Language
Sub-field: Language
Issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to assess text that is written in one language, as a means of improving their ability to evaluate the quality of text, in order to improve it. Competent writers must assess their own and others' text to ensure quality. Text must be relevant, credible, and readable to the group for which it is written. By improving this competence, the quality of journalism will be improved. Credited learners can edit, proofread, rewrite for specific contexts, etc.

Credited learners are capable of:
- Identifying errors in their own or other texts
- Analysing text errors critically
- Obtaining feedback regarding texts
- Assessing linguistic or textual features of texts at word and sentence level
- Giving feedback regarding text assessment results
- Justifying text assessment findings

Learning assumed to be in place:

The credits assigned to this unit standard is based on the assumption that the following competencies have already been attained:
- Engage in sustained oral communication and evaluate spoken texts in two languages
- Read, analyse and respond to a variety of texts in two languages
- Write for a wide variety of texts in two languages

Specific outcomes and assessment criteria:

Specific outcome 1: Identify errors in own or other text
Assessment criteria:
- Description of common errors on word level is accurate in relation to recognised grammar rules
- Description of common errors at sentence level is accurate in relation to recognised grammar rules
- Description of common errors on textual level (style, structure, cohesion, register, etc.) is accurate in relation to recognised writing principles
- Description of relevant punctuation errors is accurate in relation to recognised grammar rules
- Description of typographical/presentational errors is accurate in relation to recognised reader involvement strategies
- Description of legibility errors is accurate in terms of recognised reader involvement strategies
- Specific content is considered in terms of reader profile and context
- Identification of legal implications of errors are justified in terms of specific legal requirements

Specific outcome 2: Analyse text errors critically
Assessment criteria:
- Common errors on word level are considered
- Common errors at sentence level are considered
- Common errors on textual level (style, structure, cohesion, register, etc.) are considered
- Effective punctuation is considered

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- Typographical/presentational errors are considered
- Legibility of text is considered
- Specific content is rendered appropriately in terms of the readership profile
- Specific content is rendered consistently and truthfully in terms of the given communicative context
- Summative and formative methods of assessment are considered in the writing process

Specific outcome 3: Obtain feedback regarding text
Assessment criteria:
- Reports on common errors identified are regarded positively
- Suggestions made on errors are critically addressed/ discussed in terms of recognised grammar rules and reader involvement strategies
- Listening skills are appropriate in terms of interpersonal relations

Specific outcome 4: Assess linguistic or textual features of text at word and sentence level
Assessment criteria:
- High frequency words are considered
- Words used are correct in terms of given context
- Word order is accurate in terms of recognised grammatical patterns of the language
- Sentence parts and types are accurate in terms of recognised grammatical rules of language
- Ideas/Statements conveyed on sentence level are complete in terms of recognised syntax structures of language
- Ideas/Statements conveyed on sentence level are correct in terms of recognised gender and number rules of language
- References (anaphoric expressions) in the text are clear in accordance with recognised reader involvement strategies
- Coherence in text is adhered to
- Fonts, type size, typefaces, etc. are legible
- Punctuation features reflect pace, mood, intention of sender
- Other conventions (abbreviations, capitalisation) are in accordance with recognised reader involvement strategies
- Specific content rendered is appropriate in terms of the readership profile
- Specific content rendered is consistent and truthful in terms of the given communicative context

Specific outcome 5: Give feedback of text assessment results
Assessment criteria:
- Explanations of assessment is accurate in terms of recognised assessment criteria and models
- Discussion of specific criteria that text should embody is in accordance with recognised assessment criteria and models
- Relevant communicative skills are considered to convey assessment results

Specific outcome 6: Justify text assessment findings
Assessment criteria:
- Assessment findings identified correspond to recognised language grammar rules, text type, text function, writing principles and reader profile
- All relevant assessment criteria and models selected are considered
- Solutions provided for assessment findings are accurate in terms of recognised language grammar rules, text type, text function, writing principles and reader profile

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.

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- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

The typical scope of this unit standard is competence relating to the assessment of text for general readership, rather than specialised readership and technical text. Text includes mixed genres, and can be self-generated, or someone else's text.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identifying errors where responses to problems show that such critical and creative thinking has been used to make responsible decisions regarding giving feedback.
2. Working effectively with others as a member of a team, group, organisation or community to assess the quality of text.
3. Organising and managing oneself and one's activities responsibly and effectively to justify text assessment findings, and to justify identified legal implications of errors.
4. Collecting, analysing, organising and critically evaluating information regarding text quality.
5. Communicating effectively using language skills in the mode of oral and written presentation to obtain and give feedback.

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

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

Essential embedded knowledge

Credited learners understand and can explain:
- Readership profile/requirements/needs
- Linguistic or textual features
- Errors in text
- General text and function type
- Grammar rules
- Writing principles
- Reader involvement strategies
- Maxims of communication
- Genre-specific language/register
- Quality criteria
- Ethical conduct
- Summative and formative methods of assessment
- Legal implications of errors in text

Unit Standard Title: Cover a Specialist Beat as a Journalist

Unit Standard NLRD Number:
NQF Level: 5
Credits: 6
Field: NSB 04: Communication Studies and Language
Sub-field: Language
Issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to cover a specialist beat in a specific medium with journalistic integrity and professionalism. Learners credited against this unit standard are able to write accurately and comprehensively regarding a specific beat (area), network with relevant persons who play various roles in the area, and ultimately add to the public's understanding of the beat.

Credited learners are capable of:
- Adhering to relevant stakeholders and role players protocols and interaction requirements for a specialist beat
- Reporting accurately and comprehensively for a specialist beat
- Contributing to public understanding of a specialist beat
- Building networks of contacts relevant for a specialist beat

Learning assumed to be in place:

The credits assigned to this unit standard is based on the assumption that the following competencies have already been attained:
- Engage in sustained oral communication and evaluate spoken texts (NQF Level 4)
- Read, analyse and respond to a variety of texts (NQF Level 4)
- Write for a wide variety of texts (NQF Level 4)
- Report for general journalistic purposes (NQF Level 5)
- Present journalistic story ideas (NQF Level 5)

Specific outcomes and assessment criteria:

Specific outcome 1: Adhere to relevant specialist beat protocols and interaction requirements
Assessment criteria:
- Contacts and sources represent all role players/stakeholders in a specialist beat area
- Dress is in accordance with the norms of a specialist beat
- Conduct encourages cooperation and produces information relevant to a specialist beat
- Behaviour and interaction with role-players and stakeholders are in accordance with the norms of a specialist beat area

Specific outcome 2: Report for a specialist beat
Assessment criteria:
- Relevant persons are consistently informed of news implications and news possibilities arising from current and historic actions or statements, or events, developments, plans, topics or issues in the area covered by a specialist beat
- Advice, reports and stories delivered are accurate, and comprehensive in terms of the content of a specialist beat being covered
- Advice, reports and stories delivered are appropriate for specific contexts and background
- A range of reports and stories relating to a specialist beat is delivered
- Opportunities to enhance understanding and knowledge of a specialist beat area are identified and utilised as resources, operations and specific context requirements allow

Specific outcome 3: Contribute to public understanding of a specialist beat
Assessment criteria:

- Interpretation of statements, actions, events, proceedings, findings, topics, and issues relating to a specialist beat are justified in terms of levels of public understanding
- Use of terminology, language and concepts specific to a specialist beat are justified in terms of levels of public understanding
- Reports and stories originated meet given requirements for coverage of a specialist beat area

Specific outcome 4: Build networks of contacts relevant for a specialist beat
Assessment criteria:

- Selected contacts are appropriate for specified contexts
- Selected methods for identifying contacts that are relevant are appropriate for the purpose of specific networks
- Information storage regarding contacts meets agreed contact management requirements

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.

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

Range statements:

The typical scope of this unit standard is competence relating to the statements, events, people, proceedings, findings, topics and issues relating to a specialist beat (area).

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions. N/A
2. Work effectively with others as a member of a team, group, organisation or community to build networks of contacts in a specialist beat area.
3. Organise and manage oneself and one's activities responsibly and effectively to adhere to relevant specialist beat protocols and interaction requirements.
4. Collect, analyse, organise and critically evaluate information to report for a specialist beat and to build networks of contacts relevant for a specialist beat.
5. Communicate effectively using visual, mathematic and language skills in the modes of oral and written presentation to contribute to public understanding of a specialist beat.
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation by building networks of contacts relevant for a specialist beat and justifying interpretation of statements, actions, events, proceedings, findings, topics, and issues relating to a specialist beat in terms of levels of public understanding.

Essential embedded knowledge

Credited learners understand and can explain:
- Role-players and stakeholders in the area covered by a specialist beat
- History of a specialist beat area
- Current trends, issues, debates as well as future significant events in the area covered by a specialist beat
- Protocols, regulations, legislation or ethics applicable to the area covered by a specialist beat
- Terminology, slang and jargon used in the area covered by a specialist beat
- Sources of information in the area covered by a specialist beat

Unit Standard Title: Present Journalistic Story Ideas

Unit Standard NLRD Number:
NQF Level: 5
Credits: 5
Field: NSB 04: Communication Studies and Language
Sub-field: Language
Issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to come up with story ideas that are usable within specific contexts. Learners credited against this unit standard are able to develop ideas in line with requirements given for a specific context, and to present the ideas to obtain feedback. The unit standard also requires learners to reflect on feedback received. Credited learners are capable of:
- Originating story ideas for specific contexts
- Selecting story ideas according to given criteria
- Presenting story ideas to obtain feedback
- Justifying story idea revisions in terms of given feedback

Learning assumed to be in place:

The credits assigned to this unit standard is based on the assumption that the following competencies have already been attained:
- Engage in sustained oral communication and evaluate spoken texts (NQF Level 4)
- Read, analyse and respond to a variety of texts (NQF Level 4)
- Write for a wide variety of texts (NQF Level 4)

Specific outcomes and assessment criteria:

Specific outcome 1: Originate story ideas for specific contexts
Assessment criteria:
- Evaluation of identified recent events and actions is justified with reference to news values and in terms of their news worthiness for specific contexts
- Recent statements are identified and evaluated with reference to news values and in terms of their newsworthiness for specific contexts
- Identified sources of possible stories are contacted regularly
- Contact and other details of sources are stored securely in an easily retrievable manner
- Selected resources for ideas are relevant for specific contexts
  Range: resources could include competitors, agencies, other media and own organisation stories, data and statistics, for follow-up possibilities, trends and other information that could lead to stories
- Interaction with members of the public meets agreed requirements for professionalism and does not hamper encouragement to provide information that could lead to stories

Specific outcome 2: Select story ideas according to given criteria
Assessment criteria:
- Selection of story ideas is justified in terms of given news values
- Selection of story ideas is justified in terms of appeal to target recipients
- Selection of story ideas is justified in terms of given organisational missions and strategies
- Selection of story ideas serve the public interest
- Story ideas are feasible in terms of available resources

Assessment criteria:
- Story ideas are presented in agreed forums and formats and at the agreed time
- Story ideas are presented clearly and concisely with reference to the context, new elements, news values, mission and strategies, and appeal to target recipients
- Story ideas are presented in terms of their achievability within given time frames
- Possible legal and ethical problems relating to story ideas are accurately identified

Specific outcome 4: Justify story idea revisions in terms of given feedback
Assessment criteria:
- Interpretation of feedback is clarified if unclear
- Implications of feedback regarding story ideas are justified in terms of specific contexts
- Revision of story ideas are justified for idea improvement

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:
- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent

Range statements:

This unit standard requires learners to put forward ideas for news stories, as is required in production environments in the media industry.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions. N/A
2. Work effectively with others as a member of a team, group, organisation or community to present and obtain feedback regarding story ideas.
3. Organise and manage oneself and one's activities responsibly and effectively to present story ideas in agreed forums and formats and at the agreed time.
4. Collect, analyse, organise and critically evaluate information to select resources for ideas that are relevant for specific contexts and to evaluate identified recent events and actions with reference to news values and in terms of their news worthiness for specific contexts.
5. Communicate effectively using visual, mathematic and language skills in the modes of oral and written presentation to present story ideas clearly and concisely with reference to the context, new elements, news values, mission and strategies, and appeal to target recipients.
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others. N/A
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when justifying story idea revisions in terms of given feedback.

Notes:

Essential embedded knowledge

Credited learners understand and can explain:
- News values in specific contexts
- Target audiences in specific contexts
- Mission of a specific organisation
- Strategies in specific contexts
- Media law
- Journalism ethics
- Interpersonal communication skills

Unit Standard Title: Collect Information for Journalistic Use

Unit Standard NLRD Number:
NQF Level: 5
Credits: 6
Field: NSB 04: Communication Studies and Language
Sub-field: Language
Issue Date:
Review Date:

Purpose:

This unit standard requires learners to be able to find information using appropriate methodologies. Learners credited against this unit standard are able to apply the competence attained as reporting assistants, fact-checkers, reporters, writers, sub-editors and editors. Credited learners are capable of:
• Selecting appropriate information collection methodologies
• Gathering information from relevant existing sources
• Selecting information that is relevant for information collection purpose and objectives
• Delivering researched information according to given requirements

Learning assumed to be in place:

The credits assigned to this unit standard is based on the assumption that the following competencies have already been attained:
• Engage in sustained oral communication and evaluate spoken texts (NQF Level 4)
• Read, analyse and respond to a variety of texts (NQF Level 4)
• Write for a wide variety of texts (NQF Level 4)
• Demonstrate the ability to use electronic mail software to send and receive messages (NLRD ID Nr 7571)
• Demonstrate knowledge of and produce word processing documents using basic functions (NLRD ID Nr 7568)
• Demonstrate ability to use the World Wide Web (NLRD ID Nr 7573)

Specific outcomes and assessment criteria:

Specific outcome 1: Select appropriate research methodologies
Assessment criteria:
• Methodologies selected are appropriate for specific areas, topics and available resources
• Selected methodologies are relevant for the purpose of information collection
• Agreed ethical principles are adhered to
• Agreed given processes and codes are adhered to

Specific outcome 2: Gather information from relevant sources
Assessment criteria:
• Evaluation of all available sources is justified in terms of their ability to produce relevant information
• Agreed ethical principles are adhered to
• Information gathered is relevant for the purpose of the research
• Records of sources utilised and information and material obtained are accurate, complete and meets specified requirements

Specific outcome 3: Select information that is relevant for information collection purpose and objectives

Assessment criteria:

- Given procedures for verification are adhered to
- Second sources used are relevant for verification purposes
- Verification meets requirements of available resources
- Verification failures are addressed in a way that meets given requirements
- Evaluation of information for selection is against identified criteria
- Information selected is appropriate for specific areas, topics and available resources
- Selected information is relevant for the purpose of information collection
- Agreed ethical principles are adhered to
- Agreed given processes and codes are adhered to

Specific outcome 4: Deliver researched information according to given requirements

Assessment criteria:

- Potential legal and ethical issues relating to information collection and delivery are accurately identified
- Information delivery meets specified structure, format and content requirements
- Information delivery meets agreed time requirements

Accreditation process and moderation:

- Assessment of learner achievements takes place at providers accredited by a relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this unit standard.
- Anyone assessing a learner against this unit standard must be registered as an assessor with a relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider with a relevant ETQA.
- The relevant ETQA according to the moderation guidelines and the agreed ETQA procedures will oversee moderation of assessment and is responsible for moderation of learner achievements of learners who meet the requirements of this unit standard.

Notes to assessors

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the learner can achieve the outcomes again and again and

again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.

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

Range statements:

This unit standard requires learners to use new and existing sources for research, and includes the use of electronic sources. Learners can gather the information for various purposes, including information for inclusion on web sites.

Notes:

Critical cross-field outcomes

Credited learners have attained the generic ability to:
1. Identify and solve problems where responses to problems show that such critical and creative thinking has been used to make responsible decisions when addressing verification failures.
2. Work effectively with others as a member of a team, group, organisation or community by adhering to agreed given processes and codes and verification procedures.
3. Organise and manage oneself and one's activities responsibly and effectively to adhere to ethical principles.
4. Collect, analyse, organise and critically evaluate information against identified criteria, to select information that is appropriate for specific areas, topics and available resources. And relevant for the purpose of information collection.
5. Communicate effectively using visual, mathematic and language skills in the modes of oral and written presentation to deliver information gathered in specified structures and formats.
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others to access sources of information.
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when selecting methodologies that are relevant for the purpose of information collection.

Essential embedded knowledge

Credited learners understand and can explain:
- Information collection methodologies used in the profession
- Information collection methodologies used in specific contexts
- Available resources and sources in specific contexts
- Procedures for verification in specific contexts

No. 1258   **2 November 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

Religious and Ethical Foundations of Society

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

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

Comment on the unit standards should reach SAQA at the address *below and no later than 28 November 2004.* All correspondence should be marked **Standards Setting – SGB for Religious and Ethical Foundations of Society** and addressed to

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

JOÉ SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

BACHELOR OF ARTS: RELIGIOUS STUDIES

1.   **Field:**   NSB 07 (Human and Social Studies)

2.   **Sub-field:**   Religious and Ethical Foundations of Society

3.   **Level:**   6

4.   **Credits:**   360
                        120 at NQF Level 5 and 240 at Level 6
                        180 credits in the core category (Religious Studies as a clear major)
                        24 credits in the fundamental category (literacy, academic literacy, research skills and computer literacy)
                        156 credits in the elective category

5.   **Issue Date:**

6.   **Review Date:**

Purpose Of The Qualification

The purpose of the qualification is to provide B.A. (Religious Studies) graduates with
- a well-rounded and systematic body of knowledge and the underlying principles and concepts applicable to it
- specific skills and applied competence in problem-solving techniques in religious studies
- academic skills and attitudes necessary to analyse information critically and to synthesise concepts and evidence from a range of sources
- sound understanding of religion in all its manifestations, its development and relevance to numerous issues of public concern
- provide local and global communities with leaders in the field of religion studies, who understand their crucial role in society, and who possess insights into the aesthetic, historical and structural aspects religion, and therefore contribute significantly to the social life of communities through their skills and strategies of facilitation, administration and partnership.
- competency in a range of professions practised in a culturally and religiously pluralistic society where a high degree of cultural sensitivity is needed in situations of contact and influence (including teachers, religious workers, health workers, peace workers, developmental agencies, diplomats and politicians, and public servants)

- the opportunity to explore the dimension of ultimate meaning and value with a view to personal growth, social sophistication, and the ability to educate others in the qualities needed in our society (acceptance and respect for diversity, open-mindedness, etc.)

Learning assumed to be in place

Learners who register for this qualification are capable of:

- Learn from predominantly written material;
- Communicate what they have learnt comprehensibly.
- With guided support, take responsibility for their own progress.

7. Exit level Outcomes and associated assessment criteria

7.1   Critical cross-field outcomes

7.1.1   The BA graduate can identify, analyse, formulate, and solve convergent and divergent problems of living, of individual and societal kinds, responsibly and creatively.

- With limited guidance, identify, analyse and solve concrete, routine problems by drawing on their own experience and the theoretical knowledge base of individual disciplines in the Humanities` fields.
- Generate a number of strategies for dealing with problems, evaluate those strategies and select the most appropriate for a particular context.
- Critically evaluate various viewpoints and compare them to each other and to their own views.
- Offer evidence in a variety of ways (from theoretical knowledge base, from experiential base, etc.) to support their stated views.
- Analyse the global, national and local community in terms of problems, needs, opportunities.

7.1.2   The BA graduate can work effectively with others as a member of a team, group, organisation, community, and contribute to the group output in tasks growing out of the fields traditionally considered as the Humanities.

- Use `people skills` (respect, empathy, listening skills, etc.) in group situations.
- Respect the opinions of others (through written and/ or oral reporting without bias).
- Demonstrate acceptance of diversity (through written and/ or oral reporting without bias).
- Undertake projects and provide evidence of successful interaction with others.
- Use effective communication skills within the group.
- Are supportive followers and group participants.
- Organise themselves and others into effective working groups.
- Communicate the evidence of these group interactions (through written and/ or oral reporting).

7.1.3   The BA graduate can manage and organize her or his activities and life responsibly and effectively, including her or his studies and career.

- Use effective study skills and learning strategies which suit their personal situations and specific contexts.
- Organise their study plans.
- Assess their own strengths and weaknesses and develop coping strategies.

7.1.4 The BA graduate can collect, analyse, organise and critically evaluate information.

- Use a selection of basic research skills
  * in literature searches using library and other resources; * in guided empirical research projects with defined parameters with lecturer guidance.
- Integrate information from a variety of sources.
- Act responsibly as researchers and students (e.g., use appropriate referencing, avoiding plagiarism, etc.).
- Use the conventions of scholarship appropriate in the specific disciplines under study.
- With limited guidance, critically analyse theories, examples, experiences, etc.
- Argue appropriately within the relevant discourse community.

7.1.5 The BA graduate can communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/ or written presentation, often in pieces of sustained discourse.

- Communicate their ideas logically and provide supporting evidence in a sustained manner.
- Responsibly use the ideas of others in support of their own (without plagiarism, etc.).
- Identify conclusions and premises in academic arguments.
- Follow the language conventions of written (and/ or oral) use in the respective disciplines, including the in the use of terminology.
- Use appropriate models of organisation and presentation as required in the respective disciplines.
- Use statistics appropriately and responsibly in support of their ideas.
- Create and use visuals appropriately to support their ideas.
- Recognise own communication limitations and problems and seek help appropriately.
- See, describe and interpret what they come across in appropriate ways.
- Assist others to speak for themselves.
- Use language in ways that are accessible to their intended audience.

7.1.6 The BA graduate can use science and technology effectively and critically, showing responsibility towards the environment and health and well-being of others, in community, national and global contexts.

- With limited guidance, use a selection of scientific methods of investigation, testing and evaluation to conduct basic research.
- Select technology to suit the needs of the individual or group.
- Use natural resources in a sustainable way where appropriate in relevant fields of study.
- Show respect for and a responsible/ ethical attitude towards science and technology.
- Show respect and openness towards the psychological, health and physical environment of others.

7.1.7 The BA graduate can demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, and by acknowledging their responsibilities to those in the local and broader community.

- Connect the abstract knowledge of theory to the reality of their individual contexts.
- Draw upon their prior knowledge (personal and abstract) and personal experience as appropriate when investigating and analysing the world around them.
- With guidance, look beyond and across traditional disciplinary boundaries for solutions.

- Note and possibly explore the impact of decisions in one area on another area (including projecting possible unintended outcomes).

7.2 Developmental Outcomes:

7.2.1 The BA graduate can reflect on and explore a variety of strategies to learn more effectively (see Critical Outcomes 3 and 5 above).

- Use means other than rote-learning; for instance, through critical reflection on experience, through applying theory to practice, through interacting with others, etc.
- Explain what they know in their own words.
- Use help-seeking strategies to further their own learning and that of others.
- Apply what they study in different contexts, both personal and public, real and simulated.
- Use effective study skills (e.g. note-taking, summarizing, analysis and synthesis).

7.2.2 The B.A. graduate can participate as a responsible citizen in the life of local, national and global communities (also see Critical Outcome 2 above).

- Are willing to participate in groups and share knowledge.
- Are willing to take considered/ informed risks.
- Apply what they know and study in culturally diverse contexts to the advantage of different communities.
- With guidance, think globally and act locally; think locally and act globally.

7.2.3 The BA graduate can be culturally and aesthetically sensitive across a range of social contexts (see Critical Outcomes 2 and 7).

- Show awareness of cultural diversity.
- Demonstrate awareness of own culture and background.
- Demonstrate acceptance of diversity and the opinions of others.
- Use various skills to draw out the cultural accomplishments and contexts of others (e.g., listening skills, empathy, sympathy, open-mindedness, etc.).
- Value open-mindedness and acceptance of diversity.

7.2.4 The BA graduate can explore education and career opportunities by drawing on the various knowledge, skills and attitudes acquired in the accomplishment of this qualification (see all Critical Outcomes above).

- With guidance, illustrate the relationship between the knowledge, skills and attitudes acquired in studying towards the BA and those of the community at large (local and global).
- With guidance, make connections from theoretical knowledge to practical application in the real world.
- Use skills acquired in the BA that are valued in most jobs: imaginative intelligence, emotional maturity, effective communication skills, thoughtful accuracy and interpersonal sensitivity.
- Deal effectively with defined problems and tasks set them at university, on the job and in their personal contexts, by drawing upon the skills acquired from the BA (critical thinking, problem-solving, conflict resolution, etc.).
- Demonstrate a work ethic that shows responsibility and accountability towards the employer and the client or community.

7.2.5 The BA graduate can develop entrepreneurial opportunities by drawing on the various knowledge, skills and attitudes acquired in the accomplishment of this

qualification (see all Critical Outcomes, plus 4 above).

- Create job opportunities in whatever situation they find themselves.
- Have a realistic view of their own worth and value to contribute to their local community and global society.
- Communicate that value to others in the real world (CV writing skills, oral communication skills, etc.).
- Demonstrate a healthy self-esteem and confidence in their knowledge, skills and attitudes as required to complete the BA qualification.
- Deal with defined situations with flexibility and adaptability.

7.3   Specific outcomes:

7.3.1 Collect, operate on, understand and communicate a body of knowledge effectively

Learning Outcome
Graduates can collect, operate on,

Range Statement

At Bachelor degree level graduates should have a well-rounded and systematic knowledge base in Religious Studies (understanding the terminology, rules, principles, concepts and theories); a detailed knowledge of some specialist areas; and an ability to map new knowledge into a given body of theory; and be able to think contextually and globally. The graduate possesses academic skills and competencies in information literacy (creative and critical thinking) to analyse and synthesise information and to have an ability to communicate information in well-structured arguments through presentation skills following prescribed formats and using technology effectively.

Performance indicators/assessment criteria

The graduate can:

- demonstrate a well-rounded and systematic knowledge base in Religious Studies
- find, acquire, evaluate, manage and use information in a range of media
- integrate information and map new knowledge into a given body of theory
- report on and justify information coherently and systematically, showing awareness of field-related classification systems and processes
- engage and interact with texts (oral and written) through listening/reading and inference skills
- demonstrate an understanding of the global context of Religious Studies
- relate learning gained from individual experience to knowledge encountered in an academic environment and vice versa
- relate learning from different contexts using present and future scenarios
- appreciate multicultural diversity and the complex and intercultural factors that contributes to notions of culture and cultural relationships
- interpret local conditions in relation to international conditions and vice versa.
- interpret the past and present trends in relation to the future within religious studies
- demonstrate the application of practical skills and techniques required in the application of knowledge in a professional context
- with guidance, distance themselves from knowledge in texts, reflect on it and

take a critical position in relation to it
- use language effectively to convey ideas and insights intelligibly and to achieve own purposes

demonstrate the following subject specific criteria:
- Explore and understand a variety of religions (RS 5.01 and RS 6.01-08)

7.3.2 Theoretical, analytical and systematic thinking and problem solving

Learning Outcome

Graduates will be effective problem solvers, capable of applying logical, critical and creative thinking to a range of problems.

Range Statement

At Bachelor degree level graduates should have an ability to deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments on a limited scope.

Performance indicators/assessment criteria
The graduate can:

- demonstrate an informed understanding of the terms, rules, concepts principles and theories of religious studies
- with limited guidance, analyse and reflect on the theory and practice of Religious Studies
- apply the principles and concepts underlying Religious Studies
- conceptualise unfamiliar problems, formulate a problem statement, and suggest appropriate solutions
- use appropriate procedures to collect, collate and analyse relevant information to make decisions
- work collaboratively and network to solve problems
- analyse how cultural issues affect problem solving solutions
- use appropriate evidence to solve problems
- apply past and present knowledge to address unfamiliar problems in Religious Studies
- with guidance, apply past and present knowledge to speculate on problems in future contexts

Demonstrate the following subject specific criteria:
- Analyse and critically consider theories of religion (RS 5.02-3 and RS 6.09-16)

7.3.3 Ethical action and social responsibility

Learning Outcome

Graduates will be encouraged to ethical action, social responsibility and lifelong learning

Range Statement

At Bachelor degree level graduates should demonstrate awareness of the social and ethical implications of applying knowledge to particular contexts

and the development of lifelong learning attributes.

Performance indicators/assessment criteria

The graduate can:
- participate in creating and sustaining a just and democratic society by questioning values, knowledge and culture, both own and others and recognising social justice issues relevant to Religious Studies
- use disciplinary- and interdisciplinary-based information related to particular problems (e.g. poverty, violence, racism, gender bias, community development, etc.)
- define social aspects (political, economic, legislative, sociological, environmental, etc) and their impact on life, work and study field context
- question values, knowledge and culture, both own and others
- identify problems or issues in Religious Studies.
- appreciate the importance of sustainable development
- demonstrate responsibility to the community through productivity, efficiency, innovation and cost-effectiveness
- act professionally and ethically in defined contexts
- take responsibility within own limits of competence
- exercise judgement commensurate with knowledge and experience
- negotiate, assert their own values and respect the values and contributions of others

Demonstrate the following subject specific criteria:
- Reflect on the relationship between religion and issues of public concern.(RS 6.17-25)

7.3.4   Research skills

Learning Outcome

Graduates can use appropriate, basic research methodologies to access knowledge in Religious Studies

Range Statement

At Bachelor degree level graduates should effectively select and apply the essential procedures, operations and techniques of Religoius Studies, and understand the central methods of enquiry in Religius Studies.

Performance indicators/assessment criteria

The graduate can:

- interrelate with people in small and large groups
- show empathy and understanding of the problems and contexts of others
- understand different methods of obtaining data and select the most appropriate for their purposes
- take responsibility to carry out agreed tasks (both as leader and supporteer within a team)
- collect, analyse, organize and evaluate information and ideas from a variety of sources in various fields and specific disciplines towards the achievement of a given purpose

- with guidance, identify patterns in specific study fields in order to generalize from a specific context to more universal contexts/principles
- with guidance, take into account the elements of a system and the principles underlying the system

Demonstrate the following subject specific criteria:
- Use skills of enquiry and communication effectively (RS 5.04 and RS 6.26)

International comparability

A search on the Internet showed that the only qualifications that are in any way comprable to this is the Bachelor's degree described on the Australian Qualifications Framework.

Integrated assessment:

Learning and assessment are integrated. The term 'Integrated Assessment' implies that theoretical and practical components are assessed together. During integrated assessments, the assessor makes use of a range of formative and summative assessment tools methods and assesses combinations of practical, applied, foundational and reflective competencies.

Recognition of prior learning?

This qualification recognises:

- Formal prior learning
- Students need matriculation exemption to register for the B.A. Students' prior accredited learning at tertiary level in relevant domains, which constitute credit-bearing units, is recognised.
- Non-formal and informal prior experiential learning

8. Moderation options

8.1 Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with a relevant Education, Training, Quality, Assurance (ETQA) Body or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

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

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

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

9. Criteria for registration of moderators

9.1 For an applicant to register as an assessor for this qualification, the applicant should:
- hold a similar qualification to this at NQF level 7 or above

- be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)

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BACHELOR OF ARTS HONOURS: RELIGIOUS STUDIES

1.   **Field:**   NSB 07 (Human and Social Studies)

2.   **Sub-field:**   Religious and Ethical Foundations of Society

3.   **Level:**   7

4.   **Credits:**   **120**

5.   **Issue Date:**

6.   **Review Date:**

Purpose Of The Qualification

The primary purpose of the qualification is to provide Honours BA graduates with comprehensive and systematic knowledge, specialized skills and theoretical competence focusing on Religious Studies to prepare them for specialist training at an advanced level.

A second purpose of the qualification is to provide South Africa (and other countries) with graduates who have in-depth knowledge and the confidence to identify and define complex problems and to apply their skills in finding solutions to those problems, especially within unfamiliar contexts.

A third purpose of the qualification is to provide South Africa (and other countries) with people who can demonstrate thorough familiarity with a particular discipline or interdisciplinary framework and have the ability to perform independently as intellectual leaders in their society.

Learning assumed to be in place

Learners who register for this qualification are able to:
- learn from predominantly written material
- comprehensively communicate knowledge of the discipline/field of study
- take responsibility for their own progress within a specific area of study

7.   **Exit level outcomes**

7.1   **Critical Cross-Field Outcomes**

All critical cross-field outcomes will be embedded appropriately in the modules, which constitute the programmes that lead up to the qualification. They will be assessed within the context of the programme.

7.1.1   Hons BA graduates can identify, analyse, formulate, and solve convergent and divergent problems of living, of individual and societal kinds, creatively and innovatively.

- Identify, analyse and solve complex and advanced abstract problems by drawing on their own experience and theoretical knowledge and on the experiential base of a single discipline or across interdisciplinary lines in the humanities;
- Use their knowledge and experience to offer informed suggestions, or to generate alternative strategies, for dealing with problems at a community, national, international and global level;
- Solve problems by generating alternative strategies for dealing with those problems;
- Critically evaluate various theoretical standpoints and compare them to their own views;
- Offer evidence in a variety of ways (from a theoretical knowledge base, from an experiential base, etc.) to support their stated views;
- Analyse the global, national and local community in terms of problems, needs and opportunities.

7.1.2   Hons BA graduates can work effectively with others as members and leaders of a team, group, organization, community and provide leadership to the group output in tasks growing out of the fields traditionally considered as the humanities

- use and propagate 'people skills' (respect, empathy, listening skills, etc.) in group situations
- demonstrate respect for the opinion of others through (written and/or oral) reporting without bias;
- demonstrate acceptance of diversity through (written and/or oral) reporting without bias;
- undertake projects of theoretical and/or practical nature to provide evidence of successful interaction with others;
- use advanced communication skills within the group;   act as supportive followers and group participants;
- organize themselves and others into effective working groups; communicate the evidence of these group interactions through (written and/or oral) reporting.

7.1.3   Hons BA graduates can manage and organize their activities and life responsibility and effectively, including their studies and careers.

- Demonstrate the requisite theoretical skills and learning strategies; organize their study plans and engage in effective time management;
- Assess their own strengths and weaknesses and develop organizational strategies;
- Evolve strategies best suited to their personal situations and contexts;

- Think independently, and offer sustained theoretical evidence to support their decisions.

7.1.4   Hons BA graduates can collect, analyse, organize and critically evaluate information

- Demonstrate research skills within a discipline field of study;
- Use library and other resources effectively to suit the needs of the particular area of research;
- Integrate information from a variety of sources;
- Act responsibly as researchers and scholars (e.g. appropriate referencing, avoiding plagiarism etc);
- Follow relevant discipline-related conventions and guidelines to their academic and personal purposes;
- Critically evaluate theories, examples, experiences, etc.
- Argue appropriately within the relevant discourse community.

7.1.5   Hons BA gradates can communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation, in sustained discourse.

- Communicate their ideal logically and provide supporting evidence in a sustained manner;
- Evaluate conclusions and premises in academic arguments and produce sound arguments;
- Use language competently, showing awareness of written (and/or) conventions relevant to the discipline;
- Use appropriate models of organization and presentation as required in the relevant discipline;
- Use statistics (where necessary) effectively in support of their ideas;
- Identify and illustrate discipline-specific jargon;
- Analyse, evaluate and critique the ideas of others.

7.1.6   Hons BA graduates can use science and technology effectively and critically, showing responsibility towards the environment and health and well being of others, in community, national and global contexts.

- Demonstrate a responsible attitude towards scholarship and technology;
- Use scientific methods of investigation, testing and evaluation;
- Select technology to suit the needs of the individual or group; use natural resources in a sustainable way;
- Show respect for and a responsible/ethical attitude towards science and technology;
- Show respect and openness towards the psychological, health and physical environment.

7.1.7   Hons BA graduates can demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation, and by acknowledging their responsibilities to those in the local and broader community.

- Demonstrate their prior knowledge and experience as it is relevant to their discipline;
- Connect the abstract knowledge of theory to the reality of their individual

contexts;

- Draw upon their prior knowledge (personal and abstract) and personal experience as appropriate when investigating and analysing the world around them;
- Look beyond and across traditional disciplinary boundaries for possible solutions.

7.2   Developmental:

In order to contribute to the full personal development of graduates and the social and economic development of the society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of the following developmental outcomes:

7.2.1   Hons BA graduates can reflect on and explore a variety of strategies to learn more effectively.
- Follow academic conventions regarding referencing and avoid plagiarism;
- Apply what they study in different contexts, both personal and public, real and simulated;
- Show evidence of advanced study and research skills (e.g. analysis and synthesis).

7.2.2   Hons BA gradates can participate as responsible citizens in the life of local, national and global communities.

- Display acceptance of diversity and other opinions;
- Show willingness to participate in or lead groups;.;
- Demonstrate willingness to take considered/informed risks;
- Apply what they know and study in culturally diverse contexts;
- Apply what they know and study at different levels, from personal to academic contexts.

7.2.3   Hons BA graduates can be culturally and aesthetically sensitive across a range of social contexts.

- Show awareness of cultural diversity
- Demonstrate awareness of their own culture and background; demonstrate acceptance of and the opinions of others;
- Use various skills to draw out the cultural accomplishments of others (e.g. listening skills, empathy, sympathy, open-mindedness, etc.)

7.2.4   Hons BA graduates can explore education and career opportunities by drawing on the various knowledge, skills and attitudes acquired in the accomplishment of this qualification.

- Illustrate the relationship between the knowledge, skills and attitudes acquired in studying towards the Hons BA and those of the community at large (local and global);
- Make connections from theoretical knowledge to practical allocation in the real world;
- Identify the Hons BA skills which are highly valued in the workplace, within the relevant discipline;
- Use the skills required for efficiency in most jobs: imaginative intelligence, emotional maturity, effective communication skills, thoughtful accuracy and

interpersonal sensitivity;

- Deal effectively with unknown problems and tasks set them on the job, in the real world, by drawing upon skills from the Hons BA (critical thinking, problem-solving, resolution, etc.)
- Demonstrate a work ethic that shows responsibility and accountability towards the employer and the client or community.

7.2.5 Hons BA graduates can develop entrepreneurial opportunities by drawing on the various knowledge, skills and attitudes acquired in the accomplishment of these qualifications.

- Create job opportunities in whatever situation they find themselves;
- Have a realistic view of their own worth and value to contribute to their local community and global society;
- Communicate that value to others in the real world; demonstrate a healthy self-esteem and confidence in their knowledge, skills and attitudes as required to complete the Hons BA qualification;
- Deal with various unknown situations with flexibility and adaptability.

7.3 Specific Outcomes

7.3.1 Collect, understand and communicate a body of knowledge

Learning Outcome

Graduates can collect, operate on, and communicate information effectively.

Range Statement

At honours degree level postgraduates should have a comprehensive knowledge base in Religious Studies (critical understanding of the principles, concepts and theories); and a depth of knowledge in some specialist areas, informed by current developments in the field. At honours degree level postgraduates should possess advanced academic skills to identify information needs and retrieve information; critically analyse and synthesise quantitative and/or qualitative data; an ability to engage with journal articles, scholarly reviews and primary sources; and communicate information through presentation skills, using the full resources of an academic/professional discourse appropriately.

Performance indicators / assessment criteria

The Honours degree graduate can:

- Demonstrate a comprehensive knowledge base in Religious Studies
- Demonstrate a depth knowledge in some specialist areas
- Find, acquire, evaluate, manage and use information in a range of media
- Integrate information from different sources to achieve a given purpose
- Interact with texts (oral and written) through listening/reading and inference skills
- Demonstrate knowledge about current debates and developments in Religious Studies, locally and globally
- Distance themselves from knowledge in texts, reflect on it and take a critical position in relation to it
- Identify and explain the boundaries and limitations of Religious Studies

- Interpret information in relation to different contexts e.g. historical, cultural, socio-economic, sociological, legislative, etc.
- Use language effectively to convey ideas and insights intelligibly and to achieve own purposes
- Using academic discourse to present thinking and problem solving

7.3.2   Theoretical, analytical and systematic thinking and problem solving

Learning Outcome

Graduates will be effective problem solvers, capable of applying logical, critical and creative thinking to a range of problems.

Range Statement

At honours degree level a postgraduate should have an ability to deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-drive arguments.

Performance indicators / assessment criteria:

The Honours degree graduate is able to:

- Demonstrate an informed and critical understanding of the principles and theories of Religious Studies
- Identify critical issues in Religious Studies
- Conceptualise problems and formulate a range of solutions
- Collect, collate and analyse relevant information to make decisions
- Analyse how cultural issues affect actions in given contexts
- Use appropriate theories to base arguments and evidence
- Apply past and present knowledge to speculate on problems in future contexts.

7.3.3   Ethical action and social responsibility

Learning Outcome

Graduates will be encouraged to ethical action, social responsibility and lifelong learning

Range Statement

At honours degree level postgraduates should demonstrate understanding of the social and ethical implications of applying knowledge to particular contexts and the development of lifelong learning attributes.

Performance indicators / assessment criteria

The Honours degree graduate can:

- Participate in creating and sustaining a just and democratic society by questioning values, knowledge and culture, both own and other and recognising social justice issues relevant to Religious Studies
- Evaluate social aspects (political, economic, legislative, sociological,

environmental etc.) and their impact on life, work and study field context
- Appreciate the importance of sustainable development
- Demonstrate responsibility to the community through productivity, efficiency, innovation and cost-effectiveness
- Act professionally and ethically in defined contexts
- Do self-evaluation and take responsibility within own limits of competence
- Exercise judgement commensurate with knowledge and experience.

7.3.4 Research skills

Learning outcome

Graduates can use appropriate, basic research methodologies to access knowledge in Religious Studies.

Range Statement

At honours degree level postgraduates should effectively select and apply Religious Studies' basic methods of enquiry, research and technology. This level does not involve new knowledge creation.

Performance indicators / assessment criteria

The Honours degree graduate is able to:

- Compare various methods of obtaining data and select the most appropriate for their purposes
- Collect, analyse, organize and evaluate information and ideas from a variety of sources in various fields and specific disciplines towards the achievement of a given purpose
- Apply past and present knowledge to address issues in Religious Studies
- Identify patterns in Religious Studies in order to generalize from a specific context to more universal contexts / principles
- With limited guidance, take into account the elements of a system and the principles underlying the system.

8. Integrated assessment:

Learning and assessment are integrated. The term 'Integrated Assessment' implies that theoretical and practical components are assessed together. During integrated assessments, the assessor makes use of a range of formative and summative assessment tools methods and assesses combinations of practical, applied, foundational and reflective competencies.

9. International comparability

A search on the Internet showed that the only qualifications that are in any way comparable to this is the Bachelor's (honours) degree described in the Australian Qualifications Framework.

10. Recognition of prior learning:

This qualification recognises:
Formal prior learning:

- Students need a BA degree to register for the Hons BA. Students'
- Prior accredited learning at tertiary level in relevant domains which constitute credit-bearing units is recognised
Non-formal and informal prior experiential learning
- Students will be given RPL for individual modules if they can produce a portfolio of evidence or undergo any other recognised means of assessment that shows that they meet the outcomes and associated assessment criteria specified for that module.

11.   Moderation options

11.1   Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with a relevant Education, Training, Quality Assurance (ETQA) Body or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

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

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

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

12.   Criteria for registration of moderators

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

*   hold a similar qualification to this at NQF Level 8
*   be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA).

Established in terms of Act 58 of 1995

MASTER OF ARTS: RELIGIOUS STUDIES

1.	**Field:**	NSB 07 (Human and Social Studies)
2.	**Sub-field:**	Religious and Ethical Foundations of Society
3.	**Level:**	8
4.	**Credits:**	180
5.	**Issue Date:**	
6.	**Review Date:**	

Purpose of the Qualification

The primary purpose of the qualification is to enable graduates to become specialists in a particular discipline or within an interdisciplinary framework by gaining in-depth knowledge in a complex area of study.

A second purpose of the qualification is to provide South Africa (and other countries) with graduates who can synthesize information autonomously in specialized fields of study in order to provide leaders who can handle contradictions and evaluate highly complex problems independently.

A third purpose of the qualification is to provide South Africa (and other countries) with people who can demonstrate specialized leadership, self-reflexivity and adaptability.

Learning assumed to be in place

Learners who register for this qualification are capable of:

- use a variety of sources, for example published, documentary and oral.
- take responsibility for their own progress communicate ideas in sophisticated language and in sustained, coherent and logical discourse.

Exit Level Outcomes

7.1   Critical Cross-Field Outcomes:

7.1.1   MA graduates can identify, analyse, formulate, and solve convergent and divergent problems of living, of individual and societal kinds, creatively and innovatively.

- identify, analyse and solve complex and advanced abstract problems by drawing on their own experience as well as theoretical knowledge within Religious Studies or within an interdisciplinary framework;
- use their knowledge and expertise to resolve abstract problems that expand or reconfigure existing knowledge.

7.1.2   MA graduates can work effectively with others as a leader of a team, group, organisation, community, and provide leadership to the group output in tasks growing out of the fields traditionally considered as the Humanities.

- use and propagate `people skills` (respect, empathy, listening skills, etc.) in group situations;
- demonstrate respect for the opinion of others through (written and/or oral) reporting without bias;
- demonstrate acceptance of diversity through (written and/or oral) reporting without bias;
- direct projects and successfully interact with others;
- use effective leadership skills within the group;
- organise others into effective working groups;
- communicate the evidence of these group interactions through (written and /or oral) reporting.

7.1.3   MA graduates can manage and organise the activities of selves and others responsibly and effectively.

- demonstrate the requisite theoretical skills and learning strategies at an advanced level;
- organise their study plans and engage in effective time management.
- assess their own strengths and weaknesses and develop organisational strategies;
- evolve strategies best suited to their own and others` situations and contexts;
- think independently and offer sustained theoretical evidence to support their decisions.

7.1.4   MA graduates can collect, analyse, organise and critically evaluate information at an advanced and specialised level as required in the pursuit of the M.A.

- use the full range of library and other resources at an advanced level.
- integrate complex and specialised information from a variety of sources;
- act responsibly as researchers and scholars (e.g., appropriate and accurate referencing, avoiding plagiarism, etc.);
- use relevant conventions and guidelines to their academic and personal purposes;
- critically analyse and generate evaluation and synthesis of information and concepts at an abstract level;
- suggest complex and advanced arguments within a major research area.

7.1.5   MA graduates can communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/ or written presentation, in sustained discourse.

- communicate their ideas lucidly and coherently and provide supporting evidence in a sustained manner;
- generate ideas at a complex level as well as use the ideas of others in support of their own (without plagiarism, etc.);
- evaluate conclusions and premises in their own research;
- use language competently in written (and/or oral) conventions relevant to the discipline.

7.1.6   MA graduates can use science and technology effectively and critically, showing responsibility towards the environment and health and well being of others, in community, national and global contexts.

- demonstrate a responsible attitude towards scholarship and technology;
- use scientific methods of investigation, testing and evaluation; s
- elect technology to suit the needs of the individual or group.
- use natural resources in a sustainable way;
- show respect for and a responsible/ethical attitude towards science and technology;
- show respect and openness towards the psychological, health and physical environment of others.

7.1.7   MA graduates can demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, and by acknowledging their responsibilities to those in the local and broader community.

- demonstrate their prior knowledge and experience as it is relevant to their discipline or field of study; connect the abstract knowledge of theory to the reality of their individual contexts;
- draw upon their prior knowledge (personal and abstract) and personal experience as appropriate when investigating and analysing the world around them;
- look beyond and across traditional disciplinary boundaries for possible solutions and connections;
- demonstrate comprehensive knowledge of a discipline or an interdisciplinary field.

7.2   Developmental Outcomes:

7.2.1   MA graduates can reflect on and explore a variety of strategies to learn more effectively.

- apply what they study in different contexts, both personal and public, real and simulated;
- show evidence of advanced study and research skills, selection, analysis and evaluation;
- develop independent thinking.

7.2.2   MA graduates can play a leading role as a responsible citizen in the life of
        local, national and global communities.

- manage diversity and use appropriate conflict-resolution skills;
- lead groups within limits of own competence; apply what they know and study in
  culturally diverse contexts;
- apply what they know and study at different levels, from personal to academic
  contexts;
- promote equity.

7.2.3   MA graduates can be culturally and aesthetically sensitive across a range of
        social contexts.

- assess impact of cultural diversity in a variety of fields;
- use various skills to draw out the cultural accomplishments of others (e.g., listening
  skills, empathy, sympathy open-mindedness, etc.);
- demonstrate the ability to analyse and assess aesthetic criteria in literary and other
  texts.

7.2.4   MA graduates can explore education and career opportunities by drawing on
        the various knowledge, skills and attitudes acquired in the accomplishment of
        this qualification.

- use the knowledge, skills and attitudes acquired in studying towards the M.A. in the
  service of the community at large (local and global).
- practically apply their knowledge in the real world;
- identify the M.A. skills which are highly valued in the workplace within the relevant
  discipline;
- use the skills required for efficiency in most jobs: imaginative intelligence, emotional
  maturity, effective communication skills, thoughtful accuracy and interpersonal
  sensitivity;
- deal effectively with unknown problems and tasks set them on the job, in the real
  world, by drawing upon the skills from the M.A.(critical thinking, problem-solving,
  conflict resolution, etc.);
- demonstrate a work ethic that shows responsibility and accountability towards the
  employer and the client and community.

7.2.5   MA graduates can develop entrepreneurial opportunities by drawing on the
        various knowledge, skills and attitudes acquired in the accomplishment of this
        qualification.

- create job opportunities in whatever situation they find themselves.
- have a realistic view of their own value to contribute to their local community and
  global society;
- communicate that value to others;
- demonstrate a healthy self-esteem and confidence in their knowledge, skills and
  attitudes as required to complete the M.A. qualification;
- deal with various unknown situations with flexibility and adaptability.

7.3 **Specific outcomes**

7.3.1 Collect, understand and communicate a body of knowledge

Learning Outcome
Graduates can collect, operate on, and communicate information effectively.

Range Statement

At Master's degree level postgraduates should have a comprehensive and systematic knowledge base in Religious Studies and a depth of knowledge in some areas of specialisation; a coherent and critical understanding of the principles and theories and an ability to critique current research and advanced scholarship in an area of specialisation; an ability to make sound theoretical judgements based on evidence and an ability to think epistemologically; an ability to efficiently and effectively retrieve and process information; be able to critically analyse, synthesise and judge quantitative and/or qualitative data; have an ability to engage with current research and scholarly or professional literature in Religious Studies, and be able to present and communicate academic/professional work effectively by using a range of different genres to cater for a range of audiences.

Performance indicators/assessment criteria

The Master's degree graduate can:

- Demonstrate a comprehensive and systematic knowledge with depth based in Religious Studies
- Demonstrate a coherent and critical understanding of principles and theories
- Engage with current research and scholarly or professional literature
- Identify, find, acquire, evaluate, manage and process information in a range of media using technology effectively
- Integrate information from different sources to achieve a given purpose
- Demonstrate the ability to critique current research
- Demonstrate advanced scholarship
- Demonstrate the ability to make sound judgements based on evidence
- Think epistemologically
- Distance themselves from knowledge in texts, reflect on it, independently evaluate the qualitative and quantitative data and take a critical position in relation to it
- Showing an understanding of audiences using a range of different genres appropriate to the context

7.3.2 Theoretical, analytical and systematic thinking and problem solving

Learning Outcome

Graduates will be effective problem solvers, capable of applying logical, critical and creative thinking to a range of problems.

Range Statement

Master's degree graduates will be effective problem solvers, capable of

applying logical, critical and creative thinking to a range of problems.

Performance indicators/assessment criteria
The Master's degree graduate can:

- Identify critical issues in the area of specialisation in the discipline/study field/ professional area
- Analyse and synthesize variable, complex and specialized information to show its relevance to the area of research
- Conceptualise complex and or real life problems and formulate hypothesis
- Formulate evidence-based solutions
- Collect, collate and analyse relevant information, demonstrate the ability to develop a logical argument to base decisions on
- demonstrate critical acumen, independence and insight
- analyse the influence of cultural and historic issues on the area of specialisation
- apply past and present knowledge to speculate on problems in future contexts
- use appropriate theories to base arguments and evidence and the application of theory to practic
- reflect a global perspective

7.3.3   Ethical action and social responsibility

Learning Outcome

Graduates will be encouraged to ethical action, social responsibility and lifelong learning

Range Statement

At Master's degree level graduates should demonstrate a capacity to manage tasks professionally and ethically and take responsibility for continuing academic or professional development.

Performance indicators/assessment criteria

The Master's degree graduate can:

- participate in creating and sustaining a just and democratic society by questioning values knowledge and culture, both own and others and recognising social justice issues relevant to Religious Studies
- explore social aspects (political, economic, legislative, sociological, environmental, etc) and their impact on life, work and particular area of
- specialisation and take a stand with self-confidence and responsibility
- interpret relationships between social and cultural situations and between culture and aesthetics situations
- promote the importance of sustainable development
- demonstrate personal responsibility to the community through innovation that leads to productivity, efficiency and cost-effectiveness
- demonstrate accountability for own output and group output
- act professionally and ethically in all contexts
- take responsibility within own limits of competence
- exercise judgement commensurate with knowledge and experience

- demonstrate a willingness to learn independently for continuing academic or professional development

7.3.4 Research skills

Learning Outcome

Graduates can use appropriate, basic research methodologies to access knowledge in Religious Studies

Range Statement

At Master's degree level graduates should be thoroughly conversed with a range of research methods, techniques and advanced technical knowledge and have an ability to select these appropriately for a particular research problem in an area of specialisation and effectively apply the principles of sound research practices.

Performance indicators/assessment criteria

The Master's degree graduates:

- are thoroughly conversed with a range of research methods, techniques and advanced technical knowledge;
- have an ability to select these appropriately for a particular research problem in an area of specialisation and effectively apply the principles of sound research practices.
- operate in complex, ill-defined contexts within the discipline/subject field/profession
- manage learning tasks autonomously
- negotiate, assert own values and respect the values of team members
- appreciate multicultural diversity and the complex and intercultural factors that contributes to notions of culture and cultural relationships
- exercise self-evaluation, team-evaluation and project-evaluation

International comparability

A search on the Internet showed that the only qualifications that are in any way comparable to this is the Master's degree described on the Australian Qualifications Framework.

Integrated assessment

Learning and assessment are integrated. The term 'Integrated Assessment' implies that theoretical and practical components are assessed together. During integrated assessments, the assessor makes use of a range of formative and summative assessment tools methods and assesses combinations of practical, applied, foundational and reflective competencies.

Recognition of prior learning:

This qualification recognises
- formal prior learning
  -Students need a BA Hons or equivalent. - Students` prior accredited learning

at tertiary level in relevant domains which constitute credit-bearing units is recognised

non-formal and informal prior experiential learning

- Students will be given RPL if they can produce a portfolio of evidence or undergo any other recognised means of assessment that shows that they meet the outcomes and associated assessment criteria specified.

11   Moderation

11.1   Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with a relevant Education, Training, Quality, Assurance (ETQA) Body or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

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

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

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

12 .   Criteria for registration of moderators

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

- hold a similar qualification to this at NQF level 8
- be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

DOCTOR OF PHILOSOPHY: RELIGIOUS STUDIES

1. **Field:**   NSB 07 (Human and Social Studies)

2. **Sub-field:**   Religious and Ethical Foundations of Society

3. **Level:**   8

4. **Credits:**   360

5. **Issue Date:**

6. **Review Date:**

Purpose of the Qualification

The primary purpose of the qualification is to create leading practitioners who are capable of advancing knowledge in and providing an original contribution to a particular discipline or specialised field of study or within an interdisciplinary framework.

A second purpose of the qualification is to provide South Africa (and other countries) with leaders who can identify original problems that can expand or redefine existing knowledge and design new creative systems based on sound principles.

A third purpose of the qualification is to provide South Africa (and other countries) with intellectual leaders who can demonstrate high levels of self and group reflexivity by adapting to dynamic and changing circumstances, and creatively challenge existing configurations of knowledge.

Learning assumed to be in place

Learners who register for this Qualification are able to:

*   Responsibly pursue independent research.
*   Communicate effectively within an academic context.
*   Use the full range of library and other resources at an advanced level;
*   Integrate complex and specialized information from a variety of sources;
*   Act responsibly as researchers and scholars (e.g., appropriate and accurate referencing, avoiding plagiarism, etc.);
*   Show awareness of the conventions of scholarship in the discipline under study;
*   Demonstrate awareness of relevant conventions and guidelines to their academic

and personal purposes;

- Communicate their ideas lucidly and coherently and provide supporting evidence in a sustained manner.

7.   Exit level outcomes

7.1   Critical Cross-Field Outcomes:

All critical cross-field outcomes will be embedded appropriately in the qualification. They will be assessed within the context of the programmes

7.1.1   Identify, analyse, formulate, and solve highly complex problems of living, of individual and societal kinds, creatively, autonomously and innovatively with a level of expertise beyond that of the MA.

- identify, analyse and solve complex and highly advanced abstract problems by drawing on their own experience as well as theoretical knowledge within a major discipline or field of study.
- use their knowledge and expertise to resolve problems that expand or reconfigure existing knowledge.
- contribute to solving problems in a specific research area in a unique way.

7.1.2   Effectively lead a team, group, organization, community, and direct group output in tasks growing out of the fields traditionally considered as the humanities.

- Show evidence of `people skills` (respect, empathy, listening skills, etc.) in group situations;
- demonstrate respect for the opinion of others through (written and /or oral) reporting without bias;
- demonstrate acceptance of diversity through (written and/or oral) reporting without bias;
- direct projects and successfully interact with others.
- effectively lead the group; organize others into effective working groups;
- communicate the evidence of these group interactions through (written and /or oral) reporting.

7.1.3   Manage and organize the activities of others responsibly and effectively.

- demonstrate the requisite theoretical skills and learning strategies at an advanced level;
- organize their study plans and engage in effective time management;
- evolve strategies best suited to their own and others` situations and contexts;
- think independently and offer sustained theoretical evidence to support their decisions;
- assess their own strengths and weaknesses and develop organizational strategies.

7.1.4   Collect, analyse, organize and critically evaluate information at a highly advanced and highly specialized level.

- critically analyse and generate evaluation and synthesis of information and concepts at an abstract level;

- suggest complex and advanced arguments within a major research area.

7.1.5 Communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/ or written presentation, in sustained discourse.

- generate ideas at a complex level as well as use the ideas of others in support of their own (without plagiarism, etc.)
- evaluate conclusions and premises in their own research.
- use language competently in written (and/or oral) conventions relevant to the discipline.

7.1.6 Use science and technology effectively and critically, showing responsibility towards the environment and health and well-being of others, in community, national and global contexts.

- use scientific methods of investigation, testing and evaluation;
- select technology to suit the needs of the individual or group.
- use natural resources in a sustainable way;
- show respect for and a responsible attitude towards science and technology;
- demonstrate a consideration of the ethics involved in science and technology issues;
- show respect and openness towards the psychological, health and physical environment of others.

7.1.7 Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation, and by acknowledging their responsibilities to those in the local and broader community.

- demonstrate their prior knowledge and experience as it is relevant to their discipline or field of study;
- connect the abstract knowledge of theory to the reality of their individual contexts;
- draw upon their prior knowledge (personal and abstract) and personal experience as appropriate when investigating and analysing the world around them;
- look beyond and across traditional disciplinary boundaries for possible solutions.
- demonstrate comprehensive knowledge of a research discipline or study area and relate it to own research.

7.2   Developmental Outcomes:

In order to contribute to the full personal development of graduates and the social and economic development of society at large, it must be the intention underlying any programme of learning to make individuals aware of the importance of the following developmental outcomes:

7.2.1 D Litt et Phil graduates can produce a variety of strategies to learn more effectively.

- Learning strategies are assumed to be in place at this level.

7.2.2 D Litt et Phil graduates can play a leading role as responsible citizens in the life of local, national and global communities.

- manage diversity and promote respect and equity;
- lead groups; apply what they know and study in culturally diverse contexts;
- apply what they know and study at different levels, from personal to academic contexts.
- use the knowledge, skills and attitudes acquired in studying towards the D Litt et Phil in the service of the community at large (local and global);

7.2.3   D Litt et Phil graduates can promote cultural and aesthetic sensitivity across a range of social contexts.

- show awareness of cultural diversity; demonstrate acceptance of diversity and the opinions of others;
- use various skills to draw out the cultural accomplishments of others (e.g., listening skills, empathy, sympathy open-mindedness, etc.);

7.2.4   D Litt et Phil graduates can use the educational and career opportunities acquired in the accomplishment of this qualification.

- practically apply their knowledge in the real world;
- identify the D Litt et Phil skills which are highly valued in the workplace within the relevant discipline;
- use the skills required for efficiency in most jobs: imaginative intelligence, emotional maturity, effective communication skills, thoughtful accuracy and interpersonal sensitivity;
- deal effectively with unknown problems and tasks set them on the job by drawing upon the skills from the D Litt et Phil (critical thinking, problem-solving, conflict resolution, etc.);
- demonstrate a work ethic that shows responsibility and accountability towards the employer and the client or community.

7.2.5   D Litt et Phil graduates can develop entrepreneurial opportunities by drawing on the various knowledge, skills and attitudes acquired in the accomplishment of this qualification.

- create job opportunities in whatever situation they find themselves;
- have a realistic view of their own worth to contribute to their local community and global society;
- communicate that value to others;
- demonstrate a healthy self-esteem and confidence in their knowledge, skills and attitudes as required to complete the DLitt et Phil qualification;
- deal with various unknown situations with flexibility and adaptability.

7.3   Specific Outcomes

7.3.1   Collect, understand and communicate a body of knowledge

Learning Outcome

Graduates can collect, operate on, and communicate information effectively.

Range Statement
Original research is undertaken resulting in a significant contribution to knowledge and understanding and/or the application of knowledge within Religious Studies. A substantial and well-ordered thesis should demonstrate

the relationship of the research to the broader framework of the discipline or study field.

Performance indicators/assessment criteria

The Doctoral degree graduate can:

- identify, analyse and solve complex and highly advanced abstract problems by drawing on their own experience as well as theoretical knowledge within Religious Studies
- use their knowledge and expertise to resolve problems that expand or reconfigure existing knowledge.
- contribute to solving problems in a specific research area in a unique way.
- communicate effectively the contents of the discipline and the results of the research
- expand, redefine and reconfigure existing knowledge within the broader context of Religious Studies;
- show that their theses/research projects can be recognised as original contributions by experts in the field;
- produce a thesis which is publishable entirely or in part

7.3.2   Theoretical, analytical and systematic thinking and problem solving

Learning Outcome

Graduates will be effective problem solvers, capable of applying logical, critical and creative thinking to a range of problems.

Range Statement

Engage in highly advanced critical thinking and creative problem solving within a focussed research context

Performance indicators/Assessment criteria:
- critically analyse and generate evaluation and synthesis of information and concepts at an abstract level;
- suggest complex and advanced arguments within a major research area.
- achieve a high degree of abstraction when analysing and synthesizing information within an area of research;
- attain a high level of epistemological sophistication when reflecting on information within an area of research;
- make sound evaluations on the basis of independently generated criteria;
- autonomously analyse, synthesize and evaluate information;
- design new creative systems based on sound principles.
- document problem statements and aims and objectives, research designs or plans, modus operandi, results and conclusions in an academically respectable and acceptable manner;
- analyse data and apply theory to practice
- show critical acumen in evaluating sources, specifically primary material;
- develop a logical argument;
- display expert, innovative thought
- generate ideas at a complex level as well as use the ideas of others in support of their own (without plagiarism, etc.)
- evaluate conclusions and premises in their own research.
- use language competently in written (and/or oral) conventions relevant to the

discipline.

7.3.3   Ethical action and social responsibility

Learning Outcome

Graduates will be encouraged to ethical action, social responsibility and
lifelong learning

Range Statement

At Doctoral degree level graduates should demonstrate a capacity to manage
tasks professionally and ethically and take responsibility for continuing
academic or professional development.

Performance indicators/assessment criteria
- demonstrate a consideration of the ethics involved in science and technology issues;
- show respect and openness towards the psychological, health and physical
  environment of others.
- manage diversity and promote respect and equity;
- apply what they know and study in culturally diverse contexts;
- use the knowledge, skills and attitudes acquired in studying towards the D Litt et Phil
  in the service of the community at large (local and global);
- demonstrate acceptance of diversity and the opinions of others;
- demonstrate a work ethic that shows responsibility and accountability towards the
  employer and the client or community.
- deal with various unknown situations with flexibility and adaptability.
- participate in creating and sustaining a just and democratic society by questioning
  values, knowledge and culture, both own and others and recognising social justice
  issues relevant to Religious Studies
- explore social aspects (political, economic, legislative, sociological, environmental,
  etc) and their impact on life, work and particular area of
- specialisation and take a stand with self-confidence and responsibility
- interpret relationships between social and cultural situations and between culture and
  aesthetics situations
- demonstrate personal responsibility to the community through innovation that leads
  to productivity, efficiency and cost-effectiveness
- demonstrate accountability for own output and group output
- act professionally and ethically in all contexts
- take responsibility within own limits of competence
- exercise judgement commensurate with knowledge and experience
- demonstrate a willingness to learn independently for continuing academic or
  professional development

7.3.4   Research skills

Learning Outcome

Graduates can apply principles of sound research practice in collecting,
organising and critically evaluating information.

Range Statement
Apply principles of sound research practice in collecting, organising and
critically evaluating information. Show evidence of `people skills` (acceptance
of diversity, empathy, listening skills, etc.) in group situations; demonstrate

respect for the opinion of others through (written and /or oral) reporting without bias; demonstrate acceptance of diversity through (written and/or oral) reporting without bias; direct projects and successfully interact with others. effectively lead the group; organize others into effective working groups; communicate the evidence of these group interactions through (written and /or oral) reporting.

Performance indicators/assessment criteria

- demonstrate the requisite theoretical skills and learning strategies at an advanced level;
- organize their study plans and engage in effective time management;
- evolve strategies best suited to their own and others` situations and contexts;
- think independently and offer sustained theoretical evidence to support their decisions;
- assess their own strengths and weaknesses and develop organizational strategies.
- use scientific methods of investigation, testing and evaluation;
- select technology to suit the needs of the individual or group.
- show respect for and a responsible attitude towards science and technology;
- connect the abstract knowledge of theory to the reality of their individual contexts;
- draw upon their prior knowledge (personal and abstract) and personal experience as appropriate when investigating and analysing the world around them;
- look beyond and across traditional disciplinary boundaries for possible solutions.
- demonstrate comprehensive knowledge of a research discipline or study area and relate it to own research.
- present material clearly and systematically;
- argue logically in order to support their findings;
- document research with accuracy;
- use a systematic and consistent approach to technical issues such as the layout of the dissertation or other required project.

8   International comparability

A search on the Internet showed that the only qualifications that are in any way comparable to this is the Master's degree described on the Australian Qualifications Framework.

9   Integrated assessment

Learning and assessment are integrated. The term 'Integrated Assessment' implies that theoretical and practical components are assessed together. During integrated assessments, the assessor makes use of a range of formative and summative assessment tools methods and assesses combinations of practical, applied, foundational and reflective competencies.

10   Recognition of prior learning:

This qualification recognises formal prior learning

- Students need a MA or equivalent.
- Students` prior accredited learning at tertiary level in relevant domains which constitute credit-bearing units is recognised non-formal and informal prior experiential learning

10   Moderation

11.1   Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with a relevant Education, Training, Quality, Assurance (ETQA) Body or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

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

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

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

11   Criteria for registration of moderators

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

- hold a similar qualification to this at NQF level 8
  be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)

No. 1259   **2 November 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

Christian Theology and Ministry

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

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

Comment on the qualifications and unit standards should reach SAQA at the address *below and no later than 28 November 2004.* All correspondence should be marked **Standards Setting – SGB Christian Theology and Ministry** and addressed to

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

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

Bachelor of Theology (BTh) - Level 6

NQF Level:	6
Credits:	360 minimum
Field:	Human and Social Studies
Sub-field:	Religious and Ethical Foundations of Society
Issue date:	
Review date:	

Purpose of Qualification

The purpose of programmes leading to this Qualification is to deliver learners who can critically apply focused analysis, knowledge and skills in the service and leadership - both lay and ordained - of Christian communities, community organisations and society. This interdisciplinary Qualification produces life-long theological learners who are equipped to raise and debate current issues in African and international contexts. The Qualification also seeks to enable learners develop, clarify and articulate a value system from a Christian perspective. This Qualification is intended to conscientise learners with respect to issues of justice such as gender, social disparity, disability and the environment, and enable them to develop transformative communities, and contribute to the development of the society as a whole.

Learners who achieve this Qualification can, with a strong measure of independence:

- Interpret, integrate and apply Christian sources in context

- Understand their communities, in the light of the history of Christianity, and position themselves responsibly in their contexts

- Analyse information critically and articulate and communicate effectively

- Evaluate and apply Christian theology and ethics personally and in community

- Practise and evaluate ministries in the church

- Initiate and develop Christian ministry in the wider community

Rationale:

The majority of candidates for this Qualification are likely to be working in churches, para-church and community organisations. The Qualification will give them the opportunity to integrate knowledge of the Christian faith with essential skills to minister to and lead Christian communities and contribute to the development and transformation of the broader society, as well as develop the values of such leadership. Candidates who wish to gain an understanding of the Christian faith and to develop their own spirituality will also benefit from this Qualification. Some learners will continue after this first degree with post-graduate studies, which may be required for a professional Qualification by some faith communities.

Articulation:

The BTh articulates upwards to Honours Qualifications at NQF level 7 (which in turn articulates upwards to Masters (MTh) and Doctorate Qualifications).

Learning assumed to be in place:

Learners who register for this Qualification can:

- read and write at an advanced level in the language in which the provider offers the Qualification

- learn from written study material;
- formulate their own viewpoints in writing;
- organise and process new information and viewpoints that they encounter;
- with guided support, take responsibility for their own intellectual progress.

Access to the Qualification:

This Qualification recognises:

- *formal prior learning*

Learners' prior accredited learning at secondary level (matriculation certificate) is recognised. Mature age exemption may also be recognised. Prior accredited learning at tertiary level that constitutes credits-bearing units is also recognised, in particular certificates and diplomas obtained at various accredited theological institutions.

- *non-formal and informal prior experiential learning*

Learners will be given recognition of prior learning (RPL) if they can produce a portfolio of evidence to show that they meet the outcomes and associated assessment criteria of specific modules or unit standards thus obtaining the relevant credits according to the assessment of the provider.

Exit level outcomes and Assessment criteria:

The following Exit Level Outcomes may be obtained either by means of specified Unit Standards registered on the NQF at Levels 5, 6 or 7, or by completing the whole B Th Qualification at an institution registered for this purpose by the Department of Education. The outcomes of the individual Unit Standards are enabling outcomes that collectively amount to the attainment of the Exit Level outcomes of the Qualification. It should be noted that the Unit Standard credits may satisfy more than one Exit Level Outcome (as set out, for example, in the Unit descriptors of the Unit Standards registered by the NQF and as shown in the lists of Unit Standards in the Annexures). Higher education institutions which opt to assess the learners' attainment of the Exit Level Outcomes by means of the whole degree are not required to use the Unit Standards provided that they offer the following balance of credits in fields and competencies. This credit weighting applies also to the overall of Unit Standard Fundamental, Core and Elective credits.

FUNDAMENTAL (10 credits)

A Study Skills and Language component such as the Unit Standard: 'Access, interpret, and apply information in theological contexts'

CORE (182 credits)
Systematic Theology 24 credits
Theological Ethics 24 credits
Biblical Studies 48 credits
History of Christianity 24 credits
Practical Theology 24 credits
Study of Other Religions 12 credits
Church and Social Transformation 12 credits
Language 14 credits

THEOLOGICAL ELECTIVES (84 credits)

A further 84 credits must be obtained from Electives in Christian Theology and Ministry

THEOLOGICAL OR NON-THEOLOGICAL ELECTIVES (84 credits)

A further 84 credits must be obtained either from Electives in Christian Theology and Ministry or in other disciplines (usually cognate disciplines such as Psychology, Sociology, Philosophy, Hellenistic Greek or Hebrew).

Note: *The Bachelor of Theology should be regarded as an interdisciplinary professional degree. Certain of the Exit Level Outcomes core requirements specify credits in non-theological fields, such as language and other religions. In addition, provision is made for non-theological electives up to 84 credits.*

Exit Level Outcomes	Integrative Assessment Criteria	Implied competence and range. Critical evidence for assessment purposes imply an ability to:
1. Identify and distinguish basic concepts and theories with regard to Theology as a human and social science.	• Demonstrate critical insight into the various viewpoints related to theological issues	• Approach theological issues in a valid and accountable way, appropriate to the human and social sciences

This Exit Outcome could be achieved either as part of a whole Qualification (12 credits in Systematic Theology), or through competence in a selection of the following Unit Standards:
Core: *Analyse and apply key Christian teachings in context (12 credits)*
Electives:
Conduct a prescribed course for enquirers which promotes Christian belief and discipleship
Describe the theology and practice of Baptism, Eucharist and Ministry and hence the Church's role in society
Design a contextually relevant model of the Church based on other accepted models of the Church in Christian theology
Evaluate and understand views of the end-times in order to develop an appropriately goal-oriented Christian life
Explain and communicate personal and corporate salvation for the transformation of individuals and communities
Explore the cross as a key Christian symbol
Facilitate ethical decision making and formation in a church and social context
Investigate Christianity in Southern Africa

2. Integrate and apply the range of theological concepts and disciplines.	• Explain and use the unity and diversity of theological subjects	• Differentiate and be able to apply relevant competencies in the range of theological subjects, e.g. Biblical Studies, Ethics, Systematic Theology, Church Ministries

This Exit Outcome could be achieved either as part of a whole Qualification (12 credits in Systematic Theology), or through competence in a selection of the following Unit Standards:
Fundamental: *Access, interpret and apply information in theological contexts (10 credits)*
Core: *Demonstrate understanding of mission throughout church history and define personal mission*
Electives:
Design a contextually relevant model of the Church based on other accepted models of the Church in Christian theology
Engage with issues of life and death
Explore the impact on relationships of 'humanity created in the image of God'

3. Critically compare and use theological and other	• Interpret, compare and critically analyse biblical and other texts	• Work critically and contextually with theological, biblical and

sources to explore faith questions and proclaim Christian faith in context, particularly the African context	• use other sources and disciplines when applicable to interpret biblical and other texts • critically address faith questions • communicate the Christian faith in context, particularly the African context	'other texts', e.g. the experience of women; histories and credits, current documents in churches of various groupings, and narratives, archaeology and history • Interpret biblical and other texts responsibly and creatively • Work with a variety of other sources, such as concordances, commentaries, dictionaries, encyclopaedias, monographs and journals. • Communicate the Christian faith in well structured arguments showing an awareness of audience and using academic professional discourse appropriately in various written and oral forms; writing at various levels of publication (e.g. Church letters, journals, newspapers).

This Exit Outcome could be achieved either as part of a whole Qualification (48 credits in Biblical Studies and 24 credits in History of Christianity), or through competence in a selection of the following Unit Standards:

Core: *Describe and evaluate the life and ministry of Jesus of Nazareth (12 credits)*
Interpret and apply the Bible and other Christian sources in their contexts (18 credits)

Electives:
Analyse and construct narrative texts (12 credits)
Describe the role of biblical archaeology (12 credits)
Explore biblical poetry as creative response to God
Evaluate modern Christianity and its impact (24 credits)
Evaluate the historical interaction of Christianity with the people of South Africa (12 credits)
Interpret biblical texts in context (12 credits)
Investigate and apply biblical apocalyptic
Investigate and apply New Testament letters
Investigate and compare biblical and modern concepts of law
Investigate and critique biblical and modern prophecy
Investigate and evaluate biblical and modern wisdom
Investigate Christian foundations in the early centuries (12 credits)
Investigate Christian foundations in the first millennium (24 credits)
Investigate Christianity in Africa (12 credits)
Investigate Christianity in the medieval centuries (12 credits)
Investigate Gospels and apply them in context
Reread the Bible from a woman's liberationist perspective (12 credits)
Study the Old Testament in its interaction with Africa (5 credits)
Investigate Christianity in Southern Africa

| 4. Identify, evaluate and develop their personal faith in context, particularly the African context. | • give a critical account of the history and values of their faith community and their personal faith development
• integrate their personal faith development with theological discourse and ministry in their faith communities | • Describe and present an account of their personal and communal faith
• Relate with sensitivity to other faith communities in a pluralistic context |

This Exit Outcome could be achieved either as part of a whole Qualification (6credits Practical Theology), or through competence in a selection of the following Unit Standards:
Core: *Describe and assess key Christian spiritualities in historical and contemporary context (12credits)*
Electives:
Study and live holistic Christian spirituality (12credits)
Use Christian spiritualities to develop a rule of life (24credits)

| 5. Engage in and articulate critical and creative theological thinking and writing. | • identify, classify, analyse, compare and critically evaluate different theological theories, concepts and positions.
• Critically derive theological meaning from different theological views
• present and defend arguments combining insights gained from different theological genres | • Identify, classify, and critique different theological positions, using books, journals, sermons, etc.
• Evaluate theological positions in written form, using evidence-based solutions and theory-driven arguments |

This Exit Outcome could be achieved either as part of a whole Qualification (12 credits Language), or through competence in a selection of the following Unit Standards:
Electives: *Write an academic report on a given subject*
Describe feminist theology and apply it to Church and society
Explore the cross as a key Christian symbol
Explore the impact on relationships of 'humanity created in the image of God
Investigate Christianity in Southern Africa

| 6. Play a moral and constructive role by developing and applying core human and Christian norms and values to contexts, to facilitate moral decision making and formation. | • demonstrate critical insight into the complexities of current moral issues
• identify and compare key human and Christian ethical norms and values
• integrate Christian norms and values with appropriate goals, consequences and virtues for moral decisions and actions
• appropriately engage their learning and analysis into value based decisions and actions | • Base decisions and actions on a well-rounded and systematic knowledge base of Christian sources, theology and traditions, in the African context, with cognisance of the international context. |

This Exit Outcome could be achieved either as part of a whole Qualification (24 credits Theological Ethics), or through competence in a selection of the following Unit Standards:
Core: *Formulate and apply basic models of Christian ethics*
Electives:
Engage with the ethics of sexuality
Facilitate ethical decision making and formation in a church and social context

7. Facilitate Christian pastoral ministry to individuals and communities and evaluate its effectiveness.	• identify and analyse individual, group and societal areas in need of Christian pastoral healing and other ministries • integrate theological understanding in effective Christian pastoral ministry • evaluate the effectiveness of pastoral ministry in particular contexts.	• Minister with sensitivity and compassion • Minister appropriately and holistically • Apply essential procedures, operations and techniques in pastoral ministry

This Exit Outcome could be achieved either as part of a whole Qualification (12 credits Practical Theology), or through competence in a selection of the following Unit Standards:
Core: *Practice and evaluate models of pastoral care*
Electives:
Apply pastoral counselling skills
Design and implement Christian Education events and programmes
Engage with the principles of Christian Education
Involve children in the ministry of a faith community
Prepare, deliver and evaluate sermons
Describe, analyse and evaluate the historical development of Christian worship

8. Promote, develop and evaluate transformative leadership in a faith community	• show an ability to evaluate, impart and encourage appropriate leadership forms and skills in a local faith community • integrate theoretical and practical competencies anticipating the development of a local faith community	• Exercise appropriate leadership in a local faith community

This Exit Outcome could be achieved either as part of a whole Qualification (6credits Practical Theology), or through competence in a selection of the following Unit Standards:
Core: *Analyse and facilitate Christian leadership in church and social contexts*
Electives:
Analyse and evaluate approaches to church growth in relation to Christian mission
Lead as a servant

| 9. Participate constructively in multicultural and multi - faith communities. | • give a reliable account of the history and value of other faith communities
• analyse the impact of cultural and religious differences on inter and intra community relations
• demonstrate sensitivity towards different cultures and religions. | • Demonstrate a detailed knowledge of and an ethical base for sound human relationships in a multi-faith and multi-cultural context
• Demonstrate an informed understanding and sensitivity towards other cultures |

This Exit Outcome could be achieved either as part of a whole Qualification (12 credits Study of Other Religions), or through competence in a selection of the following Unit Standards:
Electives:
Engage with other faiths
Describe, evaluate and apply ecumenical principles

| 10. Identify and formulate transformative responses to contemporary societal needs. | • Develop and use analytical skills to identify and explain the needs of society
• develop contextually relevant responses to these needs
• apply these responses by proposing and implementing transformational processes and programmes | • Identify societal needs with sensitivity to the African context, the needs of marginalised persons and groups, and the environment, taking into consideration the international context |

This Exit Outcome could be achieved either as part of a whole Qualification (12 credits Church and Social Transformation), or through competence in a selection of the following Unit Standards:

Electives:
Propose a project for socio-economic transformation
Develop, facilitate and evaluate appropriate Christian responses to HIV/AIDS

Critical cross-field outcomes:

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

Critical cross-field outcomes A learner who obtains the Degree in Theology can:	**Associated assessment criteria** In the form of tasks in study material, written assignments, portfolio tasks, projects, case studies and examinations, learners will be assessed on their ability to:
1. Identify and solve problems, make responsible decisions,	• use central methods of enquiry of Theology as a human and social science.

demonstrating critical and creative thinking.	• do responsible Biblical interpretation by applying recognised exegetical methods in specific contexts and by critically evaluating other interpretations. • approach problems of historical and systematic interpretation in theology by analysing theologies in relation to their respective ecclesial, cultural, economic, social and political contexts. • address church and community problems by using creative contextual approaches to ministry.
2. Work effectively with others as a member of a team, group, organisation, community.	• understand the importance of a moral and constructive role in a faith community and the community at large. • communicate and interact effectively in a group context
3. Organise and manage oneself and one's activities responsibly and effectively	• utilize requisite study skills and learning strategies. • self-evaluate, identify and address own learning needs • organise their own study plans. • think independently.
4. Collect, analyse, organise and critically evaluate information.	• use library and other resources effectively to complete tasks. • construct an academic essay by integrating information from a variety of sources. • act responsibly as a scholar (i.e. by using recognised reference techniques and by avoiding plagiarism). • critically evaluate theological theories, experiences, examples, etc.
5. Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation.	• produce persuasive forms of written, oral and new media communication • express theological insights creatively in their first language and in terms of their culture and worldview
6. Use science and technology effectively and critically, showing responsibility towards the ~~environment and the health/well~~	• Use the internet and other electronic media for theological research • formulate concrete and creative responses to

environment and the health/well-being of others	community and environmental problems
7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation	• demonstrate respect for personal, cultural, and theological diversity, in the context of a pluralistic society • identify the connection between problems of a particular faith community and larger communities
8. Reflect on and explore a variety of strategies to learn more effectively	Demonstrate: • awareness of how personal biases influence one's knowledge of and attitude to people and situations • how engagement with different types of sources fosters different learning strategies
9. Participate as responsible citizens in the life of local, national and global communities	Demonstrate: • commitment to the well-being of society by developing well-informed ethical stances on community issues • a responsible and constructive understanding of society
10. Show cultural and aesthetic awareness across a range of social contexts	Demonstrate: • sensitivity towards social diversity and divergent opinions • awareness of the role of cultural differences in Biblical interpretation • display the ability to understand the cultural and contextual roots of differences between theologies • cooperate with people of other churches and theologies, and demonstrate awareness of other religions and how cooperation in societal issues could be realized
11. Explore education and career opportunities	Demonstrate the ability to: • compare and evaluate various options for further study • become involved accountably in Christian community and society with a view to employment as a church or community worker

12. Develop entrepreneurial opportunities	Demonstrate the ability to: • identify and use the skills necessary for church development and growth • identify and use the skills of social analysis, interpersonal sensitivity, imaginative intelligence, emotional maturity and community involvement, which may lead to the creation of employment opportunities inside and outside church circles

Recognition of prior learning:

This Qualification can be achieved in whole or in part through recognition of prior learning in terms of the criteria set out above.

Evidence can be presented in a variety of forms, including previous local or international Qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence should be judged according to the general principles of assessment described in the note to assessors in item 19 below.

Accreditation and moderation

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

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

Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the outcomes that make up this Qualification.

Notes

Notes for assessors:

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

✓ Focus the initial assessment activities on gathering evidence in terms of the main outcomes to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in terms of the Qualification purpose. Take special note of the need for integrated assessment.

✓ Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.

✓ All assessments should be conducted in line with the following well documented principles of assessment as defined below:

Principles of assessment:

✓ *Appropriate:* The method of assessment is suited to the performance being assessed.

✓ *Fair:* The method of assessment does not present any barriers to achievements, which are not related to the evidence.

✓ *Manageable:* The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.

✓ *Integrated into work or learning:* Evidence collection is integrated into the work or learning process where this is appropriate and feasible.

✓ *Valid:* The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.

✓ *Direct:* The activities in the assessment mirror the conditions of actual performance as closely as possible

✓ *Authentic:* The assessor is satisfied that the work being assessed is attributable to the person being assessed.

✓ *Sufficient:* The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.

✓ *Systematic:* Planning and recording is sufficiently rigorous to ensure that assessment is fair.

✓ *Open:* Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.

✓ *Consistent:* The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

International comparisons

This BTh Qualification standard is comparable to similar Qualifications from around the world with regard to outcomes and assessment criteria, the level of depth and complexity involved in the study process, and with due regard to notional learning time. For example, this BTh Qualification design is comparable to that offered by the Cambridge Theological Federation of Cambridge University and by the University of Wales (e.g. Bangor, Lampeter) in the United Kingdom; the BTh offered by the Universities of Otago and Auckland in New Zealand, by Flinders University and Melbourne College of Divinity in Australia, and the Catholic Institute of West Africa in Port Harcourt. Information from other African universities such as the Kenyatta University, Nairobi, Kenya and the University of Ibadan, Nigeria, was not available on the world wide web. A common route in many African and Asian countries is to take a three year Diploma in Theology, followed by a three year Bachelor of Divinity, e.g. Makumire University and Iringa University in Tanzania, St. Paul's College, Limuru in Kenya, Trinity Theological College in Singapore, Serampore College of Calcutta University in India. The BD is not a research degree and is roughly equivalent to the MDiv in the SAQA Qualification Framework. In order to enter the PhD in the SAQA Qualification framework, such students would be required to undertake a MTh research Qualification (i.e. to articulate upwards to the PhD).

Annexure A

FUNDAMENTAL UNIT STANDARDS

Candidates following a Unit Standards-based Qualification are required to achieve the following Unit Standard: 10 credits

NLRD number	Title	Level	Credits	ELOs addressed by this US
115909	Access, interpret and apply information in theological contexts	5	10	All

Annexure B

CORE UNIT STANDARDS

Candidates following a Unit Standards-based Qualification are required to achieve all the following Unit Standards: 114 credits.

NLRD number	Title	Level	Credits	ELOs addressed by this US:
115906	Analyse and apply key Christian teachings in context	6	12	1,2,3,5
115926	Critique and practise models of Christian leadership and management	6	12	8
115924	Demonstrate understanding of mission throughout church history and define personal mission.	5	8	1,2,3,4,7,10
116039	Describe and assess key Christian spiritualities in historical and contemporary context	6	12	2,4,6
115927	Describe and evaluate the life and ministry of Jesus of Nazareth	6	12	1,3
115998	Formulate and apply basic models of Christian ethics	6	12	1,6
115996	Implement transformation in a community using Christian principles	5	18	9,10
115997	Interpret and apply the Bible and other primary Christian sources in their contexts	6	18	1,3
115999	Practice and evaluate models of pastoral care	6	10	7,10

Annexure C

ELECTIVE UNIT STANDARDS

Candidates following a Unit Standards-based Qualification are required to achieve a minimum of 236 credits from the following Unit Standards, with an overall total of 120 credits at NQF Level 6.

ELECTIVE UNIT STANDARDS: LEVEL 5

NLRD number	Title	Level	Credits	ELOs addressed by this US:
115913	Apply basic skills of pastoral care	5	12	7
115919	Conduct a prescribed course for enquirers which promotes Christian belief and discipleship	5	12	4,5,8
115929	Describe and analyse the history and theology of the ikon	5	6	3
115948	Describe and evaluate own denomination	5	12	2,3,4,5
115956	Describe and implement a Christian management philosophy in the Church in the light of one's theological perspective	5	12	8
115959	Describe the theology and practise of Baptism, Eucharist and Ministry and hence the Church's role in society	5	12	2,3,5
115969	Design a contextually relevant model of the Church based on other accepted models of the Church in Christian theology	5	6	1,2,3,5
115970	Develop healing ministries in the church	5	12	7
115985	Engage with issues of life and death	5	12	2,5,6,9
115987	Evaluate and understand views of the end-times in order to develop an appropriately goal-oriented Christian life	5	6	4,5,6
	Examine understandings of the Christian Church	5	6	3,5,6
115988	Explain and communicate personal and corporate salvation for the transformation of individuals and communities	5	6	2,3,4,8
115992	Explore biblical poetry as creative response to God	5	12	1,3,5
115994	Facilitate an event or programme in which a Christian response to HIV/AIDS is addressed	5	12	7,9
116005	Investigate and apply biblical apocalyptic	5	12	1,3,5
116006	Investigate and apply New Testament letters	5	12	1,3,5
116008	Investigate and compare biblical and modern concepts of law	5	12	1,3,5
116010	Investigate and critique biblical and modern prophecy	5	12	1,3,5
116015	Investigate and evaluate biblical and modern wisdom	5	12	1,3,5

116016	Investigate Christian foundations in the early centuries	5	12	1,3,5
116018	Investigate Gospels and apply them in context	5	12	1,3,5
116022	Lead worship	5	12	4,8
116029	Strategise Church reform on historical principles	5	12	1,2,3,5
116032	Translate and interpret words from the Greek New Testament for use in Christian ministry	5	12	3
116038	Work collaboratively with others towards Christian ministry	5	12	8,10
116034	Work in a local church under supervision	5	12	8

ELECTIVE UNIT STANDARDS: LEVEL 6

NLRD number	Title	Level	Credits	ELOs addressed by this US:
115912	Analyse and construct narrative texts	6	12	1,3,5
115914	Analyse and evaluate approaches to church growth in relation to Christian mission	6	12	8,10
115917	Analyse and facilitate Christian leadership in church and social contexts	6	12	8,10
115921	Apply pastoral counselling skills	6	12	7
115933	Describe feminist theology and apply it to Church and society	6	12	5,6,10
115934	Describe the role of biblical archaeology	6	12	1,3
115937	Describe, analyse and evaluate the historical development of Christian worship	6	12	2,3
115941	Describe, evaluate and apply ecumenical principles	6	12	1,3,5
115945	Design and implement Christian Education events and programmes	6	12	8
115949	Develop, facilitate and evaluate appropriate Christian responses to HIV/AIDS	6	12	7,10
115952	Engage with other faiths	6	12	3,9
115958	Engage with the ethics of sexuality	6	12	5,6
116021	Engage with the principles of Christian Education	6	12	8
115989	Evaluate modern Christianity and its impact	6	24	1,2,3,5
115990	Evaluate the historical interaction of Christianity with the people of South Africa	6	12	2,3,5,9
115993	Explore the cross as a key Christian symbol	6	12	1,3,5
115995	Explore the impact on relationships of 'humanity created in the image of God'	6	12	2,3,5,6
116026	Interpret biblical texts in context	6	12	1,,5
116030	Investigate Christianity in Africa	6	12	1,3,5,9
116031	Investigate Christianity in the medieval centuries	6	12	1,3,5
116033	Involve children in the ministry	6	12	8,10
116028	Investigate Christian foundations in the first	6	24	1,3,5

	millennium			
116037	Lead as a Servant	6	12	8,10
116001	Prepare, deliver and evaluate sermons	6	12	3,8
116003	Propose a project for socio-economic transformation	6	12	5,10
116004	Reread the Bible from a woman's liberationist perspective	6	12	1,3,10
116017	Study and live holistic Christian spirituality	6	12	4,5
116020	Study the Old Testament in its interaction with Africa	6	5	1,3,10
115986	Use Christian spiritualities to develop a rule of life	6	24	4

ELECTIVE UNIT STANDARD: LEVEL 6

116023	Write an academic report on a given subject	6	12	1,2,5
	Facilitate ethical decision making and formation in a church and social context	6	12	1, 6
	Investigate Christianity in Southern Africa	6	12	1,3, 5

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

Bachelor of Theology Honours Degree (BTh Hons): Level 7

FIELD: Human and Social Studies

SUB-FIELD: Religious and Ethical Foundations of Society

NQF LEVEL: 7

CREDITS: 120

PURPOSE OF THE QUALIFICATION

The purpose of the Qualification is to enable learners to acquire a comprehensive, critical and systematic knowledge of Christian Theology, and/or a particular theological discipline, and to become conversant with contemporary theological discourse. Furthermore learners will be enabled to develop a foundational understanding and use of the research methodologies relevant to theological disciplines.

A second purpose is to provide learners with the necessary applied and theoretical competencies to carry out a limited research project and communicate their new insights creatively (e.g. a mini-dissertation of approximately 10 000 words), thus playing a constructive role within church and society.

Learners who achieve this Qualification can, with a more advanced measure of independence:

- Analyse and interpret primary Christian sources exegetically and theologically

- Integrate and appropriate such sources in context

- Analyse, understand and position oneself and one's community within the scope of the history of Christianity

- Critically evaluate and apply Christian theology and ethics personally and in community

- Design, practise and monitor ministries in the church

- Initiate and develop Christian ministry in the wider community

RATIONALE

The Hons BTh builds on the outcomes of the BTh, and seeks to increase the critical insights and theological competence of the learners. The majority of the candidates for this Qualification may be working in churches, other Christian Ministry ventures, community organisations and society others may be progressing from the BTh Qualification. The Hons BTh will equip candidates with further exegetical, theological and/or ministerial skills which *inter alia* will enable them to further contribute to Christian ministry in church and society and/or advance their intellectual theological skills. Some students may, upon completion of the Hons BTh, proceed to more advanced post graduate studies.

ARTICULATION

The Hons BTh gives access to the following: the M Div (NQF Level 8) as an advanced professionally oriented Qualification; the Masters Diploma (NQF Level 8); or a research masters degree (M Th, NQF Level 8).

LEARNING ASSUMED TO BE IN PLACE

Learners who register for this Qualification can:

- operate in unfamiliar contexts, requiring personal responsibility and initiative;
- accurately self-evaluate and take responsibility for continuing professional / academic development;
- maintain professional working relationships;
- be aware of the social and ethical implications of applying knowledge to particular contexts.

ACCESS TO THE QUALIFICATION

This Qualification recognises:

- *formal prior learning*

Learners must have a BTh (or equivalent Qualification, e.g. BA [Theology]).

- *non-formal and informal prior experiential learning*

Learners will be given recognition of prior learning (RPL) if they can produce a portfolio of evidence to show that they meet the outcomes and associated assessment criteria of the BTh.

EXIT LEVEL OUTCOMES AND ASSESSMENT CRITERIA

Exit Level Outcomes	Integrative Assessment Criteria	Implied competence and range. Critical evidence for assessment purposes imply competence at the following:
1. Identify, distinguish and evaluate more advanced concepts and theories with regard to Theology as a human and social science	Demonstrate: • critical insight into the various viewpoints related to theological issues • the ability to formulate an own viewpoint	• Approach theological issues in a valid and accountable way
2. Integrate and apply the range of theological concepts and disciplines (the theological encyclopaedia)	Demonstrate the ability to: • integrate and apply the range of theological concepts and disciplines • integrate theory and praxis	• Theological subjects include for example Biblical Studies, Ethics, Systematic Theology, Church Ministries, History of Christianity
3. Critically compare and use theological and other sources at a more advanced level to explore faith questions and proclaim Christian faith in context	Demonstrate the ability to: • interpret, compare and critically analyse biblical and other texts • use other sources and disciplines when applicable to interpret biblical and other texts • critically address faith questions • communicate the Christian message in context	• 'Other texts' include experiences, e.g. of women; histories and creeds, current documents in churches of various groupings, and narratives, archaeology and history • Responsible and creative interpretations of biblical and other texts • Other sources include concordances, commentaries, dictionaries, encyclopaedias, monographs, journals and other secondary literature. • Communication of the Christian message in various written and oral forms; writing at various levels of publication (e.g. Church letters, journals, newspapers).
Exit Level Outcomes	Integrative Assessment Criteria	Implied competence and range. Critical evidence for assessment purposes imply competence at the following:

4.	Identify and develop their personal faith in critical interaction with their context and people with differing views, and exhibit a more advanced degree of critical self awareness	From the perspective of one or more theological disciplines, demonstrate an ability to: • give an insightful and critical account of the history and values of their faith community and their personal faith development • integrate their personal faith development with theological discourse and ministry in their faith communities • formulate and critique their own presuppositions	• Informed and constructive interaction with people of different viewpoints •
5.	Engage in and articulate critical and creative theological thinking at a more advanced level	Demonstrate an ability to: • identify, classify, analyse, compare and critically evaluate different theological positions • critically derive theological meaning from different theological views • present and defend arguments combining insights gained from different theological genres	• Theological positions are identified, classified, analysed from books, journals, sermons, etc. • Critical evaluations of theses positions are presented mainly in written form
6.	Play a moral and constructive role by developing and applying core human and Christian values to contexts, and being critical of all value systems	From the perspective of one or more theological disciplines, demonstrate an ability to: • engage in more advanced critical insight into the complexities of current moral dilemmas • identify, compare and critique key human and Christian ethical principles • appropriately engage their learning and analysis at a more advanced level into value based decisions and actions • identify and evaluate value systems	• Decisions and actions are based on Christian sources, theology and traditions, in the African context, with cognisance of the international context.

Exit Level Outcomes	Integrative Assessment Criteria	Implied competence and range. Critical evidence for assessment purposes imply competence at the following:
7. Develop and evaluate insights arising from the various theological disciplines that may contribute to development of Christian ministry and life	From the perspective of one or more theological disciplines, demonstrate an ability to: • identify and analyse individual, group and societal areas with reference to Christian ministry and life • use theological skills to develop, adapt and critique different models for Christian ministry, life and society	• Appropriation of theological insights to church and society
8. Use varying theological disciplines to develop critical thinking concerning issues of power and leadership in church and society	From the perspective of one or more theological disciplines, demonstrate an ability to: • relate insights derived from theological disciplines to issues of power and leadership in church and society •	• Identify and evaluate issues of power and leadership in church and society • Transformative leadership in society •
9. Be aware of, and be able to interact constructively with, multicultural and multi -faith communities, from a theological perspective	From the perspective of one or more theological disciplines, demonstrate an ability to: • give a reliable account of the history and value of other faith communities • analyse the impact of cultural and religious differences on inter and intra community relations • be sensitive towards different cultures and religions	• An informed description and constructive relationship with other faith communities relevant to their field of study
10. Apply the insights of one or more disciplines to identify and critique issues of church and society	From the perspective of one or more theological disciplines, demonstrate an ability to: • use more advanced analytical skills to identify, explain and respond appropriately to issues of church and society	• The identification, analysis and appropriate response to issues in church and society (e.g. issues of race, class, gender, poverty, environment), from the perspective of one or more theological discipline

CRITICAL CROSS-FIELD OUTCOMES

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

A learner who obtains the Degree Honours in Theology (Hons BTh) can:

Critical cross-field outcomes	Associated assessment criteria
	In the form of tasks in study material, written assignments, portfolio tasks, projects, case studies and examinations, learners will be assessed on their ability to:
1. Identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made	• demonstrate the ability to do creative textual interpretation by applying recognised exegetical and hermeneutical methods in specific contexts and by critically evaluating other interpretations • approach problems of historical and systematic interpretation in theology by analysing theologies in relation to their respective ecclesial, cultural, economic, social and political contexts • address church and community problems by using creative contextual approaches to ministry
2. Work effectively with others as a member of a team, group, organisation, community, and display leadership	• show evidence of playing a moral and constructive role in a faith community and the community at large • demonstrate evidence of the ability to communicate effectively in a community • demonstrate eveidence of being accepted as leader
3. Organise and manage oneself and one's activities responsibly and effectively	• demonstrate the requisite study skills and learning strategies • organise their own study plans • think independently

| Critical cross-field outcomes | Associated assessment criteria
In the form of tasks in study material, written assignments, portfolio tasks, projects, case studies and examinations, learners will be assessed on their ability to: |
|---|---|
| 4. Collect, analyse, organise and critically evaluate information, and showing potential in creating new knowledge | • use library and other resources effectively to complete tasks
• construct an academic essay by integrating information from a variety of sources
• act responsibly as a scholar (e.g. by using recognised reference techniques and by avoiding plagiarism)
• critically evaluate theological theories, experiences, examples, etc.
• being willing and showing potential to create new knowledge |
| 5. Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation | • produce rational and effective forms of written, oral and electronic media communication
• express theological insights creatively in their first language and in terms of their culture and worldview, as well as in the language medium of the provider |
| 6. Use science and technology effectively and critically, showing responsibility towards the environment and the health/well-being of others | • reveal sensitivity and maturity in responding to ethical challenges
• formulate concrete and creative responses to community problems |
| 7. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation | • show respect for personal, cultural, and theological diversity, and take into consideration the religious diversity |

	• demonstrate the relatedness between problems of a particular faith community and larger communities

Critical cross-field outcomes	Associated assessment criteria In the form of tasks in study material, written assignments, portfolio tasks, projects, case studies and examinations, learners will be assessed on their ability to:
8. Reflect on and explore a variety of strategies to learn more effectively	• show awareness of how personal biases influence one's knowledge of and attitude to people and situations • show how engagement with different types of sources fosters different learning strategies
9. Participate as responsible citizens in the life of local, national and global communities	• show commitment to the well-being of society by developing well-informed ethical stances on community issues • play a responsible and constructive role in a faith community
10. Show cultural and aesthetic awareness across a range of social contexts	• demonstrate tolerance of diversity and the opinions of others • demonstrate awareness of the role of cultural differences in Biblical interpretation • display the ability to understand the cultural and contextual roots of differences between theologies • cooperate with people of other churches and theologies, and demonstrate awareness of other religions and how cooperation in societal issues could be realized
11. Explore education and career opportunities	• compare and evaluate various options for further study • become involved accountably in a Christian community with a view to employment as a church or community worker
12. Develop entrepreneurial opportunities	• develop and inspire the skills necessary for church growth and community development • develop the skills of social analysis, interpersonal

	sensitivity, imaginative intelligence, emotional maturity, and community involvement, which may lead to the creation of employment opportunities within or outside church circles

RECOGNITION OF PRIOR LEARNING

This Qualification can be achieved in part through recognition of prior learning in terms of the criteria laid out in items 12 and 13 above.

Evidence can be presented in a variety of forms, including previous local or international Qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence should be judged according to the general principles of assessment described in the note to assessors in item 19 below.

ACCREDITATION AND MODERATION

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

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

Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the outcomes that make up this Qualification.

NOTES

Notes for assessors:
Assessors should keep the following general principles in mind when

designing and conducting assessments:

✓ Focus the initial assessment activities on gathering evidence in terms of the main outcomes to ensure assessment is integrated rather than fragmented. The aim is to

declare the person competent in terms of the Qualification purpose. Take special note of the need for integrated assessment.

✓ Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.

✓ All assessments should be conducted in line with the following well documented principles of assessment as defined below:

Principles of assessment:

✓ _Appropriate:_ The method of assessment is suited to the performance being assessed.

✓ _Fair:_ The method of assessment does not present any barriers to achievements, which are not related to the evidence.

✓ _Manageable:_ The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.

✓ _Integrated into work or learning:_ Evidence collection is integrated into the work or learning process where this is appropriate and feasible.

✓ _Valid:_ The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.

✓ _Direct:_ The activities in the assessment mirror the conditions of actual performance as closely as possible

✓ _Authentic:_ The assessor is satisfied that the work being assessed is attributable to the person being assessed.

✓ _Sufficient:_ The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.

✓ _Systematic:_ Planning and recording is sufficiently rigorous to ensure that assessment is fair.

✓ _Open:_ Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.

✓ *Consistent:* The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

INTERNATIONAL COMPARABILITY

A 120 credits (typically one year) post graduate honours Qualification is not common in universities around the world, and relates to the fact that SA schools only offer 12 years of primary and secondary education, whereas European and North American schools offer 13 years of schooling prior to tertiary education. However, students graduating with a BTh and Honours BTh have attained a Qualification comparable to the discipline specific honours Qualifications in the UK and African countries operating under the same system (e.g. Kenya and Nigeria). Thus the SA Hons BTh Qualification standard is comparable to similar Qualifications from around the world with regard to outcomes and assessment criteria, the level of depth and complexity involved in the study process, and with due regard to notional learning time. Furthermore, the Hons BTh is comparable in quality, range and complexity to all honours Qualifications offered in SA universities, e.g. Hons BA, Hons B SocSci, Hons BSc.

Established in terms of Act 58 of 1995

Masters Diploma in Theology (MDipTh)

NQF LEVEL: 8

FIELD: Human and Social Studies
SUB-FIELD: Religious and Ethical Foundations of Society

CREDITS: 240 Minimum

RATIONALE

The M Dip Th provides an advanced academic training programme in a focussed field of theology, without requiring the production of an advanced research thesis. The candidates for this qualification are likely to be those who have completed an Honours Bachelor of Theology that has not included a focussed specialisation in a particular field of theological studies but has continued with a broad range of theological disciplines. Others will typically be working in churches, Christian ministry ventures and community service projects. Other candidates for this qualification are likely consist of those who have advanced qualifications in other related fields of study, to the level of an Honours equivalent (8.1) degree, who wish to move into the field of academic theological studies at an advanced level. The qualification will provide studies at an advanced level of knowledge, competencies and skills to prepare graduates for advanced research in the field and contribute to the development of the broader society in an ethical and constructive way.

PURPOSE OF QUALIFICATION

The primary purpose of this qualification is to provide Honours BTh graduates with the necessary advanced knowledge, specific skills and applied competence to move from the broad range of theological disciplines to a more focussed field of study at postgraduate level and to become leaders, educators and facilitators in Christian churches and the broader community.

A second purpose of the qualification is to provide faith communities and the South African society at large with graduates who have the knowledge, skills and competence at an advanced level required to make a positive contribution to theological, ethical and global-political debates; and who are able to provide

leadership which will foster an awareness of the crucial importance of religion in contemporary society.

Learners who achieve this qualification can, with an advanced level of independence, competence and self-motivation:

- Analyse and interpret primary and secondary Christian sources relevant to a focussed field of study exegetically and theologically
- Integrate, order, appropriate and communicate such sources effectively in the context of research in the relevant field
- Analyse, understand and position oneself and one's community within the scope of the history of Christianity and of the world in a manner appropriate to a particular field of study in theology and ministry
- Critically evaluate and apply the full range of disciplines in Christian theology and ethics with an advanced focus in a particular field of study
- Understand the Christian faith in the context of religious pluralism and apply knowledge appropriate to a specific field of theological study in a way which contributes to the well being of the community as a whole
- Participate confidently in discussion and study of issues and problems across the range of theological disciplines, with a focus in a specific field of study, and report their findings clearly in written and oral form

ARTICULATION

Qualifications equivalent to Level 7 Honours B Th could articulate upwards to the M Dip Th. In addition, with recognition of prior learning and appropriately designed curricula, qualifications at Level 8.1 in other fields could articulate upwards to the M Dip Th.

The M Dip Th does not give access directly to the PhD (NQF Level 8), without a further component of research. The M Dip Th articulates upwards to postgraduate studies at Level 8, such as the M Th.

LEARNING ASSUMED TO BE IN PLACE

Learners who register for this qualification can:

- learn from written study material and technical publications;
- use library resources;
- analyse texts hermeneutically appropriately in a specific field of theological studies;
- formulate their own viewpoints in writing;
- analyse, organise and process new information and viewpoints that they encounter;
- evaluate new information and knowledge in a specific field of theological studies
- take responsibility for their own intellectual progress.

ACCESS TO THE QUALIFICATION

This qualification recognises:

- *formal prior learning*

Learners must have an Honours level qualification either in theology (Honours BTh) or another field

- *non-formal and informal prior experiential learning*

Learners will typically have participated in formal or informal Christian ministry in the community. Evidence of such experience may form a part of the portfolio provided by the student applying for recognition of prior learning

- *Rules governing the award of the qualification*

A qualification may be awarded on the following condition: the learner must complete at least 50% of the qualification at the institution that issues the qualification.

EXIT LEVEL OUTCOMES AND ASSESSMENT CRITERIA

MDipTh students are obtaining a specific focus in a particular field of theological studies. While being rooted in their own culture, faith and religious community, they are encouraged to engage confidently with people who are different from themselves. In this way they are helped to assimilate the foundational, practical and reflexive competences required to meet the exit level outcomes of this qualification and to become life-long theological learners, teachers, facilitators, pastors and good citizens.

Specific outcomes Learners will be able to:	**Assessment criteria related to each outcome** Learners will provide evidence of the required standards through:	**Implied competence and range.** The programme leading to the award of this qualificaiton aims to develop learners who demonstrate::
1. Engage in analytical, critical, independent and creative theological thinking.	• using resources such as the relevant books, journals, specialist bibliographies and websites. • using accepted research methods and subject-specific academic conventions in structuring and presenting an argument. • classifying, analysing, comparing, and critically interpreting the views expressed by other theologians in books, theses, journals, research articles, etc. • responding creatively to different theological views (from oral and written texts) in written form.	• broad grasp of the body of knowledge of a particular field within theological studies • understanding the basics of research methodology, technique and technology relevant to a particular field of specialisation in theology • ability to participate in scholarly debate • ability to apply the range of theological knowledge, theory and research method to well defined issues within a particular field of

		specialisation
2 communicate effectively within a specific discipline or field of study and summarise the results of existing research.	• communicate effectively, using the style and presentation acceptable to a discipline or field of study. • present material clearly and systematically. • develop a logical argument.	• ability to present and communicate effectively in written assignments appropriate to academic and professional discourse • ability to communicate the findings of advanced academic research to non-specialist groups in church and society
3 reveal sensitivity and openness to the personal, social, cultural and religious identities of others.	• demonstrate understanding of the dynamics of prejudice in a pluralistic society, to become better equipped to counter its negative effects. • analyse the impact of personal, cultural and religious differences on the relationships between individuals and communities; and develop the intercultural competence to deal creatively with such differences in a manner appropriate to a specific field of theological studies. • show respect and appreciation for others, through the way they conduct their studies, in order to grow in interpersonal and intercultural maturity. • identify the challenges inherent in cultural and religious pluralism and express their theological response to these challenges in a specific field of theological studies, for the sake of more meaningful intercultural and inter-religious communication.	• engage in advanced academic studies in a manner which is appropriate and constructive in a multi-cultural context • recognize and respond constructively to the social and ethical implications of advanced study in a particular field of specialisation and its impact on relations between different faith communities
4 play an ethical and constructive role in a faith community and/ or in the community at large where appropriate to a specific field of theological studies.	• integrate spirituality and sensitive witness into these roles and contributions. • cooperate with other community workers or groups. • reflect on their research project in terms of their ethical values. • oppose and combat every form of prejudice and discrimination in society.	• engage in study and research which is ethical in its methodology and goals
6 use theological sources and related sources	• generate contextually relevant interpretations of the Bible or of other religious documents,	• ability to apply the findings of academic study in a particular

from other disciplines skilfully in their studies, to explore faith, spiritual and ethical questions and to address problems encountered in communities.	institutions, processes or events, by using recognised methods of interpretation. • identify differences between the cultural and social features of the world of the biblical texts and those of contemporary communities. • use historical sources (in libraries and archives or through interviews) in advanced studies in a particular field of theological studies to interpret contemporary issues in historical perspective. • show the relevance of their studies for the needs and problems of society.	field to the needs of church and society in an ethical and responsible way
7 communicate theological insights regarding their field of specialisation effectively in a faith community and to a scholarly audience.	• produce persuasive and argumentative forms of written and oral communication, in order to strengthen the life of a faith community, to contribute to scholarly discourse in the field, and to inspire others to study theology. • express themselves clearly in their first language and within their cultural worldview, and reflect critically on the ongoing process of multilingual translation and interpretation taking place in their faith communities. • take part confidently in local, national and global theological discourse.	• ability to write academic papers which could be considered publishable • ability to communicate theological concepts and knowledge effectively in a variety of written and oral forms • ability to relate the discourse of the academy to the discourse of the church and the community
8 relate their research to developments in the worldwide Christian movement and in relation to global political, economic, religious and social forces.	• show the impact of global developments and the dynamics of intercultural and inter-religious encounters on their research. • analyse local, national and international power relations, as these impact on the topic of their research.	• understand and integrate local and international theological perspectives and questions in the context of Christianity as a worldwide phenomenon • understand and address issues of globalization appropriately in the context of a particular field of theological study

CRITICAL CROSS-FIELD OUTCOMES

The seven critical cross-field outcomes and five developmental outcomes indicated below are embedded and integrated in the specific outcomes of the qualification as set out above. These outcomes are achieved through course work.

Critical Cross-field Outcomes	Associated Assessment Criteria
	Evidence in the form of written assignments and examinations (in the course work component) and in the writing of a dissertation, will show that graduates can:
1 MDipTh graduates can identify, analyse, formulate, and solve convergent and divergent problems of living, of individual, societal and congregational kinds, creatively and innovatively.	• identify, analyse and solve problems of biblical interpretation by consistently and creatively applying recognised exegetical methods in specific contexts and by critically evaluating other interpretations. • approach problems of historical and systematic interpretation in theology by analysing theologies in relation to their respective cultural, economic, social and political contexts. • address church and community problems by using creative contextual approaches to theological studies.
2 MDipTh graduates can work effectively with others as members of teams, organisations and communities in giving practical effect to their studies.	• indicate the role played by colleagues in the conception and execution of their written papers. • indicate ways in which the application of their studies could make a constructive contribution to a faith community and society at large.
3 MDipTh graduates can organise and prioritise their commitments of work, home and study responsibly and effectively so as to succeed in completing the project within the prescribed number of years.	• design, organise and execute written assignments at an advanced level. • demonstrate the requisite planning and budgeting skills to complete the project successfully.
4 MDipTh graduates can collect, analyse, organize and critically evaluate information.	• demonstrate independent study skills at an advanced level in one theological discipline. • employ a practical system of gathering, storing and retrieving information, in order to make effective use of literature and other sources of information in their research. • write coherent and well-structured academic papers by integrating information and insights from a wide variety of sources. • use a recognised system of reference techniques and refrain from plagiarism. • evaluate the key publications in their field of study.
5 MDipTh graduates can communicate effectively using visual and/or language skills in the mode of oral and/or written presentation, in sustained discourse.	• produce a coherent and well-argued written dissertation as well as a persuasive oral presentation of the research project in a postgraduate seminar. • express theological insights creatively in their first language and in terms of their culture and world view. • communicate their academic knowledge effectively in faith communities, scholarly institutions and the community at large.
6 MDipTh graduates can use science and technology	• use information technology (computers, word processors, databases, internet) appropriately and

effectively and critically, showing responsibility towards the environment and health and well-being of others, in community, national and global contexts.	efficiently in gathering their data and writing assignments. • relate their academic assignments to the urgent ecological and economic problems facing their communities in the context of globalisation.
7　MDipTh graduates can demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation, and by acknowledging their responsibilities to those in the local and broader community.	• show respect for personal, cultural, theological and religious diversity. • conduct their studies on an interdisciplinary basis, by engaging in dialogue with scholars and publications from other disciplines that address the same or similar issues. • demonstrate a comprehensive grasp of their field of specialisation.
8　MDipTh graduates can reflect on and explore a variety of strategies to learn more effectively.	• show evidence that they considered various approaches/methods at an advanced level in their studies, and provide convincing reasons for the approach they adopt. • address the question of how their personal biases and social positions influence their studies.
9　MDipTh graduates can participate as responsible citizens and believers in the life of local, national and global communities and religious groups.	• show commitment to the well-being of society by developing well-informed ethical stances on community issues. • play a responsible and constructive role in a faith community and society.
10　MDipTh graduates can be culturally and aesthetically sensitive across a range of social contexts.	• demonstrate awareness of the role played by cultural, political, social, economic and gender differences in their academic assignments. • express respect for the diversity of theological and other opinions that exist in their fields of research. • display intercultural competence in the execution of their academic assignments. • cooperate respectfully with people of other churches, theological traditions and religions in their academic assignments.
11　MDipTh graduates can explore education and career opportunities by drawing on the knowledge, skills and attitudes they acquired in obtaining this qualification.	• identify priorities and opportunities for further studies and research in their fields of specialisation. • compare and evaluate various options for further research, in terms of possible qualifications, supervisors, universities and scholarships. • offer the results of their studies to faith communities and other organisations, with a view to possible employment and/or creating employment as a church, religious, or community worker.
312　MDipTh graduates can develop entrepreneurial opportunities by drawing on the knowledge, skills and attitudes acquired in obtaining this qualification.	• develop the skills of creativity, social analysis, interpersonal sensitivity, imaginative intelligence, emotional maturity, and community involvement, which could be of great help in finding or creating employment outside church circles.

RECOGNITION OF PRIOR LEARNING

This qualification can be achieved in part through recognition of prior learning of comparable level and standard completed at a locally registered and accredited or internationally recognised tertiary institution in terms of the criteria laid out in items 12 and 13 above.

Evidence can be presented in a variety of forms, including previous local or international qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence should be judged according to the general principles of assessment described in the note to assessors in item 19 below.

ACCREDITATION AND MODERATION

Providers offering learning towards achievement of any of the outcomes that make up this qualification must be accredited through the relevant ETQA by SAQA.

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

External examination of the components for this degree, particularly the thesis component, must include moderation by recognized experts in the specific field of study associated with internationally recognized tertiary institutions.

Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the outcomes that make up this qualification.

NOTES

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

- Focus the initial assessment activities on gathering evidence in terms of the main outcomes to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in terms of the qualification purpose. Take special note of the need for integrated assessment.

- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.

- All assessments should be conducted in line with the following well documented principles of assessment as defined below:

Principles of assessment:

- *Appropriate:* The method of assessment is suited to the performance being assessed.

- *Fair:* The method of assessment does not present any barriers to achievements, which are not related to the evidence.

- *Manageable:* The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.

- *Integrated into work or learning:* Evidence collection is integrated into the work or learning process where this is appropriate and feasible.

- *Valid:* The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.

- *Direct:* The activities in the assessment mirror the conditions of actual performance as closely as possible

- *Authentic:* The assessor is satisfied that the work being assessed is attributable to the person being assessed.

- *Sufficient:* The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.

- *Systematic:* Planning and recording is sufficiently rigorous to ensure that assessment is fair.

- *Open:* Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.

- *Consistent:* The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

INTERNATIONAL COMPARABILITY

The MDipTh qualification standard is comparable to similar qualifications from around the world with regard to outcomes and assessment criteria, the level of depth and complexity involved in the study process, and with due regard to notional learning time.

The MDipTh (which is equivalent to the PGDipTh or the Graduate Diploma in Theological Studies) is offered in many parts of the world as an advanced theological degree for those who have attained the level of Honours Bachelor of Theology (e.g. St. Andrew's University in Scotland, the University of Otago and the University of Aukland in New Zealand, Melbourne College of Divinity and Flinders University in Australia).

Some institutions in South Africa will use this degree to articulate with other Honours level qualifications at SAQA level 8.1, with appropriate curricula and recognition of prior learning. It may serve to produce the level of specialisation in a particular field of theological studies for those whose Honours Bachelor of Theology has not included a

focus on a particular field of study, as the preparation for the research oriented Master of Theology degree.

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

NATIONAL QUALIFICATIONS FRAMEWORK

Established in terms of Act 58 of 1995

Master of Theology (MTh)

Level:	8
Credits:	180
Field:	Human and Social Studies
Sub-field:	Religious and Ethical Foundations of Society
Issue date:	
Review date:	

Purpose of Qualification:

The primary purpose of this Qualification is to provide MTh graduates with the necessary advanced knowledge, research skills and applied competence within a specialised discipline or field of study in theology, to do advanced independent research and to act as leaders, educators, and facilitators in their communities and in society at large.

A second purpose of the Qualification is to provide faith communities and the South African society at large with graduates who have the critical knowledge, skills and competence required to make a positive but critical contribution to theological, ethical and global-political debates; and who are able to design, write and offer courses to foster an awareness of the crucial importance of religion in contemporary society.

The purpose of this Qualification is to enable MTh graduates to undertake a major research thesis in one of two forms. Firstly, the MTh may be completed by means of a research thesis of approximately 50,000 words, demonstrating mastery of a specific field of study and an ability to do independent research. The MTh by thesis only may be particularly appropriate to students who have already completed an MDiv or MDipTh. Secondly, the MTh may be completed by means of a research thesis of at least between 25,000 and 30,000 words, and a coursework component, which may contribute no more than 50% towards the assessment of the degree. The MTh by thesis and coursework may be particularly appropriate to students who require additional components of specialisation in the particular field of theological studies in which they will complete their research thesis.

Learners who achieve this Qualification can, with an advanced level of independence,

competence and self-motivation

- Analyse and interpret primary and secondary Christian sources relevant to the field of study exegetically and theologically at an advanced level
- Integrate, order, appropriate and communicate such sources effectively in the context of research in the relevant field
- Analyse, understand and position oneself and one's community within the scope of the history of Christianity and of the world in a manner appropriate to a particular field of study in theology and ministry
- Critically evaluate and apply Christian theology and ethics in a manner appropriate to a particular field of study
- Choose and apply methodology appropriate to a particular field of research
- Participate confidently in discussion and research into issues and problems relevant to a particular field of study and report their findings clearly in written and oral form

Rationale:

The MTh builds on the outcomes of the Honours BTh, and builds an advanced analytical and critical theological competency in a particular field, particularly through the development of a capacity to engage in and report on independent research. The majority of the candidates for this Qualification may be working in educational institutions, particularly universities and theological seminaries, as well as churches, other Christian ministry ventures, community organisations and society. Others may be progressing from the Honours BTh Qualification. The MTh will equip candidates with advanced exegetical, theological and/or ministerial skills and a research capacity, which will enable them, among other things, to contribute to the analysis and resolution of issues in church and society. Outstanding students may, upon completion of the MTh, proceed to further research, particularly towards the completion of a PhD in a particular field.

Articulation:

Qualifications equivalent to Level 8.1 Honours BTh and/ or Level 8.2 MDiv or MDipTh could articulate upwards to the MTh.

The MTh gives access to the PhD (NQF Level 8.4).

Learning assumed to be in place:

Learners who are allowed to register for this Qualification can:

- engage in critical and creative theological thinking, based on the ability to integrate insights from various theological disciplines;
- think contextually and address real life problems from a theological point of view;
- use theological and related sources skilfully to explore faith and life questions and to address problems encountered in church communities and the society at large
- use library resources (including the Internet) to do research on theological topics;
- write a fully-fledged research paper (with references and a bibliography) on a theological topic.

Access to the Qualification

This Qualification recognises

- *Formal prior learning*
  Learners must have an Honours BTh degree in Theology and/ or an MDiv or MdipTh (or equivalent Qualification).

- *Non-formal and informal prior experiential learning*
  Learners will be given recognition of prior learning (RPL) if they can produce a portfolio of evidence to show that they meet the outcomes and associated assessment criteria of the Honours BTh, MDiv or MDipTh.

- *Rules governing the award of the Qualification*
  The MTh degree that comprises a research dissertation only cannot be awarded in part through RPL. The structured MTh degree, which consists in part of coursework and in part of a dissertation, could be awarded in part through RPL.

The research dissertation must consist of at least 50% of the Qualification for the degree and must be completed through the institution, which confers the degree.

Exit level outcomes and assessment criteria

MTh students are becoming experts in a specialised field of study. While being rooted in their own culture, faith and religious community, they are encouraged to engage confidently with people who are different from themselves. In this way they are helped to assimilate the foundational, practical and reflexive competences required to meet the exit level outcomes of this Qualification and to become life-long theological learners, teachers, facilitators, pastors and good citizens.

Specific outcomes Learners will be able to:	Assessment criteria related to each outcome Learners will provide evidence of the required standards through:	Implied competence and range. The programme leading to the award of this Qualification aims to develop learners who demonstrate:

1. Engage in analytical, critical, independent and creative theological thinking and write a dissertation which reflects their ability to do research independently.	• using resources such as the relevant books, journals, specialist bibliographies and websites. • using accepted research methods and subject-specific academic conventions in structuring and presenting an argument. • demarcating the scope of research, for a limited project under supervision. • classifying, analysing, comparing, and critically interpreting the views expressed by <u>theologians and other scholars</u> in books, theses, journals, research articles, etc. • responding creatively to different theological views (from oral and written texts) in written form. • using the correct form and style associated with the writing of a dissertation and compiling a bibliography.	• broad grasp of the body of knowledge of a particular field within theological studies • understanding of research methodology, technique and technology relevant to a particular field of specialisation in theology • ability to participate in scholarly debate • ability to apply the range of theological knowledge, theory and research method to well defined issues within a particular field of specialisation
2. Communicate effectively within a specific discipline or field of study and summarise the results of existing research.	• communicate effectively, using the style and presentation acceptable to a discipline or field of study. • present material clearly and systematically. • develop a logical argument. • provide a critical overview of the research already done in the discipline or field of study.	• ability to present and communicate effectively the results of research in methods appropriate to academic and professional discourse • ability to communicate advanced academic research to non-specialist groups in church and society

3. Reveal sensitivity and openness to the personal, social, cultural and religious identities of others.	• demonstrate understanding of the dynamics of prejudice in a pluralistic society, to become better equipped to counter its negative effects. • analyse the impact of personal, cultural and religious differences on the relationships between individuals and communities; and develop the intercultural competence to deal creatively with such differences. • show respect and appreciation for others, through the way they conduct their research, in order to grow in interpersonal and intercultural maturity. • plan and conduct their research among people in terms of strict ethical principles. • identify the challenges inherent in cultural and religious pluralism and express their theological response to these challenges, for the sake of more meaningful intercultural and inter-religious communication.	• engage in research in a manner which is appropriate and constructive in a multi-cultural context • recognize and respond constructively to the social and ethical implications of study and research in a particular field of specialisation and its impact on relations between different faith communities
4. design and undertake a research project to develop contextual theological responses to real life situations as appropriate to a particular field of study.	• research and address the needs of a particular faith community in relation to the needs of a larger society and the environment. • research the nature and dynamics of specific social institutions, processes and problems. • develop contextually relevant theological responses on the basis of such research, in the form of substantiated proposals and programmes for action.	• ability to relate theory and praxis
5. play an ethical and constructive role in a faith community and/ or in the community at large.	• integrate spirituality and sensitive witness into their roles and contributions in church and society. • cooperate with other community workers or groups. • reflect on their research project in terms of their ethical norms and values. • oppose and combat every form of prejudice and discrimination in society.	• engage in study and research which is ethical in its methodology and goals

6. use theological sources and related sources from other disciplines skilfully in their research, to explore faith, spiritual and ethical questions and to address problems encountered in communities.	• generate contextually relevant interpretations of the Bible or of other religious documents, institutions, processes or events, by using recognised methods of interpretation. • identify differences between the cultural and social features of the world of the biblical texts and those of contemporary communities. • use historical sources (in libraries and archives or through interviews) in their research to interpret contemporary issues in historical perspective. • show familiarity with and the ability to use, other electronic sources, e.g. the internet, in their research. • show the relevance of their research for the needs and problems of society.	• ability to apply the findings of their research to a specific field of academic scholarship in theological studies • ability to apply the findings of academic study in a particular field to the needs of church and society in an ethical and responsible way
7. Communicate theological insights regarding their field of specialisation effectively in a faith community and to a scholarly audience.	• produce persuasive and argumentative forms of written and oral communication (based on their research findings), in order to strengthen the life of a faith community, to contribute to scholarly discourse in the field, and to inspire others to study theology. • <u>express themselves clearly within their faith community and to a scholarly audience.</u> • take part confidently in local, national and global theological discourse.	• ability to write academic papers which could be considered publishable • ability to communicate theological concepts and knowledge effectively in a variety of written and oral forms • ability to relate the discourse of the academy to the discourse of the church and the community
8.relate their research to developments in the worldwide Christian movement and in relation to global political, economic, religious and social forces.	• show the impact of global developments and the dynamics of intercultural and inter-religious encounters on their research. • analyse local, national and international power relations, as these impact on the topic of their research.	• understand and integrate local and international theological perspectives and questions in the context of Christianity as a worldwide phenomenon • understand and address issues of globalisation appropriately in the context of a particular field of theological study

Critical cross-field outcomes:

The seven critical cross-field outcomes and five developmental outcomes indicated below are embedded and integrated in the specific outcomes of the Qualification as set out above. These outcomes are achieved either through course work and a dissertation of limited scope (25,000 to 30,000 words in the "structured" MTh degree) or through a dissertation only (approximately 50,000 in other MTh degrees). In any case, at least 50 % of the weighting and assessment of the degree must consist of the research thesis component.

Critical Cross-field Outcomes	Associated Assessment Criteria Evidence in the form of written assignments and examinations (in the course work component) and in the writing of a dissertation, will show that graduates can:
1.MTh graduates can identify, analyse, formulate, and solve convergent and divergent problems of living, of individual, societal and congregational kinds, creatively and innovatively.	• identify, analyse and solve problems of biblical interpretation by consistently and creatively applying recognised exegetical methods in specific contexts and by critically evaluating other interpretations. • approach problems of historical and systematic interpretation in theology by analysing theologies in relation to their respective cultural, economic, social and political contexts. • address church and community problems by using creative contextual approaches to ministry.
2.MTh graduates can work effectively with others as members of teams, organisations and communities in designing their research projects and in giving practical effect to their research findings.	• acknowledge the role played by colleagues in the conception and execution of their research projects. • indicate ways in which the application of their research findings could make a constructive contribution to a faith community and society at large.
3.MTh graduates (most of whom do their research on a part-time basis) can organise and prioritise their commitments of work, home and research responsibly and effectively so as to succeed in completing the project within the prescribed number of years.	• design, organise and execute a research project, in consultation with a supervisor. • demonstrate the requisite research, planning and budgeting skills to complete the project successfully.

4. MTh graduates can collect, analyse, organize and critically evaluate information.	• demonstrate independent research skills in a specific field of theological studies. • employ a practical system of gathering, storing and retrieving information, in order to make effective use of literature and other sources of information in their research. • write a coherent and well-structured dissertation by integrating information and insights from a wide variety of sources. • use a recognised system of reference techniques and refrain from plagiarism. • evaluate the key publications in their field of research and include a brief critical survey of such literature in their dissertation.
5.MTh graduates can communicate effectively using visual and/or language skills in the mode of oral and/or written presentation, in sustained discourse.	• produce a coherent and well-argued written dissertation and, where relevant, a persuasive oral presentation of the research project in a postgraduate seminar. • express theological insights creatively in their first language and in terms of their culture and world view. • communicate their research findings effectively in faith communities, scholarly institutions and the community at large.
6.MTh graduates can use science and technology effectively and critically, showing responsibility towards the environment and health and well-being of others, in community, national and global contexts.	• use information technology (computers, word processors, databases, internet) appropriately and efficiently in gathering their data and writing their dissertations. • relate their research projects to the urgent ecological and economic problems facing their communities in the context of globalisation.
7.MTh graduates can demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation, and by acknowledging their responsibilities to those in the local and broader community.	• show respect for personal, cultural, theological and religious diversity. • conduct their research on an interdisciplinary basis, by engaging in dialogue with scholars and publications from other disciplines that address the same or similar issues. • demonstrate a comprehensive grasp of their fields of specialisation.
8.MTh graduates can reflect on and explore a variety of strategies to learn more effectively.	• show evidence that they considered various research approaches/methods for their project, and provide convincing reasons for the approach they adopted. • address the question of how their personal biases and social positions influenced their research projects.

9. MTh graduates can participate as responsible citizens and believers in the life of local, national and global communities and religious groups.	• show commitment to the well-being of society by developing well-informed ethical stances on community issues. • play a responsible and constructive role in a faith community and society.
10. MTh graduates can be culturally and aesthetically sensitive across a range of social contexts.	• demonstrate awareness of the role played by cultural, political, social, economic and gender differences in their research. • express respect for the diversity of theological and other opinions that exist in their fields of research. • display intercultural competence in the execution of their research projects as well as in the formulation of their findings. • cooperate respectfully with people of other churches, theological traditions and religions in the implementation of their research findings.
11. MTh graduates can explore education and career opportunities by drawing on the knowledge, skills and attitudes they acquired in obtaining this Qualification.	• identify priorities and opportunities for further research in their fields of specialisation. • compare and evaluate various options for further research, in terms of possible Qualifications, supervisors, universities and scholarships. • offer their research findings to faith communities and other organisations, with a view to possible employment and/or creating employment as a church, religious, or community worker.
12. MTh graduates can develop entrepreneurial opportunities by drawing on the knowledge, skills and attitudes acquired in obtaining this Qualification.	• develop the skills of creativity, social analysis, interpersonal sensitivity, imaginative intelligence, emotional maturity, and community involvement, which could be of great help in finding or creating employment outside and inside church circles.

Recognition of prior learning:

This Qualification can be achieved in part through recognition of prior learning, only in the case of the structured MTh, in terms of the criteria laid out in items 12 and 13 above. Note that no recognition of prior learning can be granted in the case of the MTh by thesis alone.

Evidence can be presented in a variety of forms, including previous local or international Qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence should be judged according to the general principles of assessment described in the note to assessors in item 19 below.

Accreditation and moderation

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

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

agreed ETQA procedures.

External examination of the components for this degree, particularly the thesis component, must include moderation by recognized experts in the specific field of study associated with internationally recognized tertiary institutions.

Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the outcomes that make up this Qualification.

Notes

Notes for assessors:

Assessors should note that assessment for the MTh should be:

- **Formative:** Learning and assessment are integrated. Formative assessment is an ongoing personal process of interaction between the lecturer/supervisor and the student when the means of assessment is a dissertation only. For a "structured" MTh programme, which includes 50% of course work, the formative assessment includes written and/or practical assignments based on the learning material, on which students are given feedback. The process is ongoing and focuses on smaller sections of the work and a limited number of outcomes.

- **Summative:** For the course work part of a "structured" MTh, students are assessed by means of either written examinations, oral examinations, or a series of articles. A dissertation (full-length or of limited scope) is assessed by an examination panel (containing at least one external examiner) at the end of the process.

- **Integrated:** All assessment will integrate knowledge, skills and attitudes and applied competence.

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

✓ Focus the initial assessment activities on gathering evidence in terms of the main outcomes to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in terms of the Qualification purpose. Take special note of the need for integrated assessment.

✓ Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.

✓ All assessments should be conducted in line with the following well documented principles of assessment as defined below:

Principles of assessment:

✓ _Appropriate:_ The method of assessment is suited to the performance being assessed.

✓ _Fair:_ The method of assessment does not present any barriers to achievements, which are not related to the evidence.

✓ *Manageable:* The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.

✓ *Integrated into work or learning:* Evidence collection is integrated into the work or learning process where this is appropriate and feasible.

✓ *Valid:* The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.

✓ *Direct:* The activities in the assessment mirror the conditions of actual performance as closely as possible

✓ *Authentic:* The assessor is satisfied that the work being assessed is attributable to the person being assessed.

✓ *Sufficient:* The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.

✓ *Systematic:* Planning and recording is sufficiently rigorous to ensure that assessment is fair.

✓ *Open:* Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.

✓ *Consistent:* The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

International comparisons

The MTh Qualification standard is comparable to similar Qualifications from around the world with regard to outcomes and assessment criteria, the level of depth and complexity involved in the study process, and with due regard to notional learning time.

The Qualification matrix and articulation of the BTh, Honours BTh, MDiv (parallel to MMin), MDipTh (parallel to PgDipTh) and MTh degrees is particularly close to the existing practice in universities of the highest calibre in Australia and New Zealand (e.g. Flinders University, Otago University, and Auckland University). In addition, the MTh degree is a widely recognised research Qualification. It is provided, for instance, by universities in Wales (Cardiff, Lampeter and Bangor), the University of Namibia in Africa (though difficulty in accessing the web sites of African universities has made comparability studies difficult) and, through Serampore College of Calcutta University, by a range of theological institutions in India, as well as the MTh degree offered in Central and South American theological institutions (e.g. Escola Superior de Teologia in São Leopoldo, Brazil) and the Lutheran Theological School in Hong Kong. In the United States, the MDiv degree usually articulates upwards to a further research masters degree, prior to admission to PhD studies, which is variously named, most often as a Master of Arts in Theology, which is the equivalent of the MTh in the SAQA degree framework.

SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

NATIONAL QUALIFICATIONS FRAMEWORK

Established in terms of Act 58 of 1995

Master of Divinity (M Div)

NQF Level:	8
Credits:	240 minimum
Field:	Human and Social Studies
Sub-field:	Religious and Ethical Foundations of Society
Issue date:	
Review date:	

Purpose of Qualification:

The primary purpose of this Qualification is to provide MDiv graduates with the necessary advanced knowledge, specific skills and applied competence to become leaders, educators and facilitators in Christian churches and the broader community.

A second purpose of the Qualification is to provide faith communities and the South African society at large with graduates who have the knowledge, skills and competence required to engage in ministry within church and society and to contribute to the development of the broader society in an ethical, critical and constructive way.

Learners who achieve this Qualification can, with an advanced level of independence, competence and self-motivation:

- *Analyse and interpret primary and secondary Christian sources relevant to the field of study exegetically and theologically*
- *Integrate, order, appropriate and communicate such sources effectively in the context of study in the relevant field*
- *Analyse, understand and position oneself and one's community within the scope of the history of Christianity and of the world in a manner appropriate to a particular field of study in theology and ministry*
- *Critically evaluate and apply theological knowledge across the full range of fields in Christian theology and ethics*

- *Understand the Christian faith in the context of religious pluralism and develop contextual ministry and mission in a way which contributes to the well being of the community as a whole*
- *Innovate, integrate and apply advanced models and skills in Christian ministry and mission*
- *Participate confidently in discussion and study of issues and problems across the range of theological fields and report their findings clearly in written and oral form*

Rationale:

The MDiv provides an advanced professionally orientated ministerial training programme, without requiring the production of an advanced research thesis. The candidates for this Qualification are likely to be working in churches, Christian ministry ventures and community service projects. Other candidates for this Qualification are likely to consist of those who have advanced Qualifications in other fields, equivalent to the level of an Honours degree (8.1), who wish to prepare for ministry in Christian churches and community organisations. The Qualification will provide studies at an advanced level of knowledge, competencies and skills to prepare graduates to minister and lead Christian communities and contribute to the development of the broader society in an ethical and constructive way.

Articulation:

Qualifications equivalent to Level 8 Honours BTh could articulate upwards to the MDiv. In addition, with recognition of prior learning and appropriately designed curricula, Qualifications at Level 8 in other fields outside of theology could articulate upwards to the MDiv.

The MDiv does not give access directly to the PhD (NQF Level 8), without a further component of research. The MDiv articulates upwards to postgraduate studies at the level of 8, such as the MTh.

Learning assumed to be in place:

Learners who register for this Qualification can:

- learn from written study material and technical publications;

- use library resources;
- analyse texts hermeneutically;
- formulate their own viewpoints in writing;
- analyse, organise and process new information and viewpoints that they encounter;
- evaluate new information and knowledge
- take responsibility for their own intellectual progress.
- integrate theological insights in church and society

Access to the Qualification:

This Qualification recognises:

- *formal prior learning*
  Learners must have an Honours level Qualification either in theology (Honours BTh) or, with appropriate recognition of prior learning and appropriate curricula, another field of study

- *non-formal and informal prior experiential learning*
  Learners will typically have participated in formal or informal Christian ministry in the community. Evidence of such experience may form a part of the portfolio provided by the student applying for recognition of prior learning

Exit level outcomes and Assessment criteria:

Exit Level Outcomes Learners will be able to:	Integrative Assessment Criteria Learners will provide evidence of the required standards by:	Implied competence and range. The programme leading to the award of this Qualification aims to develop learners who demonstrate the ability to:
1. Identify, distinguish and integrate concepts and theories	• Demonstrating critical insight into the various viewpoints related to theological issues	• approach theological issues in a manner appropriate to the human and social sciences
2. Integrate and apply the range of theological concepts and fields at an advanced level	• Explaining and using the full spectrum of theological fields in their unity and diversity • Using appropriate theories and methods	• Integrate learning at an advanced level
3. Use theological and related sources effectively in their study and practice to explore faith, spiritual and ethical questions and to address problems encountered in communities	• generating contextually relevant interpretations of the Bible or of other religious documents, institutions, processes or events, by using recognised methods of interpretation. • identifying differences between the cultural and social features of the world of the biblical texts and those	• apply the findings of academic study in a particular field to the needs of church and society in an ethical and responsible way

	of contemporary communities. • using historical sources (in libraries and archives or through interviews) in their study to interpret contemporary issues in historical perspective. • showing the relevance of their studies for the needs and problems of society.	
4. Show self-awareness and personal maturity in relation to the Christian faith in context.	• give a critical account of the history and values of their faith community and their personal faith development • integrate their personal faith development with theological discourse and ministry in their faith communities	• self-awareness and personal maturity in relation to church and society
5. Engage in and articulate analytical, critical, independent and creative theological thinking and communication.	• Identifying, classifying, analysing, comparing and critically evaluating different theological positions. • critically deriving theological meaning in the context of different theological views • presenting and defending arguments, combining insights gained from different theological genres • using resources such as the relevant books, journals, specialist bibliographies and websites.	• grasp of the broad range of knowledge in the various fields within theological studies at an advanced level • ability to participate in informed scholarly debate in the field of theology• ability to apply the range of theological knowledge, theory and research method to well defined issues in theology • ability to communicate the findings of scholarly research both in written and oral form to academic and non-academic contexts
6. Play an ethical and constructive role in a faith community and/ or	• demonstrating critical insight into the complexities of current	• ability to base decisions and actions on Christian sources, theology, ethics

in the community at large.	moral issues • identifying and compare key human and Christian ethical principles • appropriately engaging their learning and analysis into value based decisions and actions	and traditions, in the African context, with cognisance of the international context.
7. Facilitate Christian ministry and evaluate its effectiveness.	• identifying and analysing individual, group and societal areas in need of Christian ministry • using theological skills effectively in Christian ministry • using theological skills to analyse and evaluate the effectiveness of ministry in church and society	• ability to engage in Christian ministry with sensitivity to the various needs of differing individuals and groups • understanding of issues of justice and integrity in ministry • ability to integrate theory and praxis
8. Promote, develop and analyse leadership in a faith community and in the broader community, especially with regard the issues of power and transformation.	• demonstrating an ability to evaluate, impart and encourage appropriate leadership forms and skills in a local faith community • integrating theoretical and practical competencies anticipating the development of a local faith community	• Ability to identify and evaluate issues of power and leadership in church and society • Ability to engage in responsible and transformative leadership
9. Be aware of, and be able to interact constructively with, multicultural and multi-faith communities, form a theological perspective.	• giving a reliable account of the history and value of other faith communities • analysing the impact of cultural and religious differences on inter and intra community relations • demonstrating constructive sensitivity	• an ability to form positive and ethical human relationships across cultural and religious barriers • constructive engagement with other cultures and religions

	towards different cultures and religions.	
10. Identify, analyse and critique contemporary societal needs and develop constructive and creative strategies for transformation, both at the local and global level.	• using analytical skills to identify and explain the needs of society • developing contextually relevant responses to these needs • applying these responses by proposing and implementing transformational processes and programmes	• ability to understand and integrate local and international theological perspectives and questions in the context of Christianity as a worldwide phenomenon • ability to identify societal needs in the African and global context, particularly with respect to the needs of marginalised persons and issues e.g., the environment, the role of women, the poor, development.

Critical cross-field outcomes:

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

Critical cross-field outcomes A learner who obtains the Master of Divinity Degree can:	**Associated assessment criteria** In the form of tasks in study material, written assignments, portfolio tasks, projects, case studies and examinations, learners will be assessed on their ability to:
1. Identify, analyse, formulate and solve problems, showing responsible decisions informed by critical and creative thinking.	• demonstrate the ability to do creative Biblical interpretation by applying recognised exegetical methods in specific contexts and by critically evaluating other interpretations. • approach problems of historical and systematic interpretation in theology by analysing theologies in relation to their respective ecclesial, cultural, economic, social and political contexts. • address church and community problems by using creative contextual approaches to ministry.
2. Work effectively with others as a member of a team, group, organisation, community.	• show evidence of playing a moral and constructive role in a faith community and the community at large. • demonstrate evidence of the ability to

		communicate effectively in a community
3.	Organise and manage oneself and one's activities responsibly and effectively .	• demonstrate the requisite study skills and learning strategies at an advanced level. • organise their own study plans and engage in independent study and research. • demonstrate and ability to think systematically, creatively and independently.
4.	Collect, analyse, organise and critically evaluate information .	• use library and other resources effectively to complete tasks. • construct an academic essay at an advanced level by integrating information from a variety of sources. • act responsibly as a scholar (i.e. by using recognised reference techniques and by avoiding plagiarism). • critically evaluate theological theories, experiences, examples, etc.
5.	Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written presentation.	• produce coherent and persuasive forms of written, oral and new media communication • express theological insights creatively in critical engagement with their own culture and worldview
6.	Use science and technology effectively and critically, showing responsibility towards the environment and the health/well-being of others	• use information technology (computers, word processors, databases, internet) appropriately and efficiently in gathering their data and writing research papers • reveal sensitivity and maturity in responding to ethical challenges • formulate concrete and creative responses to community problems and issues relating to issues such as globalisation, poverty, marginalisation.
7.	Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation	• show respect for personal, cultural, and theological diversity, and take into consideration the religious diversity • demonstrate and understanding of the relatedness between problems of a particular faith community and the wider community of Christian faith and other faiths
8.	Reflect on and explore a variety of strategies to learn more effectively	• show awareness of how personal biases influence one's knowledge of and attitude to people and situations • show an understanding of different methodologies and types of sources, and an

		ability to make informed choices concerning different research strategies
9.	Participate as responsible citizens in the life of local, national and global communities	• show commitment to the well-being of society by developing well-informed ethical stances on community issues • play a responsible and constructive role in a faith community
10.	Show cultural and aesthetic awareness across a range of social contexts	• demonstrate tolerance towards and engagement with diversity and the opinions of others • demonstrate awareness of the role of cultural differences in Biblical interpretation • display the ability to understand the cultural and contextual roots of differences between theologies • cooperate with people of other churches and different theological approaches, and demonstrate awareness of and constructive engagement with other religions, so that cooperation in addressing societal issues is enhanced
11.	Explore education and career opportunities .	• compare and evaluate various options for further study and research • become involved accountably in Christian community with a view to employment as a church or community worker or the broader community
12.	Develop entrepreneurial opportunities	• develop and inspire the skills necessary for analysis of needs and opportunities for church development and ministry to the broader society • develop the skills of social analysis, interpersonal sensitivity, imaginative intelligence, emotional maturity, and community involvement, which may lead to the creation of employment opportunities inside and outside church circles

Recognition of prior learning:

This Qualification can be achieved in part through recognition of prior learning of comparable level and standard completed at a locally registered and accredited or internationally recognised tertiary institution in terms of the criteria laid out in items 12 and 13 above.

Evidence can be presented in a variety of forms, including previous local or international Qualifications, academic records, reports, testimonials, work records, portfolios, videos of practice and performance records.

All such evidence should be judged according to the general principles of assessment described in the note to assessors in item 19 below.

Accreditation and moderation

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

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

External examination of the components for this degree must include moderation by recognized experts in the specific field of study associated with internationally recognized tertiary institutions.

Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the outcomes that make up this Qualification.

Notes

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

• Focus the initial assessment activities on gathering evidence in terms of the main outcomes to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in terms of the Qualification purpose. Take special note of the need for integrated assessment.

• Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.

• All assessments should be conducted in line with the following well documented principles of assessment as defined below:

Principles of assessment:

• *Appropriate:* The method of assessment is suited to the performance being assessed.

• *Fair:* The method of assessment does not present any barriers to achievements, which are not related to the evidence.

- *Manageable:* The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.

- *Integrated into work or learning:* Evidence collection is integrated into the work or learning process where this is appropriate and feasible.

- *Valid:* The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.

- *Direct:* The activities in the assessment mirror the conditions of actual performance as closely as possible

- *Authentic:* The assessor is satisfied that the work being assessed is attributable to the person being assessed.

- *Sufficient:* The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.

- *Systematic:* Planning and recording is sufficiently rigorous to ensure that assessment is fair.

- *Open:* Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.

- *Consistent:* The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

International comparisons

The MDiv Qualification standard is comparable to similar Qualifications from around the world with regard to outcomes and assessment criteria, the level of depth and complexity involved in the study process, and with due regard to notional learning time.

The MDiv (equivalent to the Master of Ministry) is offered in many parts of the world as an advanced theological degree for those who have attained the level of Honours Bachelor of Ministry or Honours Bachelor of Theology (e.g. the University of Otago in New Zealand). It could also be compared with the Master of Theology degees offered in Scottish Universities (e.g. St. Andrew's), which is not a research degree.

The MDiv is also offered by the range of institutions offering theology in the United States and Canada (e.g. Harvard Divinity School and other members of the Boston Theological Institute; the San Francisco Theological Seminary and other members of the Graduate Theological Union in Berkeley; Chicago Theological Seminary and other members of the Chicago Association of Theological Schools), as a first theological degree for those who have completed a broad, non-specialist first degree equivalent to SAQA level 8.1. Some institutions in South Africa will use this degree to articulate with other Honours level Qualifications at SAQA level 8.1, with appropriate curricula and recognition of prior learning.

Established in terms of Act 58 of 1995

Doctor of Philosophy: Theology (Ph D)

NQF Level: 8

Credits: 360

6. Field: Human and Social Studies

Sub-field: Religious and Ethical Foundations of Society

Issue date:

Review date:

Purpose of the Qualification:

The purpose of the Qualification is primarily to equip persons for vocations of teaching and research in various institutions, especially in theological institutions and universities, or for the scholarly enhancement of ministerial practice. This Qualification will create leading practitioners who contribute to the creation of new knowledge and the critique and communication of existing knowledge, in a particular discipline or specialized field of study or within an interdisciplinary framework. The Qualification meets the requirement that a significant, original and substantial contribution be made at the frontiers of a discipline or field, and that a high level of independent research capability be demonstrated through a peer-reviewed thesis of international standard, which should be publishable in some form, either entirely or in part. The Qualification will further equip graduates with knowledge, skills and applied competence in the field of study that should provide opportunities for continued personal growth, gainful economic activity and rewarding contribution to society.

Rationale for the Qualification:

The Qualification provides for the national and international need for scholars, educators, facilitators and leaders to educate and train graduates, to creatively challenge existing configurations of knowledge and to support the disciplines and relevant professions in theology. It therefore makes a substantial and original contribution to the generation of new knowledge, constituting significant adaptation, interpretation and application of existing knowledge.

Learning assumed to be in place:

Learners who are allowed to register for this Qualification can:

- Responsibly pursue independent research
- Demonstrate awareness of the relevant conventions and guidelines for their academic purposes
- Show awareness of the conventions of scholarship in the discipline under study
- Integrate complex and specialized information from a variety of sources
- Apply appropriate heuristics
- Submit an appropriate research proposal in terms of language and style, documentation and argumentation
- Perform a comprehensive and searching review of literature and primary sources
- write a fully-fledged dissertation (with references and a bibliography) on a theological topic.

Access to the Qualification:

This Qualification recognizes formal and non-formal prior learning at NQF Level 8.

Exit level outcomes and Assessment criteria:

Exit Level Outcomes Learners will be able to	Integrative Assessment Criteria	Implied competence and range. The programme leading to the award of this Qualification aims to develop learners who demonstrate:
1. Identify, understand, interpret, integrate, apply and communicate a body of new knowledge (original research) in interaction with existing knowledge (current state of research in the field of study)	Learners should provide evidence of the required standards through: • Identifying, analyzing and solving complex and highly advanced problems by drawing on their experience and theoretical knowledge • Using their knowledge and expertise to solve problems that expand or reconfigure existing knowledge • Contributing to solving problems in a specific research area in a original way • Communicating effectively the contents of the discipline and the result of the research • Expanding, redefining and reconfiguring existing knowledge within the broader context of theology • Showing that their research can be recognized as original contributions by experts in the field of study • Presentation of a substantial and well ordered dissertation, non-print thesis or port folio for submission to external examination against international standards	• A comprehensive and systematic grasp of a discipline's or field's body of knowledge with expertise and specialist knowledge in an area at the forefront of the discipline, field or professional practice; • An ability to participate in scholarly debates at the cutting edge of an area of specialization; • An ability to effectively present and communicate the results of research and opinion to specialist and non-specialist audiences using the full resources of an academic/professional discourse •
2. Apply logical, theoretical, analytic, creative and	Learners should provide evidence of the required standards through:	• A critical understanding of the most advanced research methodologies,

systematic thinking, effectively to solve a range of problems within a focused research context.	• Generating, analyzing, evaluating and synthesizing information and concepts • Suggesting complex and advanced arguments within a major research area • Achieving a high degree of abstraction when analyzing and synthesizing information within an area of research • Attaining a high level of epistemological sophistication when reflecting on information within an area of research • Making sound evaluations on the basis of independently generated criteria • Writing up problem statements, aims and objectives, research designs, findings and conclusions in an appropriately academic manner • Applying theory to practice in the field of Theology • Showing critical acumen in evaluating sources, both primary and secondary material • Developing a logical argument • Displaying expert, innovative thought • Generating ideas at a complex level • Using and fully acknowledging the ideas of others • Clearly identifying, relating and evaluating conclusions and premises • Utilizing language competently in written and or oral conventions relevant to the discipline	techniques and technologies in a discipline/field • Substantial, independent research and advanced scholarship resulting in the (re)interpretation and expansion of knowledge which is judged by peers; • Advanced information retrieval and processing skills; • An ability to independently undertake a study and evaluation of the literature and current research in an area of specialization; • An advanced, searching and expansive critical refelction on professional theory and practise
3. Exhibit the ability to identify and address	Learners should provide evidence of the required	• Applying sensitivity in culturally diverse contexts

issues of ethical action and social responsibility in the field of research	standards through: • Demonstrating a consideration of the ethics involved in research in the field	related to the field of study • Recognizing social justice issues relevant to the field of study
4. Apply principles of sound research practice in collecting, organizing and evaluating information in terms of a critical understanding of relevant research methodologies, techniques and technologies	Learners should provide evidence of the required standards through: • Demonstrating the requisite theoretical skills and learning strategies in an advanced level • Organizing a study plan • Engaging in effective time management • Evolving strategies best suited to the proposed research project • Offering sustained theoretical evidence to support independent thinking and decisions • Using scientific methods of investigation, testing and evaluation, appropriate to the field • Selecting research methods and technology to suit the needs of the research project • Drawing upon prior knowledge and personal experience as appropriate when investigating and analyzing the field of research. • Working in an interdisciplinary manner where appropriate • Demonstrating comprehensive knowledge of the field of research. • Presenting material systematically in terms of language and style,,	• An ability to apply knowledge, theory and research methods creatively to complex practical, theoretical and epistemological problems • Creative work with exegesis or other systematic approach • An ability to identify, conceptualize, design and implement research projects that address complex, ill-defined problems at the cutting edge of a theological discipline/field • The production of a thesis which meets international standards of scholarly/professional writing

	documentation and argumentation • Employing a sound, accurate, self-explanatory and consistent system of reference and layout for the thesis in accordance with the specific field of study	

Exit Level Outcomes	Integrative Assessment Criteria	Implied competence and range. Critical evidence for assessment purposes imply competence at the following:
5. Be aware of, and be able to interact constructively with, multicultural and multi -faith communities, from a theological perspective	From the perspective of one or more theological disciplines, demonstrate an ability to: • give a reliable account of the history and value of other faith communities • analyse the impact of cultural and religious differences on inter and intra community relations • be sensitive towards different cultures and religions	• An informed description and constructive relationship with other faith communities relevant to their field of study
6. Apply the insights of one or more disciplines to identify and critique issues of church and society	From the perspective of one or more theological disciplines, demonstrate an ability to: • use more advanced analytical skills to identify, explain and respond appropriately to issues of church and society	• The identification, analysis and appropriate response to issues in church and society (e.g. issues of race, class, gender, poverty, environment), from the perspective of one or more theological discipline

Autonomy of learning:

The programme leading to the award of this Qualification aims to develop learners who demonstrate:
- A capacity to operate autonomously in specialized, complex ill-defined and unpredictable contexts;
- Intellectual independence and research leadership through managing advanced research and development in a field professionally and ethically;
- A capacity to critically evaluate own and other's work on the basis of independent criteria.

Critical cross-field outcomes:

The critical cross-field outcomes indicated below are embedded and integrated in the specific outcomes of the Qualification as set out above.

Critical Cross-field Outcomes	Associated Assessment Criteria Evidence in the form of written assignments and in the writing of a dissertation, will show that graduates can:
1 PhD graduates can identify, analyse, formulate, and solve highly complex problems of living, of individual, societal and ecclesiastical kinds, creatively, autonomously and innovatively with a level of expertise beyond the requirements of NQF level 8.3.	X identify, formulate, analyse and solve complex problems of theological and biblical interpretation by consistently and creatively applying recognised exegetical methods in specific contexts and by critically evaluating other interpretations on the basis of independent criteria. X approach problems of historical and systematic interpretation in theology by critically analysing theologies in relation to their respective cultural, economic, social and political contexts. X address church and community problems autonomously by using creative contextual approaches.
2 PhD graduates can effectively lead a team, group, organisation and community and direct group output in tasks growing out of the field of research.	X indicate and evaluate the role played by colleagues in the conception and execution of their research projects. X indicate ways in which the application of their research findings could make a constructive and effective contribution to a faith community and society at large.
3 PhD graduates can manage, organise and prioritise their activities and commitments responsibly and effectively so as to succeed in completing the research within the prescribed number of years.	X design, organise and execute a research project, in consultation with a supervisor. X demonstrate the requisite research, planning and budgeting skills to complete the project success-fully.

4 PhD graduates can collect, analyse, organize and critically evaluate information at a highly advanced and highly specialized level.	X demonstrate independent research skills in one theological discipline. X employ a practical system of gathering, storing, retrieving and processing information, in order to make effective use of literature and other sources of information in their research. X write a coherent and well-structured dissertation by integrating and processing information and insights from a wide variety of sources. X use a recognised system of reference techniques and refrain from plagiarism. X critically evaluate the key publications in their field of research and include a survey of such literature in their dissertation.
• 5 PhD graduates can communicate effectively using visual and/or language skills in the mode of oral and/or written presentation, in an academical/professional discourse.	X produce a coherent and well-argued written dissertation as well as a persuasive oral presentation of the research to specialist and non-specialist audiences using the full resources of academical/professional discourse. X Participate in scholarly debates in the area of specialization
6 PhD graduates can use science and technology effectively, innovatively and critically with a high level of expertise, showing responsibility towards the environment and health and well-being of others, in community, national and global contexts.	X use information technology (computers, word processors, databases, internet) appropriately and efficiently in gathering their data and writing their dissertations. X relate their research to the urgent social, ecological and economic problems facing their communities in the context of globalisation.
7 MTh graduates can demonstrate a conceptualized understanding of the world as a complex set of related systems by recognizing that problem-solving contexts do not exist in isolation, and by acknowledging their responsibilities to those in the local and broader community.	X show respect for personal, cultural, theological and religious diversity. X conduct their research on an interdisciplinary basis. X demonstrate a comprehensive, conceptualized and systematic grasp of their fields of specialisation with expertise.
8 PhD graduates can analyze, reflect on and explore a variety of strategies to learn more effectively.	X show evidence that they considered various research approaches/methods, and provide convincing reasons for the approach they adopted.
9 PhD graduates can participate as responsible and leading citizens in the life of local, national and global communities and religious groups.	X show and facilitate commitment to the well-being of society by developing well-informed ethical stances on community issues. X play a responsible and constructive role in a faith community and society.

10 PhD graduates can be culturally and aesthetically sensitive across the range of social contexts.	X understand of the role played by cultural, political, social, economic and gender differences in their research. X express respect for the diversity of theological and other opinions that exist in their fields of research. X display intercultural competence in the execution of their research as well as in the formulation of their findings. X cooperate meaningfully and respectfully with people of other churches, theological traditions and religions in the implementation of their research findings.
11 PhD graduates can independently explore education and career opportunities by drawing on the expertise, knowledge, skills and attitudes they acquired in obtaining this Qualification.	X identify priorities and opportunities for further research in their fields of specialisation. X argue options for further research. X offer their expertise, skills, knowledge and research findings to faith communities and other organisations, with a view to possible employment and/or creating employment as a church, religious, or community worker.
12 PhD graduates can innovatively develop entre-preneurial opportunities by draw-ing on the expertise, knowledge, skills and attitudes acquired in obtaining this Qualification.	X develop the applicable skills of creativity, social analysis, interpersonal sensitivity, imaginative intelligence, emotional maturity, and community involvement, which could be of great help in finding or creating employment outside church circles.

Accreditation and moderation

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

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

External examination of the components for this degree, particularly the thesis component, must include moderation by recognized experts in the specific field of study associated with internationally recognized tertiary institutions.

Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the outcomes that make up this Qualification.

Notes

Notes for assessors:

Learning and assessment are integrated. During integrated assessments, assessors make use of a range of formative and summative tools, methods and assess combinations of practical, applied, foundational and reflective competencies. Assessment must include both internal and external moderation of assessments at exit points of the Qualification. Moderation should also encompass achievement of the competence described in the exit level outcomes in the Qualification

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

✓ Focus the initial assessment activities on gathering evidence in terms of the main outcomes to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in terms of the Qualification purpose. Take special note of the need for integrated assessment.

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✓ *Integrated into work or learning:* Evidence collection is integrated into the work or learning process where this is appropriate and feasible.

✓ *Valid:* The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.

✓ *Direct:* The activities in the assessment mirror the conditions of actual performance as closely as possible

✓ *Authentic:* The assessor is satisfied that the work being assessed is attributable to the person being assessed.

✓ *Sufficient:* The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.

✓ *Systematic:* Planning and recording is sufficiently rigorous to ensure that assessment is fair.

✓ *Open:* Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.

✓ *Consistent:* The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

International comparability:

The PhD Qualification standard is comparable to similar Qualifications from around the world with regard to outcomes and assessment criteria, the level of depth and complexity involved in the study process, and with due regard to notional learning time.

The Qualification matrix and articulation of the BTh, Honours BTh, MDiv (parallel to MMin), MDip (parallel to PgDipTh),MTh and PhD degrees is particularly close to the existing practice in universities of the highest calibre in Australia and New Zealand (e.g. Flinders University, Otago University, and with some variations, Aukland University), as well as universities in Wales (Cardiff, Lampeter and Bangor), and the MTh degree offered through Serampore College of Calcutta University by theological institutions in India, and the MTh degree offered in Central and South American theological institutions (e.g. Escola Superior de Teologia in São Leopoldo, Brazil).

While research doctoral programmes in many countries are designated Doctor of Theology, the SAQA degree framework is specifically designated a Doctor of Philosophy (PhD), to indicate its understanding of theological studies as located within the broad range of the human and social sciences. The Exit Level Outcomes of the PhD in

Christian Theology are thus equivalent to those in all the other fields of the human and social sciences in South Africa.

No. 1260   **2 November 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

Bomb Disposal

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

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

Comment on the unit standards should reach SAQA at the address *below and no later than 28 November 2004.* All correspondence should be marked **Standards Setting – Bomb Disposal** and addressed to

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

JOE SAMUELS
Director: Standards Setting and Development

National Diploma: Bomb Disposal: NQF Level 5

Field:	NSB 08: Law, Security and Military Science
Sub-field:	Safety in Society
Level:	5
Credit:	279 (minimum)
Issue date:	
Review date:	

Rationale of the qualification

This qualification reflects the workplace needs in the sector Safety in Society which relate to bomb disposal competencies. The relevant roles in maintaining public order, prevention of crime, investigation of crime, combating crime and protection of people and property by upholding the law in specific contexts are examined It will allow learners employed in the Safety in Society sector to progress to advanced bomb disposal competencies and perform accordingly. Learners will also be able to pursue studies at a more advanced managerial level. This qualification will further ensure better service delivery to the community thereby providing a safe and secure community environment, which will enhance the country's economy.

Purpose:

The purpose of this qualification is to obtain a nationally recognized qualification in the policing environment and to equip policing officials with the necessary bomb disposal skills in specific specialized areas in order to uplift the professional standards of policing.

This is the first qualification for policing officials who wish to acquire bomb disposal skills within the policing environment. The policing official will operate in an environment where integrity and ethics play a vital role, and where their conduct will influence the perception of the community with regards to the integrity of the police service.

The unit standards in this qualification will allow vertical and horizontal progression and mobility leading to various bomb disposal skills. Elective standards will further allow for progression and career pathing into specific specialist areas. The qualification makes provision for movement between different sub-fields of Safety in Society.

The learner obtaining this qualification will be able to enhance service delivery to their internal and external clients. Qualifying learners are able to exercise their bomb disposal responsibilities in accordance with the constitution of South Africa. The qualification will allow for transformation within the policing environment through the recognition of prior learning that will allow for the recognition of formal, non-formal and in-formal learning leading to the achievement of a national qualification by learners.

Access to the Qualification

The qualification is open to everyone who wishes to pursue a bomb disposal career in the Safety in Society sector, policing and/or national defence environment in particular. Learners must be free of physical disabilities, fit the necessary psychometric profile, and posses the ability to work under pressure.

Learning assumed to be in place

This qualification assumes that learners have the following skills, knowledge and values.
- The ability to read, write, and use written resource material on at least level 4
- The ability to use and understand fundamental mathematical / numeracy concepts on at least level 4
- Balance constitutional and legal rights of individuals with the competence to legally infringe those rights in the service of maintaining a safe and secure society.

Exit Level Outcomes

Qualifying learners are able to:

Exit Level 1: Competently balance the South African Constitution and relevant legislation with the circumstances of when and how to infringe on certain human rights to ensure safety in society.

Associated Assessment Criteria:

1.1   Relevant legislation regarding the disposal of explosives and munition and human rights are understood and practiced in a responsible and accountable manner.
1.2   The vision of the South African Police Service is measured against any given situation and adhered to from a community service point of view.
1.3   Bomb threats and incidents are handled in the correct manner according to departmental policies and procedures
1.4   Independent decisions which are made in stressful situations will withstand public and departmental scrutiny from a legal point of view when the implications of these decisions and subsequent actions are assessed.
1.5   Safety of society is the main driving force when resolving the threat of a bomb incident.

Exit Level 2: Understand, conceptualise and effectively demonstrate capabilities where the use of explosives are necessary as well as apply restrictive measures as and when bomb incidents are identified.

Associated Assessment Criteria:

2.1   History, status, composition and impact of explosives are considered when resolving an incident where the public's safety is in jeopardy.
2.2   Correct identification of types of bombs and the various methods of disarmament must be analysed and correctly be utilised in different incidents.
2.3   Properties and methods of bomb disposal must be demonstrated and new trends are regularly scrutinised to stay abreast of the threat to society.

Exit Level 3: Utilise critical thinking involving science and technology (as well as bomb disposal techniques), when analysing and subsequently providing solutions to situations encountered in the bomb disposal environment.

Associated Assessment Criteria:

3.1   Bomb threat indicators are researched and scenarios are developed to foresee possible threats and solutions in the bomb disposal context.
3.2   Case by case scenarios should be evaluated on a continuous and individual basis.
3.3   Technological advances are monitored and appraised within the bomb disposal environment.

3.4   World matters relating to terrorism are scrutinised and possible scenarios on the impact thereof on South Africa must be debated.

Exit Level 4: Develop strategies to handle stressful environments, work effectively as part of a team and still maintaining the ability to make independent decisions should be constructed and derived.

Associated Assessment Criteria:

4.1   Performing competently as part of an elite unit or team is measured.

4.2   Stressful situations and how the person reacts to it is evaluated continuously.

4.3   Taking individual decisions which could have far reaching consequences are appraised.

International comparability

Since 1994, the South African Police Service has engaged in extensive liaison with colleagues and related services in the international community. Material, best practices and many other innovations have been considered and integrated into this qualification.

This qualification is benchmarked with countries such as USA (specifically the Federal Buro of Investigation), UK, Spain, Germany and Frans. International publications, and Post-Blast investigations in Scotland Yard were also consulted. It is also benchmarked with countries in African such as Swaziland, Botswana, Lesotho, Mozambique, Zambia, Angola, Mauritius, Zimbabwe, Democratic Republic of the Congo, Malawi and Namibia which form part of SARPCCO "Southern African Regional Police Chiefs Corporation Organization"

This qualification is built in such a way that it will receive constant international review and input. Other national institutions and Departments were consulted during the standards generation processes such as the Department of Defence Force, CSIR (Council for Scientific Industrial Research (defence tek) and Department of Health, Department of Labour, National Department of Transport, national nuclear regulator, South African National Standards (SANS) and Training Providers.

From the year 2002 the South African Police engaged in an assessment and assessment practices project with the Swedish Police. The two organizations will assist each other in evaluating and generating assessment and assessment practices.

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 known problems, team work, organising self, using of data, implication of actions and reactions in the world as a set of related systems must be assessed during combinations of practical, foundational and reflexive competencies assessment methods and tools to determine the whole personal 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 Policing environment. Competence will be assessed when conducting formative and summative assessment.

Formative assessment

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

These tools may include the following:

- *In-situ* (on-the-job) observations
- Role-play simulations
- Structured group discussions
- Knowledge tests, exams, case studies, projects, registers, logbooks, workbooks
- Oral report backs (presentations)
- Portfolios of evidence
- Projects
- Experiential learning
- Working in teams
- Scenario sketching
- Practical applications in the workplace

The assessment methods and/or tools used by the assessor must be fair in a sense that they do not hinder or advantage the learner, valid in a sense that they measure what they intend to measure, reliable in a sense that they are consistent and delivers the same output across a range of learners and practical in a sense that they take into account the available financial resources, facilities, equipment and time.

Summative assessment

Summative assessment / Terminal assessment are carried out at the end of the learning programme to assess the achievement of the learner. A detailed portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner.

Assessors and moderators

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

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

Recognition of prior learning

This qualification may be achieved in part or in whole by recognition of prior learning. The candidate in this case must be assessed / evaluated in the same manner as described in the paragraph that deals with integrated assessment above.

Articulation possibilities

The choice of elective learning component allows the learner to change to another pathway in a policing environment at the same level or at the next level.

Some fundamental and non-policing core learning components will equip the learner with credits that will be useful in the safety in society sector and other learning fields that the learner may wish to pursue.

Moderation Options

All providers offering the learning to achieve this qualification must be accredited by the relevant ETQA or through an ETQA with a memorandum of understanding with the relevant ETQA.

All assessors must be registered with the relevant ETQAs, and must comply with the requirements for assessors as prescribed by the relevant ETQAs. In addition, the assessors must have at least the skills levels in this field equivalent to those require by the NQF at level 5, plus two years of practice in this field as a worker or expert consultant or provider. All moderators moderating the assessment of a learner for this qualification must be registered with the relevant ETQAs.

Criteria for registration of assessors

For an applicant to be registered as an assessor, the applicant needs the following:

- A minimum of five years practical, relevant occupational experience;
- Declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by SAQA;
- Detailed documentary proof or educational qualification, practical training undergone, and experience gained by applicant must be provided;
- Meet any other requirements stipulated by the ETQAs.

CRITICAL CROSS FIELD OUTCOMES

This qualification addresses the following critical cross-field outcomes. The way in which the critical cross-field outcomes are addressed is presented in detail in the unit standards.

- Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Working effectively with others as a member of a team, group, organization, or community.
- Organizing and managing oneself and one's activities responsibly and effectively.
- Collecting, analyzing, organizing and critically evaluating information.
- Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion.
- Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

RULES OF COMBINATION

Learners undertaking the National Diploma in Bomb Disposal will be required to do all 36 Fundamental credits and all 208 core credits. For the achievement of the minimum 279 credits required to achieve the qualification, learners will be required to achieve at least 35 credits from the elective component. It is strongly advised that learners should not only achieve the minimum 35 credits in the elective component but that they should ensure for career purposes that once they choose an elective stream, they should complete all the credits in that stream

Title Matrix: National Diploma: Bomb Disposal: NQF LEVEL 5

National Diploma: Bomb Disposal: NQF LEVEL 5 279 credits		L	Cr
FUNDAMENTAL: 36 credits		**L**	**Cr**
11499	Write a wide variety of texts in X	5	5
9407	Communicate with clients and discuss work	5	5
9224	Implement policies regarding HIV/AIDS in the workplace	5	4
15906	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	5	5
116486	Explain personal and social responsibility in independent decision making contexts	4	5
7854	Provide first aid	4	4
9243	Monitor occupational health and safety	4	8
CORE: 208 credits			
C.1.	Demonstrate an understanding off the history / origin of explosives and the impact / effect of explosives / explosions	5	3
C.2.	Identify and apply / implement different blasting accessories and initiating systems and blasting techniques	5	22
C.3.	Identify and explain explosives	5	9
C.4.	Identify and explain Explosive Ordnance	5	9
C.5.	Dispose of explosives and munition	5	9
C.6.	Identify, explain and apply basic electronics relevant to the bomb disposal field	5	9
C.7.	Identify and explain switches and/or triggering devices	5	13
C.8.	Identify and explain Improvised Explosive Devices (IED)	5	18
C.9.	Handle Bomb Incidents	5	20
C.10.	Conduct searching / sweeping	5	10
C.11	Conduct and Execute Bomb Disposal	5	17
C.12	Identify and Explain Non Destructive testing techniques	5	9
C.13	Conduct planning, briefing and debriefing sessions	5	3
C.14	Handle unconventional mine warfare incidents	5	7
C.15	Handling and securing of weaponry caches	5	9
C.16	Apply explosives tactically for the breaching of obstacles	5	9
C.17	Apply the dynamics of robotics in the bomb disposal field	5	10
C.18	Apply Chemical, Biological and Radiological Countermeasures	5	7
C.19	Conduct post-blast investigations	5	11
C.20	Conduct an analysis of explosives vulnerability	5	4
ELECTIVES: combination of any 35 credits			
E.1	Understand and apply the dynamics of robotics	5	10
E.3	Understand and apply the dynamics of electronics in bomb control control	5	22
E.4	Understand and apply the dynamics of chemical Biological and radiological counter measures	5	21
E.5	Understand and apply internationally principles of dangerous good management	5	8
E.6	Conduct internal inspections on magazines	5	6
E.7	Demonstrate an understanding of explosives control	5	2
E.8	Demonstrate an understanding of explosives classification, marking and packaging requirements	5	5
E.9	Demonstrate an understanding of explosives transportation legislation and regulations	5	4
E.10	Demonstrate an understanding of explosives storage legislation and regulations	5	4
E.11	Demonstrate an understanding of explosives importation and exportation requirements	5	2
E.12	Control the use of explosives on a blasting site	5	4
E.13	Control the use of and trade in pyrotechnics	5	4

No. 1261 **2 November 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

Transport and Logistics Operations

Registered by NSB 11, Services, publishes the following unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address *below and no later than 28 November 2004.* All correspondence should be marked **Standards Setting – SGB for Transport and Logistics Operations** and addressed to

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

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

FURTHER EDUCATION AND TRAINING CERTIFICATE: SHIPPING AT NQF LEVEL 4

Qualification Title: Further Education and Training Certificate: Shipping at Level 4

Qualification Type: FET National Certificate

NQF Level: 4

Field: Services

Sub-Field: Transport and Logistics Operations

Credits: A minimum of 120

Issue Date:

Review Date:

Rationale

The qualification has been designed so that it reflects the workplace-based needs of the Ships Agency environment as expressed by its stakeholders. The input has been used to ensure that the qualification provides the learner with accessibility to be employed within the Ships Agency industry.

Purpose of the Qualification

The purpose of this qualification is to build a foundation of competence in the field of the Ships Agency environment, which will provide learners with the conceptual framework to perform routine and non-routine functions. This qualification is intended to equip learners to function effectively within the operations or freight aspects of the Ships Agency environment and is designed to

- Provide learners with an entry level in the Ships Agency environment, as well as for initial employment in the shipping industry, and serve as a foundation for further study in the Ships Agency environment.
- Provide learners with a Further Education and Training exit level qualification, providing an opportunity particularly for previously disadvantaged learners to obtain a vocational qualification equivalent to a Grade 12 / Matric level qualification.
- Provide the opportunity for those who have worked in the industry for a number of years to obtain recognition for their knowledge and experience through the access to a nationally recognised qualification.

The introduction of this unit standard based qualification will allow learners to accumulate the required credits via skills programmes, workplace experience or both, as well as recognition of prior learning and/or a learnership.

Access to the qualification

This qualification is accessible to all learners, employed and unemployed, as long as the learning assumed to be in place is satisfied.

Learning Assumed to be in Place

Learners should be competent in Language/Communication and Mathematical Literacy at NQF level 3.

International Comparability

The qualifications listed in this document have been determined using a set of unit standards developed for the Ships Agency industry, by representative stakeholders of that industry, after determination of what the industry requires in order to function effectively.

The development of the unit standards was thus done on the basis of ensuring effective satisfaction of the industry's needs. This required that the industry was analysed in order to determine what knowledge, skills and expertise were required by those functioning in the various areas of the industry. The approach was thus bottom-up as follows:

1. Determine the industry requirements.
2. Develop unit standards based on those requirements.
3. Combine the unit standards into relevant and appropriate qualifications.

Development of the Core and Elective Unit Standards was done with reference to various bodies, including:

- The Australian Qualifications Authority
- NZQA - The New Zealand Qualifications Authority
- NICATS - Northern Ireland Credit Accumulation and Transfer System
- NVQ – The National Vocational Qualification in the UK. (Investigated during a visit by the facilitator to Newcastle in the UK.)
- ICS - The London based, and locally represented, Institute of Chartered Shipbrokers.

In terms of specific, internationally recognised qualifications, the best known of these is the Qualifying Requirement for registration as a Chartered Shipbroker with the Institute of Chartered Shipbrokers. This programme is offered internationally (including South Africa) and is recognised as a degree level qualification in numerous countries. The curriculum for this qualification is as follows:

GROUP 1:

$ Introduction to Shipping

$ Legal Principles in Shipping Business

$ Economics of Sea Transport and International Trade

$ Shipping Business (Compulsory in Year 1)

GROUP 2:

$ Dry Cargo Chartering

$ Ship Operations and Management

$ Tanker Chartering

$ Ship Sale and Purchase

$ Liner Trades

$ Port Agency

GROUP 3:

$ Shipping Law

$ Financial and Management Accounting

$ Multi-modal Transport and Logistics

$ Marine Insurance

In the development of the Unit Standards and qualifications for the Ships Agency industry in South Africa, cognisance was taken of the curriculum and content of the above qualification. It was, in fact, used as a benchmark for some of the Unit Standards in terms of content and level, taking into account adjustment of content for the South African context.

Articulation

In order to ensure compliance with the SAQA principle of minimal duplication of Unit Standards, Fundamental Unit Standards, have, where applicable been "imported" from existing registered qualifications and registered unit standard clusters. The qualification articulates with several of the Forwarding and Clearing and Freight handling qualifications, particularly with the overlap in the fundamental and generic unit standards.

An example of vertical articulation would be:

$ The National Diploma in Freight Handling and Logistics – Level 5 – ID No 14574

An example of horizontal articulation would be:

$ The National Certificate in Freight Forwarding – Level 4 – ID NO 22443

Exit Level Outcomes

On completion of this qualification, the learner will be able to:

Exit Level Outcome 1.

Display understanding and demonstrate application of maritime geography as it relates to the shipping industry.

Associated Assessment Criteria

1.1 Application of maritime geography as it pertains to the shipping industry is demonstrated.

1.2 The relative position of the continents, seas and oceans, waterways and ports is known and demonstrated

1.3 The effect of tides, currents, climate, seasons, and weather is known and demonstrated

1.4 Global positioning in terms of latitude and longitude is demonstrated

Exit Level Outcome 2.

Display understanding through demonstration and explanation of the basics of international maritime trade

Associated Assessment Criteria

2.1 Knowledge of, and ability to work with, the basics of international maritime trade is demonstrated.

Exit Level Outcome 3.

Demonstrate understanding of the application of different ship types, various cargoes, cargo-handling equipment, the physics of the ship during cargo work and at sea and the principles of ship cargo operations and control.

Associated Assessment Criteria

3.1 Knowledge and application of different ship types is demonstrated.

3.2 Ability to identify the various cargoes dealt with in maritime shipping is demonstrated.

3.3 Knowledge and application of cargo-handling equipment is demonstrated.

3.4 Understanding and practical application of the physics of the ship during cargo work and at sea is demonstrated.

3.5 Knowledge and application of the principles of ship cargo operations and control is demonstrated.

Exit Level Outcome 4.

Demonstrate understanding, implication and application of legal principles applied to the shipping industry.

Associated Assessment Criteria

4.1 Understanding, implication and application of legal principles applied to the shipping industry is demonstrated.

Exit Level Outcome 5

Demonstrate ability to process and control documentation as used in the shipping industry

Associated Assessment Criteria

5.1 Basic application, use and control of documentation relating to the import of goods by sea is demonstrated.

5.2 Basic application, use and control of documentation relating to the export of goods by sea is demonstrated.

5.3 Basic application, use and control of documentation relating to arrival, berthing and departure of ships from the port is demonstrated.

Exit Level Outcome 6

Demonstrate understanding and application of the principles of local and international trade

Associated Assessment Criteria

6.1 Understanding and application of the principles of local trade as it applies to the maritime industry is demonstrated

6.2 Understanding and application of the principles of international trade as it applies to the maritime industry is demonstrated

Exit Level Outcome 7

Demonstrate understanding and application of bookkeeping fundamentals, disbursement accounts and agency remuneration

Associated Assessment Criteria

7.1 Application of basic bookkeeping principles is demonstrated

7.2 Calculation and application of basic disbursement accounts is demonstrated

7.3 Calculation and application of basic agency remuneration is demonstrated.

Exit Level Outcome 8

$ Demonstrate understanding and application of the principles, statutory requirements and best practice with regard to occupational health and safety.

$ Demonstrate understanding of the principles and practices of housekeeping in an organisational context.

Associated Assessment Criteria

8.1 Understanding and application of statutory health and safety practices is demonstrated.

8.2 Understanding and application of best practice with regard to health and safety is demonstrated.

8.3 Understanding of the principles and practices of good organisational housekleeping is demonstrated.

Exit Level Outcome 9

Demonstrate understanding and application of the overall container logistics cycle as it applies to the maritime industry.

Associated Assessment Criteria

9.1 Ability to work with the processes and documentation associated with container tracking, from discharge through terminals and depots to the reverse export cycle, is demonstrated.

9.2 Ability to work with the processes and documentation associated with container leasing is demonstrated.

9.3 Ability to work with the processes and documentation associated with container repairs is demonstrated.

9.4 Ability to work with the processes and documentation associated with container stock control is demonstrated.

9.5 Ability to work with the processes and documentation associated with empty container positioning, both locally and internationally, is demonstrated.

Exit Level Outcome 10

Demonstrate understanding, and ability to work with, the basics of Marine Insurance.

Associated Assessment Criteria

10.1 Ability to work with the basic principles and practice of Marine Insurance in terms of legislation, maritime practice and claims handling.

Integrated Assessment:

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

Integrated assessment must judge the quality of the observable performance, and the quality of thinking and understanding that underpins it. This applies to both formative and summative assessment, although the ratio between assessment of application/ understanding of theory and values may be weighted towards the latter in formative assessment activities.

Assessment tools must encourage learners to give an account of the thinking and decision-making that forms the basis for their demonstrated performance. In other words, learners must provide an interpretation of their actions. This is especially important with regard to this qualification considering that part of its purpose is to provide a foundation for the learner who is entering or has just entered the industry. In the case of current employees seeking recognition of prior learning or employees who have been a short while in the industry, assessors must be particularly vigilant to ensure that justification and explanation for actions are provided. An integrated mix of task-orientated and theoretical assessment tools may be used with the ultimate focus being on the assessment of applied competence.

In particular when assessing the applied competence (practical, foundational and reflective competencies) of this qualification, assessors must assess the ability of the learner to:

1. Identify and solve problems in which responses display that responsible decisions, using critical thinking, have been made
2. Work effectively with others as a member of a team, group, organisation or community
3. Organise and manage his/herself and his/her activities responsibly and effectively
4. Collect, analyse, organise and critically evaluate information
5. Communicate effectively using visual, mathematical, and/or language skills in the modes of written and/or oral presentation
6. Utilise the computer effectively in their areas of functioning.

Specific examples of demonstration of the above critical cross-field outcomes are described in each Unit Standard

Integrated assessment should provide learners with the opportunity to display an ability to integrate practical performance, actions, concepts and theory across unit standards to achieve competence in relation to the purpose of this qualification

Recognition of Prior Learning

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.

Criteria for the registration of assessors:

Assessors shall be qualified at the level above in the qualification or relevant other qualification, and shall have achieved an assessor qualification as required by the relevant ETQA

Moderation Options

Moderation shall be at the discretion of the relevant ETQA, so long as it complies with SAQA requirements.

FET CERTIFICATE: SHIPPING – NQF LEVEL 4

REQUIREMENTS: 120+ CREDITS WITH 72+ AT LEVEL 4 OR ABOVE

At level 4, Operations, at least one elective must be included

FUNDAMENTAL UNIT STANDARDS

NLRD No	Title	Level	Credit
FUNDAMENTAL COMPONENT – FETC LEVEL 4			
Communication (First Language)			
8979	Use language and communication in occupational learning programmes	4	5
8975	Read, analyse and respond to a variety of texts	4	5
8974	Engage in sustained oral communication and evaluate spoken texts	4	5
8976	Write for a wide range of contexts	4	5
Communication (Second Language)			
8968	Accommodate audience and context needs in oral communication	3	5
8969	Interpret and use information from texts	3	5
8970	Write texts for a range of communicative contexts	3	5
9961	Communicate verbally and non-verbally in the workplace	3	5
Mathematical Literacy			
7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	4	4
9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life-related problems	4	6
9016	Measure, estimate and calculate physical quantities and explore, critique and prove geometrical relationships in two and three – dimensional space in the life and workplace of the adult with increasing responsibilities	4	6
		Total Credits	56

NATIONAL CERTIFICATE IN SHIPS AGENCY

CORE UNIT STANDARDS

No	Title	Level	Credit
us001	Apply Maritime Geography	4	4
us002	Demonstrate an Understanding of the Basics of Local and International Trade	4	15
us003	Understand the Basics of Ship Design and Cargo Operations.	4	10
us006	Demonstrate the basic legal principles applied to shipping	4	8
us026	Know and Understand the Basics of Marine Insurance	4	8
		Total credits	**45**

ELECTIVE UNIT STANDARDS

No	Title	Level	Credit
us007	Complete financial, statutory and operational shipping documentation.	4	8
us009	Work with Container Control Administration	4	10
us022	Know and Understand the Basics of Maritime Liner Trades	4	12
8016	Maintaining occupational health, safety and general housekeeping	4	8
8035	Processing and Controlling Documentation	4	4
	(Minimum of 19 credits from this category) **Total credits**		**42**

UNIT STANDARD TITLE:	Apply Maritime Geography

NUMBER	001
LEVEL	4
CREDITS	4
FIELD	Services
SUB-FIELD	Transport and Logistics Operations

PURPOSE STATEMENT

People credited with this unit standard will be able to know and apply maritime geography as it pertains to the shipping industry. This shall include the relative position of the continents, seas and oceans, waterways and ports; the effect of tides, currents, climate, seasons, and weather; and global positioning in terms of latitude and longitude

This unit standard will be useful to people in the wider shipping industry, and in particular to the ships brokering industry.

LEARNING ASSUMED TO BE IN PLACE:

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard:

- Literacy NQF 3
- Numeracy NQF 3
- Geographical studies NQF 3

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

SPECIFIC OUTCOME 1: Identify continents, major countries and ports on a map of
the world.

Assessment criteria:

1.1   The continents on a map of the world are identified.

1.2   Major countries on a map of the world are identified.

1.3   Major ports on a map of the world are identified and their basic characteristics can be explained.

SPECIFIC OUTCOME 2: Identify the oceans, seas, sea currents and waterways on a
map of the world.

Assessment criteria:

2.1   All oceans and seas on a map of the world are identified.

2.2   The major sea currents on a map of the world are identified and the effects there-of for shipping and trade routes are explained.

2.3   The major waterways on a map of the world are identified.

2.4   The reason for the major canals (Panama and Suez) and their economic benefits are explained.

SPECIFIC OUTCOME 3: Explain the effects of climate, seasons, weather and tides on the shipping industry

Assessment criteria:

3.1   The effect on shipping of the different climatic regions, weather and seasons is explained.

3.2   The effect of the tides on shipping are explained.

SPECIFIC OUTCOME 4: Demonstrate global positioning by means of latitude and longitude.

Assessment criteria:

4.1   The different locations on the planet using latitude and longitude is demonstrated

4.2   An understanding of global positioning using latitude and longitude is demonstrated.

ACCREDITATION PROCESS (INCLUDING MODERATION):

METHODS AND TOOLS OF ASSESSMENT:

The following methods of assessment have been identified as the preferred measurement and assessment of learner competence in the above-mentioned Performance Assessment Criteria

1. In-situ (on the job) observations OR simulation

2. Oral assessment methods (e.g. presentations)

3. Written tests/case studies/projects

4. A portfolio of evidence - valid, reliable and authentic evidence from past achievements and experience may serve to supplement the assessment of applied competence.

These methods must be carefully selected based on the purpose of the assessment (For example, the written method could be used to assess knowledge or on-job demonstration for practical competence). The assessment must integrate a number of different methods (no less than two of those detailed above) in order to give the assessor reliable and valid proof of competence and evidence of required attitudes

THE FOLLOWING TOOLS MAY BE USED TO SUPPLEMENT THE ABOVE MINIMUM ASSESSMENT METHODS:

Valid, reliable and authentic evidence (presented as a portfolio of evidence) from past achievements and experience may serve to supplement the assessment of applied competence. The portfolio should include inter alia:

1. Written statements from persons (e.g. current and/or previous employer, colleague, peer, manager, external customers) confirming competence of the learner

2. Relevant certificates or awards

3. Previous assessment records

4. Journals/logbook

CONDUCTING ASSESSMENTS

1. Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA and be familiar with the full text and subject matter content of the Unit Standard being assessed.

2. The assessor must ensure that the assessment covers the specific outcomes, critical cross-field outcomes and essential embedded knowledge.

ACCREDITATION/MODERATION:

1. Any institution offering learning that will enable achievement of this unit standard must be accredited by any relevant ETQA.

2. Moderation of assessment will be overseen by the relevant ETQA at its discretion.

3. Moderation should encompass achievement of competence described in both individual unit standards as well as the integrated competence described in the qualification.

RANGE

The applied competence expressed in this standard covers the knowledge and understanding of maritime geography necessary for learners to work in the ships agency industry. The range includes innovative responses to concrete but sometimes unfamiliar problems, using basic analytical interpretation of information.

The level assigned to this Unit Standard is appropriate because a narrow range of knowledge and cognitive skills is applied.

NOTES (INCLUDING):

1. CRITICAL CROSS-FIELD OUTCOMES

Learners are able to:

1. Collect, analyse, organise and critically evaluate information concerning shipping movement and position.

2. Communicate effectively using visual, numerical and/or language skills – orally or written – in terms of shipping activities.

3. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, particularly with regard to the ships agency industry.

2. EMBEDDED KNOWLEDGE:

Essential embedded knowledge will be assessed through assessment of the Specific outcomes in terms of the stipulated Assessment criteria. Candidates are unlikely to achieve all the Specific outcomes, to the standards described in the Assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, Assessment criteria have been included in the body of the unit standard.

The following embedded knowledge is addressed in an integrated way in the unit standard:

1. Basic knowledge of global geography.

2. Basic understanding of global climates, weather and seasons.

3. Basic understanding of oceans, seas, waterways and associated currents.
4. Basic understanding of global positioning using longitude and latitude.

3. NOTES TO ASSESSORS

Assessors should keep the following principles in mind when designing and conducting assessments against this unit standard:

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each Specific outcome, or groups of Specific outcomes.

- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.

- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the Assessment criteria.

- The Assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be Assessment criteria to specify the standard required.

- The task of the assessor is to *gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the candidate can achieve the outcomes again and again and again.* This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.

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

In presentation of this Unit Standard, the training approach should be proportioned as follows:

1. Theory: 70%
2. Tutorial: 30%

Review

NATIONAL CERTIFICATE: FREIGHT HANDLING – NQF 3

Field: Services
Sub-field: Transport and Logistics Operations
NQF LEVEL: 03
CREDIT VALUE: 120

RATIONALE

The majority of candidates for this qualification are likely to be either unemployed persons wishing to enter the industry, where a GETC or equivalent has not been sufficient to do so, or persons currently working in the greater freight handling sector that wish to improve their skills and enhance their own career path opportunities.

The qualification will give them the opportunity to acquire the essential knowledge needed to further their studies in differing specialist areas within the transport sector of the South African economy.

PURPOSE

This qualification is aimed at providing a national certificate for all persons currently involved in, or aspiring to enter any one or more of the specialist areas within a freight handling context , thereby ensuring a portable, nationally recognised qualification that will:

1. Provide Candidates with an integrated practical and theoretical grounding in Freight Handling
2. Provide the Candidate with a broad understanding of the ability to work effectively with others
3. Provide Candidates with the skills necessary to enhance the quality of service to customers
4. Provide Candidates with an awareness and understanding of key business principles

with the overall objective of leading to transformation, transferability, economic growth and social development in the freight handling industry.

The key areas of specialisation identified within the Freight Handling Industry are as follows:

- Warehousing and Distribution
- Port Operations
- Stevedoring
- Courier Operations
- Bulk Handling
- Pipeline Operations
- Airfreight

Candidates completing this qualification in whatever area of specialization selected will be able to demonstrate the ability to consider a range of options in order to make decisions about and evidence performance around inter alia administration/ planning; handling; storage; transport planning; and basic freight handling equipment maintenance.

ACCESS

This qualification is open to everyone. However access to certain unit standards (e.g. Operate defined purpose lift trucks) within the qualification is limited where legislated physical and psychomotor requirements are specified in that particular unit standard.

Furthermore, access to certain unit standards is limited where a license is required prior to commencement of studies in that unit standard.

It is advisable that candidates should already have addressed the areas reflected under "learning assumptions" before embarking on learning towards this qualification.

LEARNING ASSUMED TO BE IN PLACE

The credit calculation is based on the assumption that Candidates are already competent in terms of the following when commencing with studies making up this qualification:

- Communication at NQF 2
- Mathematical Literacy at NQF 2

EXIT LEVEL OUTCOMES and ASSOCIATED ASSESSMENT CRITERIA

This qualification is designed to reflect the competency of individuals who are able to complete the full qualification and to be assessed as competent against each unit standard selected (refer to Rules of Combination).

There are no pre-determined exit levels at which Candidate certification can be given, other than those dealt with under the Rules of Combination section. Only exit level outcomes for core and fundamental unit standards have been specified.

As the elective category unit standards vary widely, depending on the area of specialization selected within the greater freight handling industry (e.g. stevedoring, warehousing and distribution, courier, port operations, bulk handling, etc) no exit level outcomes have been captured specifically for the elective category in this Qualification. Rather, the specific outcomes of the unit standards allocated to each of the areas of specialization (or streams) should be examined in detail.

Candidates' can:

1. **Understand and explain business in South Africa**

   Associated Assessment Criteria
   - Explain the different modes of transport and transport services offered in SA
   - Explain the different types of business types and their legal implications

2. **Explain the composition of the supply chain in order to understand their role in the transport industry.**

   Associated Assessment Criteria
   - Explain the role and function of the organisation within its supply chain(s)

3. **Take responsibility for the integrity of freight**

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Associated Assessment Criteria

- Ensure the safe packing, handling and securing of freight
- Comply with legislated practices in the handling of freight (where applicable)

4. **Understand legislated and company-required health, safety, environmental and security practices together with the consequences of certain actions and behaviours on**
   - **individual health and safety in the work place**
   - **individual personal hygiene**
   - **company operations and**
   - **company and state (macro-economic) financial well-being.**

Associated Assessment Criteria

- Understand and explain the requirements of the Occupational Health and Safety Act
- Understand and explain the requirements of industry specific environmental legislation, polices and practices
- Understand and explain the in-house policies and practices concerning health and safety in the working environment
- Understand and explain the impact of HIV/AIDS and the handling of persons with HIV/AIDS
- Explain the impact of poor hygiene and health on the organisation and the country
- Explain the impact of poor workplace safety on the individual and the organisation

5. **Communicate and interact in a variety of ways**

Associated Assessment Criteria

- Utilise a PC for communication
- Understand the impact of communication on different target groups
  Range Statement: Customers, peers, superiors
- Ensure effective customer relations and satisfaction

6. **Use mathematics in real life situations**

Associated Assessment Criteria

- Understand and apply common mathematical terms and displays in the workplace and economy
- Demonstrate the use of number bases and measurements
- Demonstrate awareness of error in the context of calculations
- Use mathematics and data to investigate and monitor financial aspects of personal and business issues and problems

See TABLE 1 for the list of Unit Standards that relate to these exit level outcomes.

INTERNATIONAL BENCHMARKING:

Research was undertaken using New Zealand Standards and qualifications, and a few similar unit standards do exist. However it was difficult to benchmark with the New Zealand approach, which did not examine the different areas of specialization under one umbrella qualification, but under separate distinctive qualifications for different areas of specialisation.

An additional exercise was undertaken with Belgium Qualifications and learning processes. The NQF 3 National Certificate in Freight Handling has been submitted to FOREM in Belgium, who were responsible for commenting on the quality of the subject matter expertise evidenced in other Transport-related Qualifications and Unit Standards. Some of these comments have been considered and acted upon in the revised qualification.

TABLE 1

EXIT LEVEL OUTCOME		APPLICABLE UNIT STDS	
		Fundamental	Core
1	Understand and explain business in South Africa		8000
2	Explain the composition of the supply chain in order to understand their role in the transport industry.		Applying Basic Logistics Principles
3	Take responsibility for the integrity of freight		8015
4	Understand legislated and company-required health, safety, environmental and security practices together with the consequences of certain actions and behaviours on • individual health and safety in the work place • individual personal hygiene • company operations and • company and state (macro-economic) financial well-being.		8555 8016
5	Communicate and interact in a variety of ways	7995 13914 8969 8970	8037; 7786; 8035 Managing Self Development
6	Use mathematics in real life situations	9012 9011 9010 9013	

INTEGRATED ASSESSMENT:

The purpose of assessment is to ensure that the Specific Outcomes have been achieved. However learning training and assessment are inextricably linked, and where appropriate the assessment of knowledge, skills attitudes and values indicated in the unit standards should be integrated. Hence integrated assessment should be pursued where-ever practical, to ensure that applied competence of this qualification can be achieved.
Both formative and summative assessment must take place for each unit standard, in order to be awarded this Qualification.

Formative assessment should be used to assess gaps in the Candidate's skills and knowledge, and will allow for feedback on the teaching and learning process. This feedback allows for the necessary critique on outcomes, methodology and learning materials. Hence formative assessment is diagnostic in nature and informs both the Candidate and the facilitator.
The assessment tools and methodologies utilised must be suitable to ensure that the Candidate can be assessed as competent against each unit standard in the General Education and Training Certificate in Transport.

Summative assessment should be utilised on completion of learning towards a unit standard. Certain outcomes are measurable and verifiable through assessment criteria utilised in one assessment application. In other instances, more than one method of assessment must be utilised.

The following methods are but some of those that can be utilised:

1.   Written tests/case studies/projects
2.   Role-play
3.   Structured classroom discussions
4.   Portfolio of evidence

The methods must be carefully selected based on the purpose of the assessment (For example, the written method could be used to assess knowledge, or on-job demonstration for practical competence). The assessment must integrate a number of different methods in order to give the assessor reliable and valid proof of competence and evidence of required attitudes.

THE FOLLOWING TOOLS MAY BE USED TO SUPPLEMENT THE ABOVE MINIMUM ASSESSMENT METHODS:

Valid, reliable and authentic evidence (presented as a portfolio of evidence) from past achievements and experience may serve to supplement the assessment of applied competence. The portfolio should include inter alia:

1.   Written statements from persons (e.g. current and/or previous employer, colleague, peer, manager, external customers) confirming competence of the Candidate
2.   Relevant certificates or awards
3.   Previous assessment records
4.   Journals/logbook

CONDUCTING ASSESSMENTS

      i.   Assessors must develop and conduct their own assessment by making use of a range of formative and summative assessment methods.

ii. Assessors should allow for RPL assessment opportunities, and give credit for the evidence of learning that has already been acquired through formal and informal learning and work experience.

iii. Assessors must ensure that the assessment covers the specific outcomes, critical cross-field outcomes and essential embedded knowledge within each of the unit standards making up the qualification. Where possible, this can be achieved through the practice of integrated assessment.

iv. Assessors must be registered with a relevant ETQA to assess against specific unit standards.

v. Assessors should provide for integrated assessment across unit standards. This enables Candidates to show that they are able to integrate concepts, ideas and actions covered in more than one unit standard to achieve competence that is linked to the purpose of the qualification.

RECOGNITION OF PRIOR LEARNING:

This qualification may be achieved in whole or in part through the recognition of prior learning. Candidates will receive recognition for outcomes achieved, where such outcomes lead to achieving a full Unit Standard, even where the whole Qualification is not yet achieved.

ARTICULATION POSSIBILITIES:

The National Certificate in Freight Handling aims at providing the first level of specialization after the GETC in Transport.

The number and scope of new qualifications opening up for Candidates in the Transport Industry is continually expanding, and information on National Qualifications can be ascertained from the Transport SETA from time to time.
This qualification provides the Candidate with the flexibility to pursue different careers within the transport industry and beyond. The level of flexibility within the range of electives allows the individual to pursue studies across the greater transport industry.

NQF Level	Vertical and Horizontal Articulation Possibilities					
1	General Education and Training Certificate in Transport					
2						NC in International Trade
3	NC in Freight Handling	NC in Professional Driving	NC in Transport Management	NC in Rail Operations	NC in Customs Clearing	NC in Freight Forwarding
4			NC in Transport Management		NC in Customs Clearing	NC in Freight Forwarding
5	ND in Freight Handling Logistics		ND in Transport Management			ND in Freight Forwarding
	Freight Handling	**Road Freight**	**Generic management**	**Rail**	**Clearing**	**Forwarding**

NOTE: These articulation possibilities do not preclude any other qualifications that may be added/ registered from time to time.

Candidates can move horizontally by achieving credits specified in each qualification, mainly related to specialization areas particular to each sub-field. These common credits would be carried across to the next qualification embarked upon.

This qualification will allow a Candidate to advance vertically to further learning within any qualification at NQF level 4 or above, depending on the requirements of the higher qualification.

MODERATION:

1.　Any institution offering learning that will enable achievement of this qualification or part there-of, must be accredited by the Transport SETA and/or relevant ETQA.

2.　External Moderation of assessment will be overseen by the relevant ETQA at its discretion.

3.　Internal Moderation of assessment will be overseen by the accredited Training Provider.

4.　Moderation should encompass achievement of competence described in both individual unit standards as well as the integrated competence described in the qualification.

5.　Moderation must include internal and external moderation of assessments at exit points of the qualification. However, moderation must also encompass achievement of the competencies described in the exit level outcomes described above.

RULES OF COMBINATION

All core and fundamental standards must be completed. In other words, all communication and mathematical literacy standards must be completed, and all Core standards must be completed.
In order to achieve an Exit Level Outcome (ELO), Candidates must achieve all the credits for that ELO as per TABLE 1.

The Elective category has been further divided into the following:

1.　Elective Generic
2.　Elective Specialist

The following specialist areas or streams have been identified for elective purposes:

1.　Warehousing and Distribution
2.　Port Operations
3.　Stevedoring
4.　Courier Operations
5.　Bulk Handling Operations
6.　Air Freight
7.　Forwarding and Clearing

Candidates who wish to achieve the whole qualification with a particular "specialist stream" endorsement must meet the rules of combination for their selected area of specialization.
The electives identified against each "Specialist Area" are clusters of electives that have been identified for this endorsement; the **balance** of the electives must come from the "generic electives list".

For example, in the Specialist area: Port Operations, 10 credits have been included under "SPECIALIST electives'.
A minimum of an additional 20 credits must be selected from the "generic electives" list to make up at least 120 credits for the entire qualification.
In the event that no "specialist electives" are documented, the learner must select a minimum of 30 credits from the "generic electives list".

In the event that a candidate does not comply with the specialist electives detailed in any specialist area, no specific endorsement (for the area of specialisation) to the National Certificate in Freight Handling will be recorded.

Sufficient electives must be completed to ensure that **at least 120 credits** for the entire National Certificate are obtained.

Any other elective may be sourced from the NQF, so long as it :

(1) relates directly to the industry in which the Candidate is employed/seeks employment and
(2) has been recognised by the relevant SGB and NSB as learning which equips the Candidate with competencies which assists in achieving the purpose of the National Qualification for the specific specialist area.

The recognition as an elective pertaining to this National Qualification must also be Gazetted as such before the Candidate can receive credits for completion of that unit standard, towards the National Certificate in Freight Handling Qualification.

The qualification may be achieved in whole or in part through the recognition of prior learning, where such prior learning is at the same NQF level as that at which each particular Unit Standard is pitched. Candidates will receive recognition for outcomes achieved, where such outcomes lead to achieving a full Unit Standard, even where the whole Qualification is not achieved.

CREDIT COMPOSITION:

	NQF 1	NQF 2	NQF 3	NQF 4
FUNDAMENTAL			39	
CORE		4	34	14
GENERIC ELECTIVE	3	9	140	63
TOTAL	3	13	213	77

The SPECIALIST elective credit composition for each of the specialized streams in contained in the table below, and is not separately listed at this point.

The Total credit value for the Qualification for each area of specialisation remains in the region of 120 credits.

Candidates who have successfully completed sufficient unit standards (minimum 120 credits - refer to "Rules of Combination") making up this National Qualification will automatically be awarded a full National Certificate in Freight Handling.

This will be accompanied by an endorsement as referred to in "Rules of Combination". E.g. National Certificate in Freight Handling (Pipeline Operations)

NOTES:

1. An individual selecting any elective standard dealing with the operation of machinery and/or equipment must ensure that an appropriate license is obtained prior to the completion of the standard.

2. It is highly desirable that every Candidate who enrolls onto this qualification build into their learning a theoretical understanding of lifting equipment to give them a greater appreciation of the greater industry and an understanding of the industry as a set of related systems.

3. When possible, it is beneficial for the Candidate to spend as much time in a working environment prior to selecting their elective, in order to provide him/her with the opportunity to make an educated decision in this regard. The Candidate must give cognizance to his/her career plan in this selection, together with the experiential learning opportunity afforded to him/her in a workplace environment .

Unit Std No.	Unit Standard Title	Credits	NQF level
	MATHEMATICAL LITERACY		
9012	Investigate life and work related problems using data and possibilities	5	3
9011	Use mathematics to investigate and monitor the financial aspects of personal and business issues	5	3
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	2	3
9013	Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	4	3
		16	
	COMMUNICATION		
7995	Communicating and Conducting Interpersonal Relations in Industry	10	3
13914	Conduct a formal meeting	3	3
8969	Interpret and use information from texts	5	3
8970	Write texts for a range of communicative contexts	5	3
		23	
	TOTAL (Fundamental)	39	
CORE			
8029	Taking Basic Care of Freight Handling Equipment	2	3
8555	Contribute to information distribution regarding HIV/AIDS in the workplace	4	4
8000	Applying Basic Business Principles	9	3
7786	Operate a computer	8	3
8016	Maintaining Occupational Health, Safety and General Housekeeping		
new	Applying basic Logistics principles	6	3
8035	Processing and Controlling Documentation	4	3
8015	Executing General Office Administration	4	2
8037	Ensuring Customer Satisfaction and Competitive Practice	4	3
7997	Managing Self Development	10	4
	TOTAL(Core)	51	

ELECTIVE (GENERIC)			
Unit Standard No.	Unit Standard Title A min. of 32 credits between generic and specialist must be selected	Credits	NQF level
12118	Operate Ship Cargo Lifting Appliances	10	3
13997	Understand Basic Ship Design, Classification in relation to Cargo Handling	12	4
14000	Understand, Interpret and Apply Ship Stowage Plan	12	4
12119	Use Gangway Communication Signals to Direct Ship Cargo Lifting Appliances.	4	3
new	Operating Basic Defined Purpose Lift Trucks (Battery Operated)	4	2
new	Operating Advanced Defined Purpose Lift Trucks (Battery Operated)	7	3
new	Operating Counterbalanced Lift Trucks	7	3
15017	Operating a Ship loader	10	3
15015	Operating a Reclaimer	10	3
15013	Operating a Stacker	10	3
15014	Operating a Tippler	10	3
new	Operating Truck Mounted Cranes	8	3
new	Operating Overhead/Gantry Cranes	5	2
new	Demonstrate an understanding of the basics of Local and International Trade	12	4
8024	Receiving and Dispatching Freight and Handling Freight Returns	4	3
new	Conducting Basic Financial Transactions	10	3
new	Moving small to medium consignment goods door to door	6	3
15016	Operating a Bull Dozer in a Bulk Product Handling Facility	10	3
8021	Taking Basic Care of Freight Handling Equipment	2	3
8041	Manage an Employee Induction	4	4
new	Handle a Robbery situation	6	3
14986	Demonstrate knowledge and understanding of fire exposures in order to manage the potential risk of fire	3	4
8025	Controlling and Locating Stock	8	3
new	Working with Temperature Controlled Stock	6	3
10230	Convey Dangerous Goods by Road	8	4
8020	Controlling Dangerous Goods	4	4
8022	Allocating Freight for Packing and Grouping	6	3
8029	Taking Basic Care of Freight Handling Equipment	2	3
11913	Obtain and communicate transport operational information	7	3
8036	Packing, Handling and Securing of Freight	8	4
110075	Apply Basic Fire Fighting Techniques	3	1
	Additional electives to be added to Electives (Generic) as required by any specialist stream.		

	SPECIALIST ELECTIVES		
	Unit Standard Title	Credits	NQF level
	A. Freight Handling (Warehousing and Distribution)		
8025	1. **Controlling and Locating Stock**	8	3
8024	2. **Receiving and Dispatching Freight and Handling Freight Returns**	4	3
8022	3. **Allocating freight for packing and grouping**	6	3
8036	4. **Packing, Handling and Securing Freight**	8	4
		26	
	B. Freight Handling (Port Operations)		
8024	1. **Receiving and Dispatching freight and Handling Freight Returns**	4	3
8022	2. **Allocating freight for packing and grouping**	6	3
		10	
	C. Freight Handling (stevedoring)		
12118	1. **Operate Ship Cargo Lifting Appliances**	10	3
13997	2. **Understand Basic Ship Design, Classification in relation to Cargo Handling**	12	4
14000	3. **Understand, Interpret and Apply Ship Stowage Plan**	12	4
12119	4. **Use Gangway Communication Signals to Direct Ship Cargo Lifting Appliances.**	4	3
		38	
	D. Freight Handling (Air freight)		
new	1. **Demonstrate an understanding of the basics of Local and International Trade**	12	4
8022	3. **Allocating freight for packing and grouping**	6	3
		18	

SPECIALIST ELECTIVES			
Unit Standard No.	**Unit Standard Title**	**Credits**	**NQF level**
	E. Freight handling (Courier)		
new	1. Conducting Basic Financial Transactions	10	3
new	2. Moving small to medium consignment door to door	6	3
8024	3. Receiving and Dispatching Freight and Handling Freight Returns	4	3
8022	5. Allocating Freight for Packing and Grouping	6	3
		26	
	F. Freight handling (Bulk Handling)		
15014	1. Operating a Tipler	10	3
15015	2. Operating a Reclaimer	10	3
15013	3. Operating a Stacker	10	3
		30	
	G. Freight Handling (Forwarding and Clearing)		
new	1. Demonstrate an understanding of the basics of Local and International Trade	12	4
		12	

DEFINITIONS SECTION

1   **General Housekeeping:**
The cleanliness and orderliness of storage spaces and the freight transit areas, to ensure that goods managed/handled are maintained in such good order as to remain in compliance with the organisational specifications and customers requirements. Special regard must be given to spaces, which may be used for:

i.   Dangerous goods with the need for separation and segregation of grades in the interests of safety

ii.   Special storage conditions (e.g. refrigerated, pre-cooled) giving regard for hygiene and the maintenance of temperature levels etc.

2   **Health and Safety Requirements:**
The legislative standards in health and safety governing compliance with national and international law:
General housekeeping, therefore, must primarily remain in compliance with such legislation before secondary considerations may be followed.

3.   **Crane Operator:**
A competent person who has been qualified to operate such lifting appliances according to legislated standards.

5.   **Crane Mechanic:**
A competent person who has been qualified to operate inspect, maintain and repair their safe mechanical functions according to design specifications and legislated standards.

6.   **Crane Operating Positions:**
a.   **Crane-Cab:**
The operator's cab is placed in a fixed position on the cranes structure.

b.   **Mobile controls:**
A set of electrical hand controls connected to the crane's mechanical functions by an "umbilical" wire. The operator walks freely beneath the crane structure allowing for close communication with other operators in the work area.

7.   **Organisational requirements:**
Instructions to personnel on policy and procedures (including the application of legislation to workplace situations), which are formally documented, and are available for reference in the workplace.

8.   **Elevator:**
Any lifting device designed to lift freight products to storage or transit levels in the freight movement process.

9.   **Conveyor Belt Systems:**
Troughed or flat rubber belts of any given length/width stretched evenly between electric-motorised rotating rollers, to propel freight products (especially bulk commodities), between storage and loading points. This is conversely used in the reverse process. This is an integral part of the elevator system, and is where, in places, the belt is fitted with freight holding buckets to lift products to the onward processing area prior to propelling to the destination point. (See diagram: Grain Elevator)

10.   **Bucket-reclaimer:**
A series of evenly placed freight holding buckets fitted to the outer-rim of a mechanically operated rotating wheel, designed to scoop up bulk commodities in a

storage area, and to tip the commodity onto a conveyor belt system for further processing, or depositing at the destination point.

11.   Pneumatic:

A "vacuum-suction" system, used mainly for the handling of fine-grained bulk products, whereby the stored bulk product is sucked up via a spout at the end of a hosepipe system, and propelled onto a conveyor belt to the point of destination.

12.   Hopper:

A funnel-shaped receptacle, designed to receive bulk commodities and to control the flow via the spout towards the next process. (E.g. bagging, weighing products, controlling the flow onto conveyor belts)

13.   Trimming Machine:

A machine designed to receive bulk products from the elevator and conveyor belt system, via a small hopper where the commodity is propelled into otherwise inaccessible storage areas (e.g. under deck – in ship's cargo-holds) to maintain an overall and evenly distributed mass of the product.

14.   Freight parcels:

Freight bulk consignments or various grades stored together in one compartment and separated by cocooning each parcel in tack-welded metal sheets to safeguard against mixing commodities.

15.   Agreed:

Means a course of action is agreed between two or more people, and /or is contained in a stated policy/procedure.

16.   Work environment may include:

- operations conducted by day or night
- work conducted in enclosed spaces, exposed conditions, controlled or open environment, flat, uneven, wet and dry surfaces
- exposure to dangerous substances, moving equipment, freight and people

17.   Lifting equipment:

Includes a range of lifting equipment, including heavy forklifts, reach stackers, front-end loaders, and pallet trucks.

18.   Dry Bulk Freight:

Non unitised, loose freight which is usually transported on a conveyor system (including 'buckets', 'skips', 'mechanised grabs') (e.g. ores, minerals, woodchips, processed agricultural products such as maize and sugar)

19.   Functionality:

What the equipment is designed to do

20.   Operating Parameter:

Implied what the machine is capable of performing at the organisation's agreed rate, for specific freight type, within the manufacturer's specifications and design parameters.

21.   General freight:

Any commodity/product whether loose, in bulk form or packaged/palletised and dealt with in any quantity, freight refers to cargo, materials, baggage, stock, goods, merchandise, inventory, payload, shipment.

22.   **Routine Maintenance:**
The pre-operational, operational, and post-operational checks carried out by the operator on the machine, in accordance with the applicable code of practice and/or the operator's manual.

23.   **Scheduled Maintenance:**
The periodic services conducted on the machine, which are linked to the manufacturer's suggested maintenance schedule.

24.   **Customers:**
Refers to both internal and external customers relating to the freight handling industry.

25.   **Inherent vice:**
Refers to all freight characteristics and properties which have a bearing on the handling and storage of such freight.

26.   **Warehouse:**
A planned space for the efficient storage, handling and control of freight.

27.   **Packing:**
Refers to the placement, storage and/or securing of commodities together or in relation to one another.

28.   **Packaging:**
Refers to the physical materials used to protect the freight from damage/destruction.

29.   **Handling:**
Includes the physical storage and transport of freight

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Identify the method for removing household items from packaging

SAQA US ID	UNIT STANDARD TITLE		
	Identify the method for removing household items from packaging		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Transport and Logistics Operations	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Services		Transport, Operations and Logistics	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-TOL-0-SGB T&LO	Regular	Level 1	
REGISTRATION START DATE	REGISTRATION END DATE	REGISTRATION NUMBER	SAQA DECISION NUMBER

PURPOSE OF THE UNIT STANDARD

The qualifying learner will be able to remove household items from packaging, ensuring the protection and preservation of the goods and ensure compliance with health, safety, housekeeping and company procedures and requirements.

LEARNING ASSUMED TO BE IN PLACE

- ABET 4 numeracy.
- Engage in a Range of speaking and listening interactions for a variety of purposes (6 credits): NQF 1
- Read and respond to a range of text types (6 credits): NQF 1
- Write for a variety of different purposes (6 credits): NQF 1

UNIT STANDARD RANGE

The scope of this Unit Standard includes any person working in a transport and logistics environment, where the knowledge, application and demonstration of the removing of packaging from goods/household items with the aim of protecting and preserving the goods/household items is obtained.

The level assigned to this Unit Standard is appropriate because a narrow range of knowledge and cognitive skills is applied. The application of this Unit Standard is to qualify the person for entry into a career based certification.

UNIT STANDARD OUTCOME HEADER

N/A

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Identify items to have packaging removed.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Items are identified against the inventory list.

ASSESSMENT CRITERION 2

2. All seals are inspected for breakage.

ASSESSMENT CRITERION 3

3. Any defects or shortages are reported to the supervisor.

SPECIFIC OUTCOME 2

Identify designated area for unpacking and the removal of packaging.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. The designated area for the unpacking and removal of packaging is determined by consulting with the client.

ASSESSMENT CRITERION 2

2. Any special requirements with regard to the removal of packaging are determined.

ASSESSMENT CRITERION 3

3. The correct tools/equipment for the removal of packaging is identified.

ASSESSMENT CRITERION 4

4. Safety issues with regard to the removal of packaging are identified and described.

SPECIFIC OUTCOME 3

Identify methods for removing packaging from different household items.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. The different methods of removing packaging are identified.

ASSESSMENT CRITERION 2

2. The different techniques of removing packaging are demonstrated.

ASSESSMENT CRITERION 3

3. The appropriate use of tools and equipment for removing packaging is demonstrated.

ASSESSMENT CRITERION 4

4. Physical limitations are identified and help from other crew members are sought where necessary.

ASSESSMENT CRITERION 5

5. Time parameters for the specific job are identified.

ASSESSMENT CRITERION 6

6. Deviations that hinder progress are identified and are timeously and appropriately reported.

SPECIFIC OUTCOME 4

Demonstrate good housekeeping principles.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Packaging material not required by the client is identified.

ASSESSMENT CRITERION 2

2. The removal of packaging material from clients premise is demonstrated.

ASSESSMENT CRITERION 3

3. The process of ensuring the premises is clear of all foreign objects is explained.

ASSESSMENT CRITERION 4

4. Packaging material that can be reused is identified.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

• Any institution offering learning that will enable achievement of this unit standard must be accredited by the Transport SETA and/or relevant ETQA.

• Moderation of assessment will be overseen by the relevant ETQA at its discretion.

• Moderation should encompass achievement of competence described in both individual unit standards as well as the integrated competence described in the qualification.

This Unit Standard will be internally assessed by the provider and moderated by a moderator registered by TETA and/or a relevant ETQA.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The learners` can understand and explain :

• Techniques for identifying household items according to labels.
• Purpose and use of tools and equipment for the removing of packaging.
• Safety measures with regard to the use of tools and equipment.
• Techniques for the safe handling of household items.
• good housekeeping principles.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO SCIENCE AND TECHNOLOGY

Use science and technology effectively and critically (with regard to the use and purpose of tools, equipment

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Package household items for transportation and storage purposes

SAQA US ID	UNIT STANDARD TITLE		
	Package household items for transportation and storage purposes		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Transport and Logistics Operations	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Services		Transport, Operations and Logistics	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-TOL-0-SGB T&LO	Regular	Level 1	
REGISTRATION START DATE	REGISTRATION END DATE	REGISTRATION NUMBER	SAQA DECISION NUMBER

PURPOSE OF THE UNIT STANDARD

The qualifying learner will be able to conduct the packaging of household items so that they can be transported and stored which ensures the maximum utilisation of space, protection of the goods and compliance with health, safety, housekeeping and company procedures and requirements.

LEARNING ASSUMED TO BE IN PLACE

- ABET 4 numeracy.
- Engage in a Range of speaking and listening interactions for a variety of purposes (6 credits): NQF 1
- Read and respond to a range of text types (6 credits): NQF 1
- Write for a variety of different purposes (6 credits): NQF 1

UNIT STANDARD RANGE

The scope of this Unit Standard includes any person working in a transport and logistics environment, where the knowledge, application and demonstration of the packaging of household items for transportation and/or storage purposes are required.

The level assigned to this Unit Standard is appropriate because a narrow range of knowledge and cognitive skills is applied. The application of this Unit Standard is to qualify the person for entry into a career based certification.

UNIT STANDARD OUTCOME HEADER

N/A

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Identify items for packaging

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Items are identified and mentally recorded.

ASSESSMENT CRITERION 2

2. Items that require special care are reported to the supervisor.

ASSESSMENT CRITERION 3

3. Any defects or shortages are reported to the supervisor.

SPECIFIC OUTCOME 2

Compile an inventory list of items to be packaged.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Items are accurately recorded utilising standard terminology for household items on inventory list.

ASSESSMENT CRITERION 2

2. Volume of goods are judged against the space allocated in the trailer / container and in relation to other items that need to be loaded.

ASSESSMENT CRITERION 3

3. Crew is informed regarding order of loading sequence and items are accordingly moved to packaging area for packaging.

ASSESSMENT CRITERION 4

4. Safety issues due to the nature of item to be packaged/ loaded, are identified and appropriately reported.

ASSESSMENT CRITERION 5

5. Items that require additional protection are identified and appropriately reported.

ASSESSMENT CRITERION 6

6. Items that require stabilisation as part of packaging are reported to the supervisor.

SPECIFIC OUTCOME 3

Identify appropriate packaging materials, equipment and methods.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Customer requirements are taken into consideration.

ASSESSMENT CRITERION 2

2. The amount of packaging material, type of packaging material is identified.

ASSESSMENT CRITERION 3

3. The appropriate packaging tools and equipment is identified.

ASSESSMENT CRITERION 4

4. Physical limitations are identified and help from other crew members are sought where necessary.

ASSESSMENT CRITERION 5

5. Time parameters for the specific job are identified and packaging methods are applied accordingly.

ASSESSMENT CRITERION 6

6. Deviations that hinder progress are identified and are timeously and appropriately reported.

SPECIFIC OUTCOME 4

Plan and safely package fragile, valuable items

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Items are separated from other household items.

ASSESSMENT CRITERION 2

2. Special packaging materials are utilised for packaging (example crates, special cartons).

ASSESSMENT CRITERION 3

3. Items are clearly labelled as fragile/ valuable.

SPECIFIC OUTCOME 5

Package all household goods

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Appliances are checked for stabilisers, are packaged and prepared for move.

ASSESSMENT CRITERION 2

2. Items are packaged and prepared for move.

ASSESSMENT CRITERION 3

3. Crew is informed regarding order of loading sequence and items are accordingly moved to loading area for loading utilising the correct handling techniques.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

- Any institution offering learning that will enable achievement of this unit standard must be accredited by the Transport SETA and/or relevant ETQA.

- Moderation of assessment will be overseen by the relevant ETQA at its discretion.

- Moderation should encompass achievement of competence described in both individual unit standards as well as the integrated competence described in the qualification.

This Unit Standard will be internally assessed by the provider and moderated by a moderator registered by TETA and/or a relevant ETQA.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The learners` can understand and explain :

- Techniques for identifying and recognising household goods and items.
- Purpose and use of packaging materials, tools and equipment.
- Safety measures with regard to trailer / container and equipment and loading and off-loading sequence.
- Logic of the stacking sequence taking into consideration the protection of the goods.
- Crating requirements.
- Techniques for identifying non permissible goods.
- Terminology for household items.
- The correct labelling techniques.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO SCIENCE AND TECHNOLOGY

Use science and technology effectively and critically (with regard to the use and purpose of tools, equipment and packaging materials).

UNIT STANDARD CCFO ORGANISING

Collect, analyse, organise and evaluate all information with regard to household items packaging, to complete item inventory and to determine item classification.

UNIT STANDARD CCFO DEMONSTRATING

Demonstrate an understanding of the world as a set of related systems (to ensure that the loading sequence is correctly undertaken by crew and to react on bad handling / packaging).

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively to determine customer requirements, report damages/shortages and to advise crew.

UNIT STANDARD ASSESOR CRITERIA

Conducting assessments

• Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA and be familiar with the full text and subject matter content of the Unit Standard being assessed.

• The assessor must ensure that the assessment covers the specific outcomes, critical cross-field outcomes and essential embedded knowledge.

UNIT STANDARD NOTES

Definition:
Container - any object used (for example plastic, wood, steel, cardboard and tin) into which goods can be placed.

Methods and tools of assessment:

The following methods of assessment have been identified as the preferred measurement and assessment of learner competence in the above-mentioned Performance Assessment Criteria

1. Knowledge tests
2. In - situ (on the job) observations
3. Feedback from third parties, e.g. customers

These methods must be carefully selected based on the purpose of the assessment. The assessment must integrate a number of different methods in order to give the assessor reliable and valid proof of competence and evidence of required attitudes

The following tools may be used to supplement the above minimum assessment methods:

Valid, reliable and authentic evidence (presented as a portfolio of evidence) from past achievements and experience may serve to supplement the assessment of applied competence. The portfolio should include inter alia:

1. Written statements from persons (e.g. current and/or previous employer, colleague, peer, manager, external customers) confirming competence of the learner
2. Relevant certificates or awards
3. Previous assessment records

No. 1262   **2 November 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

Railway and Pipeline Operations

Registered by NSB 11, Services, publishes the following qualifications and unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address *below and no later than 28 November 2004.* All correspondence should be marked **Standards Setting – SGB for Railway and Pipeline Operations** 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: mmphuthing@saqa.co.za

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

1. TITLE OF THE QUALIFICATION: NATIONAL CERTIFICATE IN PIPELINE OPERATIONS

LEVEL: 3

CREDITS: 147

FIELD: Services

SUBFIELD: Rail and Pipeline

ISSUE DATE:

REVIEW DATE:

2.   RATIONALE OF THE QUALIFICATION

This qualification reflects the need in the pipeline operations industry for personnel with knowledge, skills and understanding to operate, monitor and control pipeline operations for the bulk transport of liquids (typically petroleum products) in, through and out a pipeline depot.

This qualification reflects the workplace-based needs of pipeline operators working in the pipeline operations industry that is expressed by employers and employees, both now and in the future.

The qualification will provide a means to set standards in the Pipeline Operations industry and would serve to foster professionalism in the Southern African Transport industry to provide a mechanism for regulating the services provided from a quality and professional point of view.

The qualification is the first of three levels in the pipeline operations industry. It can be developed further and will allow learners to progress to other qualifications within the pipeline operations - and transport industry. The qualification form the basis for further learning towards the Further Education and Training Certificate: Pipeline Operations at NQF Level 4.

The qualification focuses on the skills, knowledge, values and attitudes required to ensure further progression. The objective is to
*   promote the development of knowledge, skills and values that are required in the Pipeline Industry
*   release the potential of people
*   provide opportunities for people to move up the value chain
*   allow access to a National Qualifications Register
*   ensure that the quality of education and training is enhanced and be of a world class standard

It will provide the broad knowledge, skills and values needed in the Pipeline industry and will facilitate access to, and mobility and progression within education and training and to progress along a learning path for learners who:
*   have worked in the Pipeline Operations Industry for many years, but have no formal qualification
*   wish to extend their range of skills and knowledge of the industry so that they can become competent workers in the Pipeline Operations Industry

The Transport sector and people operating within the pipeline operations industry will benefit from this qualification and its competence standards, which are instrumental to the development and recognition of the foundational, practical and reflective competence (applied competence) needed to render effective and efficient pipeline transport services.

These services are essential in and to the following domains:
- Enabling the rendering of a pipeline transport service
- Enabling the rendering of a transport service
- Contributing to economic growth

Central to the qualification is the development of a culture of a safe and efficient pipeline transport service to meet the needs of clients and consumers.

3.   PURPOSE OF THE QUALIFICATION

The purpose of the Certificate: Pipeline Operations NQF Level 3 qualification is to instill and maintain service excellence with the focus on safe and efficient working in the field of pipeline transport services.

A learner certified as competent in this qualification will be able to operate, monitor and control pipeline operations for the bulk transport of liquids (typically petroleum products) in, through and out a pipeline depot safely in accordance with company-specific policies, procedures and instructions.

This includes activities such as:
- sampling, blending, storing, transferring of these products
- controlling, monitoring flows, pressures and volumes
- performing product specification tests
- utilsing pipeline equipment and communication systems
- communicate with peers, customers and members of supervisory / management levels by expressing opinions in spoken and written form
- performing calculations pertaining to estimated times, tank gauging and meter proving

The understanding of the relevant technology is required to empower the learner to make decisions and take responsibility for work in the execution of for example the storing, handling, controlling, monitoring of liquids (typically petroleum products).

The understanding of the context in which the particular tasks will be performed will also enable the learner to conform to safety, health, environmental and quality criteria in the execution of the particular job. It forms the basis for more advanced learning and could contribute to the full development of the learner, providing recognition within the pipeline operations environment and broader transport sector.

The qualification serves as a entry level qualification in the specialised area of pipeline transport against the backdrop of the transport industry as a whole. The qualification will form part of the learning pathway for persons in the pipeline transport industry.

The skills, knowledge and values demonstrated within this qualification are essential to facilitate access to, mobility and progression within the industry in order to achieve the increased employability and productivity, as well as potential and economic transformation and economic growth in the pipeline industry.

4.   LEVEL, CREDITS AND LEARNING COMPONENTS ASSIGNED TO THE QUALIFICATION

The fundamental, core and elective leaning components that make up this qualification are listed below

FUNDAMENTAL	CORE	ELECTIVE
7 credits at Level 2	4 credits at Level 2	27 credits at Level 2
37 credits at Level 3	83 credits at Level 3	17 credits at Level 3
44 credits	**87 credits**	**44 credits (Select a minimum of 12)**

The total credits for this qualification are 175, of which a minimum of 143 must be obtained to achieve this qualification.

5.   ACCESS TO THE QUALIFICATION

Access to the qualification is governed only by the learning assumed to be in place (Literacy, Mathematics and Sciences). A learner can access the total qualification or any individual unit standard and obtain the credits issued against it. Any learner who can provide evidence of the learning assumed to be in pace has open access to this qualification or to its unit standards.

6.   LEARNING ASSUMED TO BE IN PLACE

The following is the learning assumed to be in place for the Certificate: Pipeline Operations NQF Level 3:

Learners accessing this Certificate in Pipeline Operations will have demonstrated competence against the fundamental component of learning for:
- Communication/Language NQF Level 2
- Mathematics/Numeracy NQF Level 2
- Science NQF Level 2

7.   EXIT LEVEL OUTCOMES
On achieving this qualification the learner will be able to:

Exit level outcome 1:   Prepare for the movement of product in, through and out of pipeline depots via pipeline routes

Associated Assessment Criteria
- All relevant information as to the status of the depot regarding the preparation of product movement is communicated with all role players by utilising company operating systems in accordance with company operations policies, procedures and instructions.
- Information is extracted and captured on applicable systems and pipeline equipment is prepared for product movement in accordance with company operations policies, procedures and instructions, and the operations notice.
- Functional personal protective clothing and equipment for the specific operation is identified and used in accordance with company operations policies, procedures and instructions.

- A depot check is performed in accordance with company operations policies, procedures and instructions.

Exit level outcome 2: Perform a product movement start up at a pipeline depot

Associated Assessment Criteria
- Start up of product movement is performed and related information is communicated to all relevant role players in accordance with company operations policies, procedures and instructions.
- The start up of product movement and pipeline equipment is monitored and related substandard conditions are corrected in accordance with company operations policies, procedures and instructions.
- Information relevant to depot start-up is correctly captured on applicable information systems.

Exit level outcome 3: Perform product volume control by accurate metering

Associated Assessment Criteria
- All relevant information as to the status of the depot regarding the metering of product is communicated with all role players by utilising company operating systems.
- Information relevant to product metering is extracted and captured on applicable systems.
- Functional personal protective equipment for the specific operation is identified and used in accordance with company operations policies, procedures and instructions.
- Metering equipment is checked for functionality and metering proved for accuracy in accordance with company operations policies, procedures and instructions.

Exit level outcome 4: Launch and receive pigs and spheres using launchers and receivers

Associated Assessment Criteria:
- All relevant information as to the status of launching and receiving pigs/spheres is communicated with all role players by utilising company operating systems.
- Information relevant to the launching and receiving of pigs/spheres is extracted and captured on applicable systems.
- Functional personal protective clothing and equipment for the launching and receiving of pigs/spheres is identified and used in accordance with company operations policies, procedures and instructions.
- Pigs/spheres are launched and/or received correctly and unforeseen occurrences are dealt with in accordance with company operations policies, procedures and instructions.

Exit level outcome 5: Determine the volume of product in a tank

Associated Assessment Criteria:
- All relevant information regarding the determining of the tank volume is communicated with all role players by utilising company operating systems.
- Tank gauging procedure is correctly performed, substandard conditions dealt with and volumes are correctly calculated in

accordance with company operations policies, procedures and instructions.

- Information relevant to tank volume calculations is extracted and captured on applicable systems.
- Functional personal protective clothing and equipment for the gauging of tanks is identified and used in accordance with company operations policies, procedures and instructions.

Exit level outcome 6:   Perform product quality tests

Associated Assessment Criteria:
- Test environment and quality testing equipment is prepared to perform relevant product quality test in accordance with company operations policies, procedures and instructions.
- Relevant product quality tests are performed, results recorded and communicated to all role players.
- Product samples are retained or disposed of correctly in accordance with company operations policies, procedures and instructions.
- Product quality test centre is cleared and made safe in accordance with company operations policies, procedures and instructions.

Exit level outcome 7: Plan and handle transmixture and/or intermixtures at a pipeline depot

Associated Assessment Criteria:
- All relevant information regarding the planning and handling of transmixture and intermixtures is communicated with all role players by utilising company operating systems.
- Information related to the planning and handling of transmixture and/or intermixtures is extracted and captured on applicable information system.
- Functional personal protective clothing and equipment relative to the planning and handling of transmixture and intermixtures is identified and used in accordance with company operations policies, procedures and instructions.
- The transmixture and intermixture is handled in accordance with company operations policies, procedures and instructions.
- The blending of intermixture is planned and handled in accordance with product specifications.

Exit level outcome 8: Implement risk control at a pipeline depot

Associated Assessment Criteria:
- Information as to the risk status of depot is, extracted, captured and communicated to relevant role players.
- Company and legislative regulations pertaining to risk status of depot is applied.
- Relevant emergency plan is activated in accordance with company policies, procedures and instructions.
- Fire-fighting equipment is identified and used correctly.

Exit level outcome 9: Perform minor maintenance on pipeline operations equipment

Associated Assessment Criteria:
- Information as to the scheduled and unscheduled minor maintenance tasks is extracted, captured and communicated to relevant role players.

- Scheduled and unscheduled minor maintenance is planned and performed in accordance with company technical instructions.
- Functional personal protective clothing and equipment relative to the scheduled and unscheduled minor maintenance is identified and used correctly in accordance with company operations policies, procedures and instructions.
- Company operating systems to control pipeline equipment for preparing for minor maintenance is utilised correctly.

Exit level outcome 10: Demonstrate an understanding of the pipeline industry and equipment

Associated Assessment Criteria:
- The pipeline transport industry, pipeline terminology, purpose and function of pipeline equipment and company specific operational procedures, policies and instructions are explained and discussed.
- Pipeline operations documentation and reports are generated and/or obtained in accordance with company operations policies, procedures and instructions.

Exit level outcome 11: Perform the shutdown of product movement at a pipeline depot

Associated Assessment Criteria:

- Information regarding the shut down status of product movement in the pipeline depot is extracted, captured and communicated to relevant role players in accordance with the operations notice.
- The shut down status of the pipeline equipment is monitored, substandard conditions are dealt with and the corrective actions applied.
- The pipeline depot and relative pipeline equipment is isolated and made safe in accordance with company operations policies, procedures and instructions.

8. CRITICAL CROSS-FIELD OUTCOMES

The critical cross-field outcomes are integrated with the unit standards and assessment criteria of each unit standard were drafted to include assessment of the degree to which critical cross-field competence has been attained. Learner competence can be assessed against a single unit standard or, in cases where learners are enrolled on a skills programme, competence may be assessed against the relevant cluster of standards on which the skills programme is based.

The following examples illustrate some of the ways in which this unit standard supports critical cross-field outcomes:

Unit Standard Title	Critical Cross-Field Outcomes supported by the unit standards						
Pipeline Operations unit standards	Problemsolving	Communication	Information evaluation	Organise and manage oneself and one's activities	Teamwork	Use of science and technology	Understand the world as a set of related systems
Demonstrate an understanding of the	X	X	X	X	X	X	X

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understanding of the pipeline industry and equipment							
Implement risk control	X	X	X	X	X	X	X
Plan and handle transmixture and/or intermixtures	X	X	X	X	X	X	X
Perform minor maintenance on pipeline operations equipment	X	X	X	X	X	X	X
Launch and receive pigs and spheres	X	X	X	X	X	X	X
Perform product quality tests	X	X	X	X	X	X	X
Perform product metering	X	X	X	X	X	X	X
Perform the shutdown of product movement at a pipeline depot	X	X	X	X	X	X	X
Determine the volume of product in a tank	X	X	X	X	X	X	X
Perform a product movement start up at a pipeline depot	X	X	X	X	X	X	X
Prepare for the movement of product in, through and out of pipeline depots via pipeline routes	X	X	X	X	X	X	X

9.   INTERNATIONAL AND NATIONAL COMPARABILITY

The qualification and the content of the standards themselves were the focus of international and national benchmarking, which occurred continually throughout the project, through an open communication process, consultation as well as requested comments.

The following websites had been explored:
1.   *http://apprenticeship.det.nsw.edu..au*
2.   *http://www.ntis.gov.au*
3.   *http://www.anta.gov.au*
4.   *http://www.alis.gov.ab.ca*
5.   *http://www.open.ac.uk*
6.   *http://www.transportation.org.uk*
7.   *http://www.sqa.org.uk*
8.   *http://www.nzqa.govt.nz*
9.   *http://www.openequals.org.uk*
10. *http://www.city-and-guilds.co.uk*
11. *http://www.api-ep.api.org*
12. *http://www.enbridgetechnology.com*
13. *http://www.saqa.org.za*
14. *http://www.apia.net.a*
15. *http://www.api-ep.api.org*

Qualifications, unit standards and institutional bodies had been used for benchmarking thus far:

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NEW ZEALAND QUALIFICATIONS AND UNIT STANDARDS

Employees in New Zealand fulfil a multi functional role – they are responsible for the operating as well as the maintenance aspects (mechanical, electrical) of the pipeline environments. In South Africa however, these functions are divided in two main streams: employees are performing either the operations function or the maintenance function.

The maintenance function in South Africa is sub divided in various sub fields: Mechanical, Electrical, Metering and Instrumentation and Information Technology. Employees in the pipeline industry specialises in the various sub fields. The main function of the Mechanical Technicians is the repair of valves, pumps, mechanical parts of motors, fans, etc. The Electrical Technicians perform maintenance on valve actuators, transformers, overhead circuit breakers, corrosion control, etc. The Metering and Instrumentation Technicians are mainly responsible for the calibration of metering equipment, analogue displays and relevant equipment. Information Technologists are mainly responsible for the maintenance of all the computer systems.

The operations function is focussed on the operation of the pipeline; the main responsibility is the transportation of bulk petroleum products from one point to another. There are three different gradings in the operations environment in the South African context – each responsible for different aspects of the pipeline operations. The pipeline controllers are employed at pipeline depots (intake- , delivery- and pump stations) and are mainly responsible for the operations of pipeline equipment, monitoring pressures and flows, equipment limitations, volume and quality control and limited minor maintenance at a specific pipeline depot. The co-ordinator officers are mainly responsible for the monitoring and operating of the pipeline network (consisting of a number of depots) via remote control or by means of a verbal communication network linked to the depots. The pipeline planners are mainly responsible for the scheduling of the transport of pipeline products and constant updating of the schedule.

Other utility groups such as the supply of electricity and telecommunications also support the South African Pipeline Transport industry.

In New Zealand pigs are mainly used for cleaning of the pipeline and for product batch protection. In South Africa pigs are used for cleaning or batching, however spheres are mainly used for batching of product in the pipeline. According to the available information it seems that pigs in New Zealand are physically tracked, whereas in South Africa this is not the case. It appears that the average operating pressure in South Africa are higher than those in New Zealand.

The New Zealand unit standards were generated around refinery processes. In the Southern African context provision is made for the generation of unit standards and qualifications for the chemical industries however unit standards and qualifications for the pipeline industry need to based on the transportation of petrochemical products.

Due to the difference of the product types passed through the pipeline the product quality testing differs vastly as South Africa is still in the process of phasing out leaded petrol and New Zealand does not have synthetic fuels. Product type and company codes used are unique to the South African context.

In both countries statutory regulations impact on the safe operation of the pipelines although different regulations apply e.g. Environmental, Occupational Health and Safety and National Key Point Acts.

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AUSTRALIA QUALIFICATIONS AND UNIT STANDARDS

Similarities could be traced between the operations of the pipeline in South Africa versus Australia. More unit standards for the Australian context exists. Competencies needed to operate the pipeline in Australia are expressed in various unit standards. The existing Australian unit standards expresses the competencies required in the pipeline operations environment in little chunks. No credits were indicated in these unit standards and the levels differ vastly from that in the South African context. Similar competencies are required for the South African context but were captured in less unit standards due to the SAQA requirements in terms of the number of outcomes required per unit standard as well as the credit allocation.

As with the findings in New Zealand the following also apply in the South African context:
- Multi-skilled personnel
- Statutory regulations
- Product types
- Refinery based processes vs. pipeline transportation
- Gas vs. synthetic/liquid fuels

According to the available information it seems that the Australian unit standards and qualifications are more focussed on the operation of gas pipelines.

The Australian Qualification Framework makes provision for different qualifications with regard to the gas industry, for example:
- Certificate II - Gas Industry Operations
- Certificate III - Gas Industry Operations
- Certificate IV - Gas Industry Operations
- Diploma - Gas Industry Operations
- Advanced Diploma - Gas Systems

These qualifications are gas specific, excluding liquid fuels. In the South African context various qualifications on different levels of the National Qualifications Framework were identified to make provision for the competency requirements of the pipeline industry.

CANADIAN QUALIFICATIONS AND UNIT STANDARDS

- ### ALBERTA

  From the information available in the document it is assumed that Alberta are mainly involved in the oil and gas extraction and storage which is distributed to refineries by means of the pipeline.

  Employees can advance to different occupations in the industry e.g. Utility Workers, Gaugers, Tank Farm Operators and these employees are skilled according to the specific occupational requirements of the various companies in the industry. These employees enter into employment with a specific high school education as well as a driver's licence. They are subjected to in house training for progression to higher gradings.

  Some of the competencies of the Tank Farm Operators and Gaugers relate to that of the South African Controller, for example both are responsible for the following:
  - Routine checks of the pumping station or remote stations
  - Take readings and make necessary adjustments
  - Keep detailed records of product flow, temperature, density and pressure in the pipeline
  - Take samples of product to evaluate quality

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- Take readings from meters
- Send and receive pigs
- Calculations for receipts and deliveries of products
- Routing of products
- Perform quality test of product
- Monitoring the metering system

The operators in Alberta are multi-skilled and are responsible for the maintenance aspects of the pipeline equipment, which is not the case in the South Africa.

No specific qualifications or unit standards could be accessed.

ENBRIDGE TECHNOLOGY

Enbridge Technology is a training and technology provider, providing customed design training and consulting services for clients in the oil and gas industry worldwide. A list of the the possible pipeline operations training modules could be accessed, covering both the operations and maintenance aspects, but the contents of these modules could not be accessed (available on a for sale basis only). The modules contain information on how to complete the covered tasks. The courses are designed in accordance with API-approved principles, and the API naming conventions. From the list it seems that the modules cover similar pipeline operations competencies with regard to this specific qualification. The list includes, for example:
- Use Pipeline Pigs
- Gauging a Tank
- Prove Meters
- Taking Tank Temperatures and Samples
- Testing Refined Product – Haze and Diesel Flash Points

From the available document, it is clear that a qualification for pipeline operators exists (Pipeline Operator Qualification), however there is no indication whether or not unit standards, levels or credits apply. It seems that the training became into being due to the regulatory requirements for pipeline operations.

UNITED KINGDOM QUALIFICATIONS AND UNIT STANDARDS

- **OPEN UNIVERSITY**

  With regard to the initial research done on this web site it seems that current occupational infrastructures are diverse and fragmented and include an extensive number of jobs roles where competence based standards for pipelines (oil and gas) and gas networks exist, except for the level 4.

  National Certificates as well as Higher National Certificates exist. These qualifications cover various occupational areas such as the Installation and Construction, Maintenance, Design and Project Management of pipelines (oil and gas) and gas networks. These areas of specialising also exist in South Africa but are not related to this specific qualification.

  These pipelines and networks transport highly volatile natural gas and oil in a range of pipe sizes and pressures thus similar to the South African context. These pipelines appear to be dedicated product-specific and no reference is made to multi-product pipelines, as is the case in South Africa. A high standard of safety and competence is required in terms of the operation of their pipelines, also similar to the South African context.

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- **CITY AND GUILDS**

    The site was accessed. Reference was made to oil and gas extraction, petroleum and chemical industries but no documents were available.

AMERICAN QUALIFICATIONS

- **AMERICAN PETROLEUM INSTITUTE**

    The web site was accessed and various training programmes exist, for example:
    o   Introduction to Pipelining
    o   Introduction to Oil and Gas Production and Equipment
    o   Introduction to Gas Processing
    o   Petroleum Industry in Canada
    o   Pipeline Environment Inspection
    o   Petroleum Safety Training
    o   Oil Spill Containment and Recovery
    o   Oil Production Operators Course
    o   Oil and Gas Production Operator Basics
    o   Environmental Perspectives

    These courses are in existence but could not be accessed on the web in order to determine more detail. The web site is set up as an advert to training rather than access to available competencies.

    However the South African petroleum industry have adopted the American Petroleum Institute (API) standards as well as American Standards of Temperature Measurement (ASTM) and these standards are inter nationally accepted.

BELGIUM QUALIFICATIONS

The Transport SETA (TETA) undertook a visit to Belgium to benchmarking purposes and was requested to investigate the possibility for the existence of unit standards and or qualifications pertaining to pipeline operations. The report back was that no unit standards for pipeline operations were found.

NATIONAL BENCHMARKING

SOUTH AFRICAN QUALIFICATIONS AND UNIT STANDARDS

PETROCHEMICAL QUALIFICATIONS AND UNIT STANDARDS

Qualifications and unit standards related to the petrochemical industry were explored. Various qualifications and related unit standards on different levels of the NQF exist. These qualifications refer to chemical processes and thus process workers rather than the pipeline transportation. A number of the outcomes stated in these unit standards could have been utilised but the range statements limits the equipment used in the industry and could therefore not be uitilised.

WATER SECTOR QUALIFICATIONS AND UNIT STANDARDS

Qualifications and unit standards related to the water industry were explored and it was found that these unit standards were written for the water industry specifically. Similarities in terms of the maintenance aspects could be related to which has no impact on this specific qualification. The water industry pipelines are

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not being operated and therefore the need for operators in this industry does not exist. The commodity (water) transported is a non-hazardous liquid as opposed to the petroleum liquids. The water pipeline is operated at very low pressures whereas the petroleum pipeline working pressure is in the access of 8000 kPa. For the reasons above these qualifications and unit standards are not suitable.

GAS NETWORK OPERATIONS

The Energy SETA funded a project with regards to the generation of unit standards for the operations of gas networks. Some of these workshops were attended but the unit standards generated were gas specific and not appropriate to this qualification. These unit standards make provision for a wide range of competencies, varying from filling and distributing gas cylinders to distribution via gas pipelines. The gas is distributed using compressed air with low pressure whereas the liquid pipeline makes use of centrifugal pumps with high-pressures. There is a similarity between the Metering Systems used; however gas is measured in kilojoules and liquid is measured in litres.

In conclusion, should more information pertaining to benchmarking be required, an in depth benchmarking programme will have to be embarked on which would includes visits to actual sites as the information from the web has been exhausted.

10.   I NTEGRATED ASSESSMENT

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

Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

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

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

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

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

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

Formative Assessment

This kind of assessment will typically take place during training and merely serves to guide the learner towards full competence.

Assessment can be done in any agreed upon method of assessment of the knowledge required to perform the various competencies.

Summative Assessment

To be allowed access to the final qualifying assessment a learner must show that she/he has reached a level of overall **integrated** competence. The elements of importance here are overall abilities, problem solving capability and safe working. In addition assessors should be satisfied that the learner has achieved that level of competence to be able to take charge of any aspect of pipeline operations.

The learner's ability to demonstrate competence against a particular unit standard, under real-life working conditions and in the presence of an assessor, will be assessed. The summative assessment can also be used as a diagnostic assessment tool aimed at identifying the learner's skills gaps.

Workplace Assessment

Workplaces are used for assessment purposes provided that the appropriate facilities, tools, equipment, and support systems are available and accessible to both the assessor and the learner. The pipeline operations industry requires workplace assessment for the following reasons:

- Assessment needs to occur in a familiar environment so that the learner is not asked to cope with different equipment and a strange environment at the time of assessment.
- Assessment needs to take place at a time and venue mutually agreed to by the assessor and the learner.

11. METHODS OF ASSESSMENT
The following methods of assessment have been identified as the preferred measurement and assessment of learner competence in the assessment criteria:
1. Written tests
2. Practical tests
3. Oral assessment methods
4. In-situ (on-the-job) observations
5. Simulation
6. Structured classroom discussions and oral tests

These methods will be carefully selected based on the purpose of the assessment. For example, the written method will be used to assess knowledge or on-job demonstration for practical competence. The assessment must integrate a number of different methods (no less than two of those detailed above) in order to give the assessor reliable and valid proof of competence and evidence of required attitudes.

12. RECOGNITION OF PRIOR LEARNING (RPL)

The structure of this Unit Standard-based Qualification makes the recognition of prior learning (RPL) possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Pipeline Operations Qualification.

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Recognition of Prior Learning will be done by means of an Integrated Assessment (see Exit Level Outcomes and associated Assessment Criteria).

The following tools may be used to supplement the above minimum assessment methods:

Valid, reliable and authentic evidence (presented as a portfolio of evidence) from past achievements and experience may serve to supplement the assessment of applied competence. The portfolio should include inter alia:

1. Written statements from persons (e.g. current and/or previous employer, colleague, peer, manager, external customers, supervisor) confirming competence of the learner
2. Relevant certificates or awards
3. Previous assessment records
4. Journals/logbook

Learners who already work in the Pipeline Operations industry and who believe that they possess the competencies to enable them to meet all of the outcomes listed in the unit standards will be able to present themselves for assessment against the unit standards of their choice. Once found competent, these learners will be certified as competent and credited accordingly.

RPL will allow for accelerated access to further learning and gaining of credits towards the qualification. All RPL is subject to quality assurance by the TETA ETQA and is conducted by a registered assessor.

13.   ARTICULATION POSSIBILITIES

The qualification lends itself to both horizontal and vertical articulation possibilities, which allow mobility and progression for the learner.

Horizontal articulation possibilities lie with other qualifications at the same level in the learning area of transport, logistics and pipeline operations.

Vertical articulation possibilities can be achieved by continuing up the learning pathway in pipeline operations and or transport management.

14.   CRITERIA FOR REGISTRATION OF ASSESSORS

*   Anyone assessing a learner against this qualification must be registered as an assessor with both the ETDP SETA and the Transport SETA ETQA.
*   Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA.
*   Assessment will be overseen by the TETA ETQA according to the ETQA's policies and guidelines for assessment; in terms of agreements reached around assessment between ETQA's (including professional bodies).
*   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 TETA ETQA for this purpose.

15.   MODERATION OPTIONS INCLUDING (RECOMMENDATION OF A MODERATION BODY OR BODIES)
*   Anyone moderating the assessment of a learner against this qualification must be must be registered as a moderator with both the ETDP SETA and the Transport SETA ETQA.

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- Moderation of assessment will be overseen by the TETA ETQA according to the ETQA's policies and guidelines for moderation; in terms of agreements reached around moderation between ETQA's (including professional bodies).

16.   **MATRIX OF QUALIFICATION DESIGN INCLUDING: FUNDAMENTAL, CORE AND ELECTIVE UNIT STANDARDS CATEGORISATION; NLRD No. (if available), LEVEL AND CREDIT VALUE**

Title Matrix: National Certificate in Pipeline Operations NQF Level 3

FUNDAMENTAL CATEGORY			
Unit Standard ID	**Unit Standard Title**	**NQF Level**	**Credit Value**
Mathematical Sciences			
9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	L3	4
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	L3	2
14106	Demonstrate understanding of real and imaginary numbers and real number systems	L3	2
14108	Measure, estimate, calculate physical quantities, explore, describe and represent, interpret, justify geometrical relationships in 2 & 3-dimensional space relevant to the life or workplace of the comm	L3	4
9011	Use mathematics to investigate and monitor the financial aspects of personal and business issues	L3	5
TOTAL			**17**
Communication/ Literacy			
8968	Accommodate audience and context needs in oral communication	L3	5
8970	Write texts for a range of communicative contexts	L3	5
8969	Interpret and use information from texts	L3	5
8972	Interpret a variety of literary texts	L3	5
TOTAL			**20**
OTHER:			
End User Computing			
7548 (Fundamental)	Use personal computer operating systems	L2	3
AIDS:			
8494	Demonstrate an understanding of HIV/AIDS and its implication	L2	4
TOTAL			**44**
CORE CATEGORY			
110080	Demonstrate an understanding of occupational health, safety and personal hygiene within the transport industry	L2	4
	Demonstrate an understanding of the pipeline industry and equipment	L3	17

	Prepare for the movement of product in, through and out of pipeline depots via pipeline routes	L3	15
	Plan and handle transmixture and/or intermixtures	L3	5
	Perform minor maintenance on pipeline operations equipment	L3	3
	Launch and receive pigs and spheres	L3	5
	Perform product quality tests	L3	5
	Perform product metering	L3	6
	Perform the shutdown of product movement at a pipeline depot	L3	4
	Determine the volume of product in a tank	L3	3
	Perform a product movement start up at a pipeline depot	L3	14
	Implement risk control	L3	6
TOTAL			**87**
ELECTIVE CATEGORY			
7570	Produce word processing documents for business	L3	5
8000	Apply basic business principles	L3	8
11406	Apply a knowledge of Basic Geographic Principles	L2	7
12483	Perform basic first aid	L2	4
7572	Demonstrate knowledge of and produce computer spreadsheets using basic functions	L2	3
7568	Demonstrate knowledge of and produce word processing documents using basic functions	L2	3
7571	Demonstrate the ability to electronic mail software to send and receive messages	L2	3
7573	Demonstrate ability to use the World Wide Web	L2	3
8035	Processing and controlling documentation	L3	4
12484	Perform basic fire fighting	L2	4
TOTAL			**44**
TOTAL AMOUNT OF CREDITS			**175**

17.　RULES OF COMBINATION

In order for a learner to be credited with this qualification, he/she must achieve:
- all 17 credits from the Mathematical Sciences unit standards in the fundamental component of learning;
- all 20 credits from the Communication/ Literacy unit standards in the fundamental component of learning;
- all 3 credits from the End User Computing unit standards in the fundamental component of learning;
- all 4 credits pertaining to AIDS in the fundamental component of learning.
- all the 87 credits from the core component of learning; and
- at least 12 credits from the elective component of learning, culminating in a total qualification with a minimum credit value of 143 credits.

18.　UNIT STANDARD TITLES

UNIT STANDARD TITLES AND ASSOCIATED SPECIFIC OUTCOMES

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DEMONSTRATE AN UNDERSTANDING OF THE PIPELINE INDUSTRY AND EQUIPMENT

Specific Outcome 1:   Explain and discuss the pipeline transport industry
Specific Outcome 2:   Explain and discuss the purpose and function of pipeline equipment
Specific Outcome 3:   Understand pipeline terminology
Specific Outcome 4:   Explain and discuss the purpose of company specific operational procedures, policies and instructions
Specific Outcome 5:   Generate and/or obtain pipeline operations documentation and reports

IMPLEMENT RISK CONTROL

Specific Outcome 1:   Communicate information as to the risk status of depot to relevant role players
Specific Outcome 2:   Extract and capture information on applicable information system relevant to risk status of depot
Specific Outcome 3:   Apply and enforce company and legislative regulations pertaining to risk status of depot
Specific Outcome 4:   Activate relevant emergency plan
Specific Outcome 5:   Identify and use fire-fighting equipment

PLAN AND HANDLE TRANSMIXTURE AND/OR INTERMIXTURES

Specific Outcome 1:   Communicate all relevant information as to the handling and controlling of transmixture and/or intermixtures
Specific Outcome 2:   Utilise company operating systems and software to control pipeline equipment for the handling and controlling of transmixture and/or intermixtures
Specific Outcome 3:   Extract and capture information on applicable information system relevant to the handling and controlling of transmixture and/or intermixtures
Specific Outcome 4:   Identify, select and use functional personal protective clothing and equipment for the specific operation and assess immediate surroundings within the prevailing environment
Specific Outcome 5:   Plan and handle the transmixture and/or intermixture
Specific Outcome 6:   Plan and handle the blending and/or tanker loading of intermixture

PERFORM MINOR MAINTENANCE ON PIPELINE OPERATIONS EQUIPMENT

Specific Outcome 1:   Communicate all relevant information as to the minor maintenance tasks with all relevant role players
Specific Outcome 2:   Plan and perform unscheduled minor maintenance
Specific Outcome 3:   Plan and perform scheduled minor maintenance tasks
Specific Outcome 4:   Extract and capture information on applicable information system relevant to scheduled and unscheduled minor maintenance
Specific Outcome 5:   Identify, select and use functional personal protective clothing and equipment for the specific operation and assess immediate surroundings within the prevailing environment
Specific Outcome 6:   Utilise company operating systems and software to control pipeline equipment for minor maintenance (e.g. isolation, testing and draining purposes)

LAUNCH AND RECEIVE PIGS AND SPHERES

Specific Outcome 1:   Communicate all relevant information as to the status of launching and receiving pigs/spheres with all role players
Specific Outcome 2:   Utilise company operating systems and software for launching and receiving of pigs/spheres

Specific Outcome 3:   Extract and capture information on applicable information system relevant to the launching and receiving of pigs/spheres

Specific Outcome 4:   Identify, select and use functional personal protective clothing and equipment for the specific operation and assess immediate surroundings within the prevailing environment

Specific Outcome 5:   Launch pigs/spheres in accordance with company policies and procedures and deal with unforeseen occurrences

Specific Outcome 6:   Receive pigs/spheres in accordance with company policies and procedures and deal with unforeseen occurrences

PERFORM PRODUCT QUALITY TESTS

Specific outcome 1:   Communicate all relevant information with regard to the quality of product testing with all role players

Specific outcome 2:   Utilise company product quality testing equipment and software

Specific outcome 3:   Prepare and assess test environment

Specific outcome 4:   Perform product quality tests

Specific outcome 5:   Retain or dispose product samples

Specific outcome 6:   Man and unman product quality test centre

PERFORM PRODUCT METERING

Specific outcome 1:   Communicate all relevant information as to the status of the depot regarding product metering with all role players

Specific outcome 2:   Utilise company operating systems and software to control metering equipment

Specific outcome 3:   Extract and capture information on applicable information system relevant to product metering

Specific outcome 4:   Identify, select and use functional personal protective equipment for the specific operation and assess immediate surroundings within the prevailing environment

Specific outcome 5:   Perform a product metering equipment check

Specific outcome 6:   Prepare and perform product metering

PERFORM THE SHUTDOWN OF PRODUCT MOVEMENT AT A PIPELINE DEPOT

Specific outcome 1:   Communicate relevant information regarding the shut down status of product movement in the pipeline depot with all relevant role players

Specific outcome 2:   Shut down product movement by utilising company operating systems, software and pipeline equipment

Specific outcome 3:   Deal with substandard conditions and implement the corrective actions related to the shut down of the pipeline equipment and product movement

Specific outcome 4:   Monitor the shut down status of the pipeline equipment

Specific outcome 5:   Extract and capture information on applicable information system relevant to the shut down of pipeline equipment and unmanning of depot

DETERMINE THE VOLUME OF PRODUCT IN A TANK

Specific outcome 1:   Communicate relevant information regarding the determining of the tank volume with all relevant role players

Specific outcome 2:   Capture determined tank volumes on applicable information system

Specific outcome 3:   Perform a tank dipping procedure

Specific outcome 4:   Deal with substandard conditions and implement the corrective actions related to the determined tank volume

PERFORM A PRODUCT MOVEMENT START UP AT A PIPELINE DEPOT

Specific outcome 1:   Start up product movement by utilising company operating systems, software and pipeline equipment

Specific Outcome 2:   Communicate relevant information regarding the start-up status of product movement in the pipeline depot with all relevant role players

Specific Outcome 3:   Deal with substandard conditions and implement the corrective actions related to the start up of the pipeline equipment and initial product movement

Specific Outcome 4:   Monitor the initial performance of the pipeline equipment and product movement

Specific outcome 5:   Capture information on applicable information system relevant to the start up of pipeline equipment and initial product movement

PREPARE FOR THE MOVEMENT OF PRODUCT IN, THROUGH AND OUT OF PIPELINE DEPOTS VIA PIPELINE ROUTES

Specific outcome 1:   Communicate all relevant information as to the status of the depot regarding the preparation of product movement with all role players

Specific outcome 2:   Utilise company operating systems and software to control pipeline equipment and routes

Specific outcome 3:   Extract and capture information on applicable information system relevant to the preparation of product movement

Specific outcome 4:   Identify, select and use functional personal protective clothing and equipment for the specific operation and assess immediate surroundings within the prevailing environment

Specific outcome 5:   Perform a depot check effectively for the preparation of product movement

Specific outcome 6:   Prepare pipeline equipment and line-up the product movement route

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Title: National Certificate: Rail Transport: Passenger Services at NQF level 3

Field: Services

Sub-field: Rail and Pipeline Operations

NQF level: 3

Credits: 130

Rationale for the Qualification

The primary purpose of this qualification is to provide qualifying learners with a range of skills in acquiring, interpreting and applying rail passenger transport principles in the delivery of customer services.

The learner must be able to interpret available information and provide a range of responses to familiar problems, based on limited discretion and judgment, and under general supervision and quality checking.

The following will ensure portability and a nationally recognised qualification that will –

- ensure safety of passengers;
- ensure better company asset utilisation and control;
- ensure economic growth by ensuring income;
- relieve peak traffic from the roads; and
- ensure an economical rail passenger service as a preferred mode of transport.

The qualification contributes to the establishment of a learning pathway through which the individual can embark and build on a career pathway. Learners will be able to progress to a nationally recognised qualification in the rail passenger environment through the various skills programmes that will be designed around clusters of unit standards that are the building blocks of this qualification.

Level, credits, minimum credits required at specific level and learning components assigned to the qualification

The total number of credits for the Fundamental and Core standards is 124. The MINIMUM number of credits inclusive of at least TWO Elective standard is 130. The MAXIMUM number of credits inclusive of ALL Elective standards is 143.

	FUNDAMENTAL	CORE	ELECTIVES	TOTAL
LEVEL 1	8			8
LEVEL 2	16			16
LEVEL 3	36	52	15	103
LEVEL 4		12	4	16
	60	64	19	143

Access to the Qualification:

Access to the qualification is only limited to those requirements described under Learning Assumed to be in Place. The operational environment that qualified learners could operate in and may pose certain requirements in terms of physical fitness.

Purpose of the Qualification

A learner qualifying in this qualification will be able to serve, interact, supervise and plan in the rail passenger environment to ensure a safe and economical passenger service.

A learner who has achieved this qualification will have extensive theoretical and practical knowledge and skills to satisfy customer needs when supplying correct information, selling tickets and rendering supplementary services as required. This qualification will also form the platform to proceed into the HET band, e.g. Advanced certificate: Rail Transport: Passengers, Transport Management and Transport Logistics Management.

The following NQF principles will be realised through the availability of a nationally recognised qualification for rail passenger services:

> **Progression:** Learners may go to the next level on the framework once they have built up the required number of credits (in acceptable combinations) needed to get the qualification
> **Portability:** Learners will be able to retain credits for certified areas of competence regardless of the rail passenger handling context they move to, while the elective standards provide for a contextual focus.
> **Access:** This qualification and the other planned rail passenger handling qualifications will make it possible for learners to enter and exit at levels of education and training that make sense from a learning pathway point of view. Access is only limited to the specifications under learning assumed to be in place.
> **Integration:** The qualification ensures a degree of integration of education and training, theory and practice and academic and technical/vocational.
> **RPL:** Through assessment the proposed qualification will allow persons to get recognition for the knowledge and skills in rail passenger handling that they already have.
> **Flexibility:** The availability of the qualification will make it possible for learners to reach the same outcome through different learning situations – formal, informal, learnerships or skills programmes.
> **Guidance of learners:** Qualified trainers will guide learners who need to make choices around careers and learning in this field and related fields.
> **Relevance:** The qualification is designed in such a way as to provide for a match between what is taught and trained, and what learners need in order to be employed.

> **Credibility:** Through benchmarking the standards writing team has attempted to ensure that the standards and qualification for rail passenger handling have national and international credibility and recognition.
> **Standards and quality:** The national standards and qualification in rail passenger handling provide a benchmark to ensure good quality education and training. Assessors may use these standards as a base for assessing learners fairly and equally.
> **Legitimacy:** Every effort has been made to ensure that any group of persons with an interest in rail passenger handling participated in the design and writing of the standards and qualifications
> **Articulation:** Through the articulation possibilities associated with this qualification learners are allowed to move between work and learning contexts provided they have obtained the relevant credits.

Learning assumed to be in place

It is assumed that learners who wish to undertake learning towards achievement of this qualification will have the necessary mathematical and communication skills at NQF level 2. Learners must be able to study independently and manage their own study programme and time.

Exit level outcomes

Unit Standard Title	Critical Cross-field Outcomes supported by the Unit Standards							
Unit Standard Title	Solve problems / Make decisions	Teamwork	Self Organisation	Information evaluation	Communication	Science & Technology	Inter relatedness of Systems	Personal Development
Communicating and conducting interpersonal relations in industry	X	X	X	X	X			X
Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	X	X	X	X	X	X	X	X
Follow grievance procedures	X		X	X	X			X
Adhere to disciplinary code	X		X	X	X			X
Verify train tickets	X	X	X	X	X	X	X	X
Handle customer requests/complaints and address customer needs	X	X	X	X	X	X	X	X
Sell rail passenger tickets	X	X	X	X	X	X	X	X
Obtain and utilise information	X	X	X	X	X	X	X	X
Demonstrate an understanding of cultural awareness in the workplace.	X	X	X	X	X			X
Handle rail passenger emergency plan	X	X	X	X	X	X	X	X
Handle rail passenger claims/refunds	X	X	X	X	X	X	X	X
Supervise activities in a rail passenger environment	X	X	X	X	X	X	X	X
Control depot budget	X	X	X	X	X	X	X	X
Handle rail passenger luggage	X	X	X	X	X	X	X	X
Handle rail passenger computerised reservations	X	X	X	X	X	X	X	X
Control safe custody of passenger belongings	X	X	X	X	X	X	X	X
Load/off load vehicles into or from a railway motorcar truck	X	X	X	X	X	X	X	X
Instil in myself a personal marketing culture	X	X	X	X	X	X	X	X

On achieving this qualification learners can -

➢ Communicate effectively, orally and/or in writing, with different role players, applying principles of communication;

➢ Demonstrate an understanding of cultural awareness in the workplace;

➢ Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace;

➢ Communicating and conducting interpersonal relations in the transport industry;

➢ Handle customer requests/complaints and address customer needs; obtain and utilise information for the required service;

➢ Sell rail passenger tickets, handle claims/refunds, verify tickets, handle luggage and cloakroom requirements and handle emergency plan for rail passengers;

➢ Identify learning strategies to acquire and improve the various skills and capabilities required of a rail passenger supervisor;

➢ Explain the importance, role and regulations of the rail passenger environment;

➢ Be able to execute the tasks in a team context with various role players in the work environment.

Assessors should ensure that the learner demonstrates an ability to consider a range of options, make decisions about and demonstrate practical competence in terms of the following:

➢ Communication and cultural awareness in the workplace and when selling tickets

➢ HIV/AIDS in the workplace and its effects on the organisation and the narrower work environment

➢ Routine problem solving, demonstrating a broad knowledge base and basic analytical skills with respect to rail transport policy and procedures

➢ Correct application of theoretical concepts and approaches to the selling of tickets, luggage classification, cloakroom requests and the various abnormalities, which may occur during sales.

➢ Correct application of theoretical concepts and approaches to communicating and conducting interpersonal relations in the transport industry, handling of customer requests / complaints and addressing customer needs, obtaining and utilising information for the required service.

➢ Task execution in a team context with various role players in the work environment.

International Comparability

International and national benchmarking was conducted throughout the standards writing process. The internet site http://www.ntis.gov.au was used for research and to obtain the relevant information on international qualifications.

The Australian National Training Authority (ANTA) was used to benchmark the unit standards and qualifications proposed here. The ANTA qualification on rail passengers is on a qualifications framework level 3, and when compared with the proposed qualification an 80 % similarity is evident in terms of the unit standards. This is true in terms of the outcomes as well as the assessment criteria.

Integrated assessment

The proposed qualification requires learners to demonstrate competence on the particular unit standards as well as their ability to integrate the competence specified in each unit standards, thus showing the extent to which they have achieved the overall outcomes expressed in the rail passenger handling qualification.

The purpose of the integrated assessment is therefore to gather evidence on the extent to which knowledge, skills and values have been acquired and the critical cross-field outcomes incorporated into the assessable performance.

Assessors are required to conduct formative and summative assessments to assess qualifying learners in terms of applied competence.

Recognition of prior learning must be provided for as a means to compare the previous learning and experience of a learner (howsoever obtained) against the learning outcomes required for a this rail passenger handling qualification. Regardless of where and how the learner has achieved the learning, if such learning meets the requirements of this qualification (or part thereof), it could be recognised for credits.

Recognition of Prior Learning

Valid, reliable and authentic evidence (presented as a portfolio of evidence) from past achievements and experience may serve to supplement the assessment of applied competence. The qualification may be acquired only in PART through RPL. A summative, integrated assessment at the level of the qualification will need to be completed by the RPL applicant. The qualification's exit level outcomes and associated assessment criteria provide the standard when determining whether a candidate does meet all (or part) of the qualification for the attainment of credits.

All recognition of prior learning is subject to quality assurance by the relevant accredited ETQA and is conducted by a registered assessor.

Articulation Possibilities

This Rail Transport, Passengers qualification has been developed for transformed practice across the rail passenger industry and will provide articulation possibilities with a range of qualifications: There is potential articulation with passenger handling qualifications in other transport modes and with qualifications in customer services in other sub-fields. There is also potential for articulation with qualifications at a higher NQF level, e.g. Transport Management qualifications and Supply Chain Management qualifications.

Criteria for Registration of Assessors

1. Integrated assessment of learner competence against this qualification may only be undertaken by an assessment agency or assessor registered with the relevant ETQA/s.

2. An assessor will be registered to design, plan and conduct assessments against the qualification and /or unit standards based on his/her proven competence in terms of the qualification and/or the unit standards as well as any other requirements for registration set by the relevant ETQA.

3. Any institution offering learning that will enable achievement of this qualification must be accredited as a provider by the relevant ETQA, and the learning programmes as well as assessment materials approved in terms of their alignment with the registered qualification and unit standards.

4. Moderation of assessment will be done by the relevant ETQA as prescribed.

Moderation

SAQA and its accredited agencies will ensure that the mechanisms and bodies for internal and external moderation of learner achievement and of institutions providing the learning opportunities meet the requirements for transparency and the development of the field, sub-field and the NQF.

Moderation of the assessment process and technical correctness of the assessor's judgement must be done by a person who has been specialising in Rail Passenger Services and who has been certified as competent against the National Certificate and which must include the relevant standards that the learners will be assessed against as well as being a registered moderator.

National Certificate in Rail Passenger Services NQF 3 – 130 credits

Component	Level 1			Level 2		
	Proposed unit standard title	Level	Credit	Proposed unit standard title	Level	Credit
Fundamental	Perform basic life support and/or first aid procedures in emergencies 9823	1	5	Operate a PC system 7547	2	6
	Apply basic fire fighting techniques 11075	1	3	Use a PC operating system 7548	2	3
				Use a PC peripherals 7566	2	3
				Demonstrate an understanding of occupational health, safety and personal hygiene within the transport industry 110080	2	4
			8			16

Component	Level 3			Level 4		
	Proposed unit standard title	Level	Credit	Proposed unit standard title	Level	Credit
Fundamental	Accommodate audience and context needs in oral communication 8968	3	5			
	Interpret and use information from texts 8969	3	5			
	Write texts for a range of communicative contexts 8970	3	5			
	Use language and communication in occupational learning programmes 8973	3	5			
	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations 9010	3	2			
	Use mathematics to investigate and monitor the financial aspects of personal and business issues 9011	3	5			
	Investigate life and work related problems using data and probabilities 9012	3	5			
	Describe, apply, analyse and calculate shape and motion in 2 and 3 dimensional space in different contexts 9013	3	4			
		3	36			

Component	Level 3			Level 4		
Core	Proposed unit standard title	Level	Credit	Proposed unit standard title	Level	Credit
	Communicating and conducting interpersonal relations in industry 7995	3	10	Supervise activities in a rail passenger environment	4	12
	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace 13915	3	4			
	Follow grievance procedures 14636	3	1			
	Adhere to disciplinary code 14633	3	1			
	Verify train tickets	3	3			
	Handle customer requests/complaints and address customer needs	3	6			
	Sell rail passenger tickets	3	15			
	Obtain and utilise information	3	3			
	Demonstrate an understanding of cultural awareness in the workplace	3	4			
	Handle rail passenger emergency plan	3	3			
	Handle rail passenger claims/refunds	3	2			
			52			12

Component	Level 3			Level 4		
	Proposed unit standard title	Level	Credit	Proposed unit standard title	Level	Credit
Elective	Control depot budget 14645	3	2	Instil in myself a personal marketing culture 10021	4	4
	Handle rail passenger luggage	3	3			
	Handle rail passenger computerised reservations	3	4			
	Control safe custody of passenger belongings	3	2			
	Load/off load vehicles into or from a railway motorcar truck	3	4			
			15			4

Unit standards for Rail Passenger Services NQF Level 3

Unit Standards at NQF Level 1

9823	Perform basic life support and/or first aid procedures in emergencies.
110075	Apply basic fire fighting techniques.

Unit Standards at NQF Level 2

7547	Operate a PC system.
7548	Use a PC operating system.
7566	Use a PC peripherals.
110080	Demonstrate an understanding of occupational health, safety and personal hygiene within the transport industry.

Unit Standards at NQF Level 3

8968	Accommodate audience and context needs in oral communication.
8969	Interpret and use information form texts.
8970	Write texts for a range of communicative contexts.
8973	Use language and communication in occupational learning programmes.
9010	Demonstrate understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations.
9011	Use mathematics to investigate and monitor the financial aspects of personal and business issues
9012	Investigate life and work related problems using data and probabilities.
9013	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.
7995	Communicating and conducting interpersonal relations in industry.
13915	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace.
14633	Adhere to Disciplinary Code.
14636	Follow Grievance Procedures.
ID	Verify train tickets.
ID	Handle customer requests/complaints and address customer needs.
ID	Sell rail passenger tickets.
ID	Obtain and utilise information.
ID	Demonstrate an understanding of cultural awareness in the workplace.
ID	Handle rail passenger emergency plan.
ID	Handle rail passenger claims and refunds.
14645	Control depot expenditure budget
ID	Handle rail passenger luggage.
ID	Handle rail passenger computerised reservations.
ID	Control safe custody of passenger belongings.
ID	Load/off load vehicles into or from a railway motorcar truck

Unit Standards at NQF Level 4

ID	Supervise activities in a rail passenger environment
10021	Instill in myself a personal marketing culture

Unit Standards and specific outcomes at NQF Level 1

9823 Perform basic life support and/or first aid procedures in emergencies

Specific outcome 1   Demonstrate an understanding of emergency scene management
Specific outcome 2   Demonstrate an understanding of elementary anatomy and physiology
Specific outcome 3   Assess an emergency situation
Specific outcome 4   Apply appropriate first aid procedures to the life-threatening situation where possible
Specific outcome 5   Recognise and explain emergency situations that require CPR and AR
Specific outcome 6   Perform CPR and AR
Specific outcome 7   Recognise and name common injuries
Specific outcome 8   Treat common injuries

110075 Apply basic fire fighting techniques

Specific outcome 1   Identify different types of fires.
Specific outcome 2   Understand, explain and practice fire prevention.
Specific outcome 3   Operate basic fire fighting equipment.
Specific outcome 4   Perform basic fire fighting procedures.

Unit Standards and specific outcomes at NQF Level 2

7547   Operate a PC system

Specific outcome 1   Describe the hardware components of a personal computer.
Specific outcome 2   Operate the hardware components of a personal computer.
Specific outcome 3   Maintain the hardware components of a personal computer.
Specific outcome 4   Perform personal computer operating system operations.
Specific outcome 5   Describe personal computer software.
Specific outcome 6   Describe computer data storage.
Specific outcome 7   Manage computer files.
Specific outcome 8   Operate a printer.

7548   Use a PC operating system

Specific outcome 1   Show an understanding of the purpose and nature of a computer operating system.
Specific outcome 2   Perform system configurations, stiffy operations and file conversion.

7566   Use a PC peripherals

Specific outcome 1   Describe a range of computer peripherals.
Specific outcome 2   Operate a range of personal computer peripherals.
Specific outcome 3   Maintain the hardware components of personal computer peripherals.

110080 Demonstrate an understanding of occupational health, safety and personal hygiene within the transport industry.

Specific outcome 1   Demonstrate an understanding of personal health, safety and environmental legislation.
Specific outcome 2   Demonstrate an understanding of safe working practices in the transport environment.
Specific outcome 3   Understand safety and or security emergency procedures.

Unit Standards and specific outcomes at NQF Level 3

8968   Accommodate audience and context needs in oral communication

Specific outcome 1   Interact successfully with audience in oral communication
Specific outcome 2   Use strategies that capture and retain the interest of an audience.
Specific outcome 3   Identify and respond to manipulative use of language.

8969   Interpret and use information from texts

Specific outcome 1   Use a range of reading and viewing strategies to understand the literal meaning of specific texts.
Specific outcome 2   Use strategies for extracting implicit messages in texts.
Specific outcome 3   Respond to selected texts in a manner appropriate to the context.
Specific outcome 4   Explore and explain how language structures may influence a reader.

8970   Write texts for a range of communicative contexts

Specific outcome 1   Write for a specified audience and purpose.
Specific outcome 2   Use language structures and features to produce coherent and cohesive texts for a wide range of contexts.
Specific outcome 3   Draft own writing and edit to improve clarity and correctness.

8973   Use language and communication in occupational learning programmes

Specific outcome 1   Access and use suitable learning resources.
Specific outcome 2   Use learning strategies.
Specific outcome 3   Manage occupational learning materials.
Specific outcome 4   Conduct basic research and analyse and present findings.
Specific outcome 5   Function in a team.
Specific outcome 6   Reflect on how characteristics of the workplace and occupational context affect learning.

9010   Demonstrate understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations

Specific outcome 1   Convert numbers between the decimal number system and the binary number system.
Specific outcome 2   Work with numbers in different ways to express size and magnitude.
Specific outcome 3   Demonstrate the effect of error in calculations.

9011 Use mathematics to investigate and monitor the financial aspects of personal and business issues

Specific outcome 1 Use mathematics to investigate and interpret business budgets with respect to income and expenditure.
Specific outcome 2 Use simple and compound interest to make sense of and define a variety of situations.
Specific outcome 3 Use mathematics to debate aspects of remuneration in the workplace.

9012 Investigate life and work related problems using data and probabilities

Specific outcome 1 Pose questions, collect and organise data.
Specific outcome 2 Represent, analyse and interpret data using various techniques to investigate real-life and work problems.
Specific outcome 3 Use random events to explore and apply probability concepts in simple life and work related situations.

9013 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

Specific outcome 1 Measure, estimate and calculate physical quantities in practical situations relevant to the adult in life or the workplace.
Specific outcome 2 Explore, describe and represent, interpret and justify geometrical relationships and conjectures to solve problems in two and three dimensional geometrical situations.

7995 Communicating and conducting interpersonal relations in industry.

Specific outcome 1 Select and use a communication medium with industry.
Specific outcome 2 Identify the specific requirements and styles.
Specific outcome 3 Choose interpersonal behavioural choices appropriate to occupational situations.
Specific outcome 4 Regularly review the communication networks.

13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace.

Specific outcome 1 Know and understand HIV/AIDS and its effects on the human immune system
Specific outcome 2 Know and understand how HIV/AIDS is transmitted
Specific outcome 3 Know what behaviour is safe and what behaviour carries the risk of HIV transmission.
Specific outcome 4 Know what guidelines and assistance are available to support workers with HIV/AIDS
Specific outcome 5 Know and understand the implications of the HIV/AIDS pandemic

14633 Adhere to Disciplinary Code

Specific outcome 1 Define the need for disciplinary codes in a company.
Specific outcome 2 Explain the infringements that lead to disciplinary action.
Specific outcome 3 Describe the procedures that must be followed when a disciplinary process is in progress.
Specific outcome 4 Describe the actions that can be followed to appeal against a disciplinary charge.

14636 Follow Grievance Procedures

Specific outcome 1	Explain the need for company-specific grievance procedures.
Specific outcome 2	Explain the situations that lead to a grievance according to company-specific instructions.
Specific outcome 3	Describe the company-specific procedures that must be followed when a grievance process is in progress.
Specific outcome 4	Describe the company-specific procedures that can be followed to appeal against a grievance reply.

ID: Verify train tickets.

Specific outcome 1	Understand the work environment and provide information when requested.
Specific outcome 2	Identify and check validity of various tickets.
Specific outcome 3	Handle expired tickets.
Specific outcome 4	Address holders of non-valid tickets. (Misuse of tickets)

ID: Handle customer requests/complaints and address customer needs.

Specific outcome 1	Demonstrate an understanding of the company specific basic business principles.
Specific outcome 2	Demonstrate an understanding of the company specific policies/procedures when dealing with customers.
Specific outcome 3	Handle customer requests and/or complaints according to company specific policies and procedures.

ID: Sell rail passenger tickets.

Specific outcome 1	Handle cash at a ticket sales point.
Specific outcome 2	Operate ticket-issuing equipment.
Specific outcome 3	Adhere to safety procedures and policies when handling cash at a sales point.
Specific outcome 4	Complete necessary documents for cash handling.
Specific outcome 5	Obtain necessary applicable stock for equipment use.

ID: Obtain and utilise information.

Specific outcome 1	Obtain operational business related information.
Specific outcome 2	Record and acknowledge obtained information in accordance with company specific instructions and procedures.
Specific outcome 3	Evaluate obtained information.
Specific outcome 4	Communicate information to relevant stakeholders.

ID: Demonstrate an understanding of cultural awareness in the workplace.

Specific outcome 1	Explain the importance of being knowledgeable about the different cultures in the workplace/ work environment.
Specific outcome 2	Describe the main population groups and their culture.
Specific outcome 3	Explain the importance of the correct communication between customers/ colleagues of different cultures.
Specific outcome 4	Demonstrate consideration for cultural norms and differences of main population groups.

ID: Handle rail passenger emergency plan.

Specific outcome 1   Explain an understanding of the company specific emergency plan.
Specific outcome 2   Explain an understanding of the classification of emergency situations that can occur according to the company specific plans.
Specific outcome 3   React to emergency situations according to the company specific emergency plans.
Specific outcome 4   Communicate information with regard to the specific emergency situations and company-specific emergency plans.

ID: Handle rail passenger claims and refunds.

Specific outcome 1   Handle valid claims.
Specific outcome 2   Handle valid refunds for rail passenger tickets.
Specific outcome 3   Handle claims for injuries/fatalities.

14645 Control depot expenditure budget

Specific outcome 1   Distinguish between capital expenditure and an operating budget.
Specific outcome 2   Identify the components of a depot-operating budget.
Specific outcome 3   Discuss the control measures of a depot-operating budget.
Specific outcome 4   Interpret the financial statements received for the depot-operating budget

ID: Handle rail passenger luggage.

Specific outcome 1   Demonstrate an understanding of rail passenger luggage.
Specific outcome 2   Receive rail passenger luggage according to company specific instructions and procedures.
Specific outcome 3   Handle rail passenger luggage en route/destination according to company specific instructions and procedures.
Specific outcome 4   Handle unclaimed items/goods.

ID: Handle rail passenger computerised reservations.

Specific outcome 1   Demonstrate an understanding of the relevant services and facilities.
Specific outcome 2   Use and update the reservation system in accordance with organisational procedures.
Specific outcome 3   Distribute updated and final train reservation lists.
Specific outcome 4   Determine train compilation that conforms to reservation needs.

ID: Control safe custody of passenger belongings.

Specific outcome 1   Demonstrate an understanding of passenger belongings according to company-specific instructions.
Specific outcome 2   Receive passenger belongings for safeguarding in a cloakroom.
Specific outcome 3   Hand back passenger belongings that were safeguarded in a cloakroom.
Specific outcome 4   Handle unclaimed items/goods.

ID: Load/off load a vehicle into or from a railway motorcar truck.

Specific outcome 1	Demonstrate knowledge relating to the loading of a vehicle into a railway motorcar truck according to company specific instructions and procedures.
Specific outcome 2	Prepare a railway motorcar truck for the loading of a vehicle according to company specific instructions and procedures.
Specific outcome 3	Load a vehicle into a railway motorcar truck according to company specific instructions and procedures.
Specific outcome 4	Deliver a vehicle at the destination according to company specific instructions and procedures.

Unit Standards at NQF Level 4

ID: Supervise activities in a rail passenger environment

Specific outcome 1	Check administration functions according to company specific policies and procedures
Specific outcome 2	Verify accounting process according to company specific instructions and procedures.
Specific outcome 3	Maintain a safe environment for employees and rail passenger according to specific safety instructions.
Specific outcome 4	Initiate special actions according to company specific requirements and instructions.
Specific outcome 5	Handle disciplinary actions and grievance procedures according to company specific policies and procedures.

10021 Instill in myself a personal marketing culture

Specific outcome 1	Identify and define what marketing is.
Specific outcome 2	Identify marketing principles and concepts.
Specific outcome 3	Identify the benefits of instilling in self a Marketing Culture.
Specific outcome 4	Persuade others of the benefits of a marketing culture.

No. 1263   **2 November 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

Real Estate

Registered by NSB 11, Services, publishes the following qualifications and unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address *below and no later than 28 November 2004.* All correspondence should be marked **Standards Setting – SGB for Real Estate** 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: mmphuthing@saqa.co.za

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

> ### National Certificate in Social Housing Property Management

1. **Registration number:**   (to be allocated by SAQA)

2. **Field:**   Services

3. **Sub- field:**   Cleaning, Domestic, Hiring, Property and Rescue

4. **Level:**   6

5. **Credits:**   135 (minimum)

6. **Issue date:**

7. **Review date:**

8. **Rationale for the qualification:**

Through the Bill of Rights enshrined in Chapter 2 of the Constitution of the Republic of South Africa, 1996, every citizen of South Africa has in terms of Article 26(1) the right to have access to adequate housing. Furthermore, Article 26(2) of the Constitution requires that " . . . the state must take reasonable legislative and other measures, within its available resources, to achieve the progressive realisation of this right."

Since its inauguration in 1994, the South African government has launched a series of housing delivery programmes, based on the Housing Act (Act 107 0f 1997), to meet its obligations in terms of Article 26(2) of the Constitution. One of these, the Social Housing Programme, makes provision for the establishment of independent organisations (such as social housing institutions or social housing co-operatives) to be responsible for the development and management of subsidised social housing projects.

This qualification supports the objectives of the National Qualifications Framework in that it gives learners access to a management level qualification for social housing practitioners working to provide affordable housing to low and middle income groups.

9. **Purpose of the qualification:**

This is a management level qualification for any individual who is, or wishes to be, involved in the field of social housing practices. The individual may have had no previous exposure to this field or may have been practising within the field, but without formal recognition.

In particular, this qualification is intended for persons who are responsible for the management of social housing property.

Holders of this qualification will be able to:

- interpret and apply social housing principles to the management of social housing property

- apply human resource management principles and methods in the context of social housing property management

- apply generic and project management principles and techniques to the management of social housing property
- identify and manage risk factors associated with social housing projects
- ensure compliance with all legal requirements relevant to the management of social housing property
- interpret and apply social housing property management principles and processes.

10. Access to the qualification:

Access to this qualification is open, permitting a learner to enter a learning programme for the qualification as a whole, or to enter a skills programme for individual unit standards to obtain the credits issued against these unit standards. Recognition of prior learning processes may be applied in determining readiness to enter the programme, especially regarding the learning assumed to be in place.

11. Learning assumed to be in place

It is assumed that people starting to learn towards this qualification holds a Further Education and Training Certificate or equivalent.

It is further assumed that the learner is able to:

- interpret basic financial statements (unit standard 10388)
- contract service provider (unit standard 14552)
- demonstrate basic understanding of the primary labour legislation that impacts on a business (unit standard 13952)
- support payment management in a social housing context (unit standard SHF14).

12. Structure of the qualification:

The qualification has the following general structure:

<table>
<tr><td>The rationale and purpose provides, among other things, a broad description of what holders of the qualification can do.</td><td colspan="3">Qualification Rationale and Purpose</td></tr>
<tr><td rowspan="2">The qualification is further defined by means of a number of Exit Level Outcomes (ELOs) (see section 13 below). These ELOs provide a means for candidates to exit the qualification with recognition for clusters of competencies, even if they do not achieve the whole qualification. The ELOs also provide a means to organise the unit standards into coherent clusters, thus facilitating integrated assessment.</td><td></td><td></td><td></td></tr>
<tr><td>ELO 1</td><td>ELO 2</td><td>ELO 3 etc</td></tr>
</table>

Each ELO is further defined by means of the associated unit standards. Some of these unit standards may be indicated as CORE (compulsory), while others may be identified as ELECTIVES, with *rules of combination* provided.

Assessment criteria are provided for each ELO where required, mainly to address the need for evidence of integration of competencies.

Each unit standard contains details of specific outcomes, range statements and assessment criteria, thus making it possible for assessors to judge competence in terms of each unit standard, while at the same time providing possible evidence of integration of competencies.

US (C)	US (E)	US (E)	US (C)	US (E)	US (C)	US (C)	US (E)	US (E)

For each unit standard:

**specific outcomes
range statements
assessment criteria**

The unit standards as learning components of the qualification and their rules of combination are described in section 14 below.

13. **Exit level outcomes, possible credits and associated assessment criteria:**

The table below summarises the required exit level outcomes and kinks them to the total number of credits of the unit standards associated with each outcome.

Exit Level Outcome	Possible credits		
	F	C	E
1. Interpret and apply social housing principles to the management of social housing property	14	12	10
2. Apply human resource management principles and methods in the context of social housing property management		5	13
3. Apply generic and project management principles and techniques to the management of social housing property		35	38
4. Identify and manage risk factors associated with social housing projects		5	
5. Ensure compliance with all legal requirements relevant to the management of social housing property		12	
6. Interpret and apply social housing property management principles and processes		38	5
TOTALS	14	107	66
Credits required	14	107	14
TOTAL CREDITS			135

* Note: F = Fundamentals; C = Core; E = Elective

Note on unit standard numbers: Where available, the identity numbers with which unit standard are registered on the National Learner Record Database are used. In addition, provisional numbers (e.g. PP4.2, etc.), with which the SGB Real Estate has submitted unit

standards for the proposed qualifications in Real Estate, and provisional numbers for proposed new unit standards submitted with this qualification (SH01, etc.) are used

Exit level outcomes and associated assessment criteria:

1. Interpret and apply social housing principles to the management of social housing property

Associated assessment criteria

   1.1.   The documented evidence provided for unit standards SH01 and 12891 is reviewed.

   1.2.   The ability to integrate the competencies acquired in the above unit standards is demonstrated in a case study

2. Apply human resource management principles and methods in the context of social housing property management

Associated assessment criteria

   2.1.   Measurable performance management targets for social housing property management teams are identified and set

   2.2.   Factors influencing stress and staff performance are identified and managed

3. Apply generic and project management principles and techniques to the management of social housing property.

Associated assessment criteria

   3.1.   Generic and project management principles and techniques are applied across the full range of social housing property functions (see also the assessment criteria for unit standards 7880, 10056, 14552, SH23, 10388, 10149, 10146)

4. Identify and manage risk factors associated with social housing projects

Associated assessment criteria

   4.1.   The evidence provided for unit standard 13107 is sufficient

5. Ensure compliance with all legal requirements relevant to the management of social housing property

Associated assessment criteria

   5.1.   The evidence provided for unit standards SH05, 12981, PP 4.2, SH01, SH08 and 14552 is reviewed

   5.2.   The ability to integrate the competencies acquired in the above unit standards is demonstrated in a case study

6. Interpret and apply social housing property management principles and processes

Associated assessment criteria

6.1.   The evidence provided for unit standards SH07, SH08 , PP4.2 & 4.4 is reviewed

6.2.   The ability to integrate the competencies acquired in the above unit standards is demonstrated in a case study

For award of the *whole* qualification, candidates must achieve the required number of credits as specified in the rules of combination in section 14 below, as well as the criteria specified for integrated assessment in section 15 below.

Should candidates exit the qualification *without completing the whole qualification*, recognition may be given for each Exit Level Outcome achieved. For award of a particular Exit Level Outcome, candidates must achieve:
- all the Core and Elective unit standards associated with the particular Exit Level Outcome as per the specifications contained within each unit standard, and
- the criteria specified for integrated assessment in item 15 below.

14.   Learning components and rules of combination:

Credit composition per unit standard category and NQF Level:

	Level 4	Level 5	Level 6	**Totals**
Fundamental		4	10	**14**
Core	17	27	63	**107**
Elective	3	43	20	**At least 14**
TOTALS	20	74	93	**At least 135**

The following depicts the rules of combination for this qualification:

Fundamental:	All unit standards listed as fundamental below, totalling 14 credits (4 at Level 5 and 10 at Level 6), are compulsory
Core:	All unit standards listed in the core section, totalling 53 credits (17 at Level 4, 27 at Level 5 and 63 at Level 6), are compulsory.
Elective:	Unit standards with a total weighting of 182 credits (3 at Level 3, 30 at Level 5 and 20 at Level 6) are listed in this category below. The learner is required to select unit standards totalling at least 14 credits from the list of elective unit standards, in order to achieve at least 135 credits.

Note: The above rules of combination ensure that a minimum of 73 credits (14 Fundamental + 63 Core) are achieved at level 6, thus complying with the NSB Regulations, 1998, requirements for a Level 6 Certificate.

The table below lists the unit standards associated with each exit level outcome.

Category	NLRD No.	Unit Standard Title	Level	Credits
Exit Level Outcome 1: Interpret and apply social housing principles to the management of social housing property				
FUNDA-MENTAL	8648	Demonstrate understanding of professional values and ethics	5	4

Category	NLRD No.	Unit Standard Title	Level	Credits
	12891	Explain and apply concepts and principles of business ethics in the professional environment	6	10
CORE	SH01	Explain and evaluate social housing concepts, principles and processes	6	12
ELECTIVE	SH23	Establish a social housing institution	6	10
Exit Level Outcome 2: Apply human resource management principles and methods in the context of social housing property management				
CORE	15096	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	5	5
ELECTIVE	11903	Co-ordinate the development and implementation of organisational social responsibility strategies	5	5
	110058	Demonstrate a critical understanding of theories and principles of transformative development	5	8
Exit Level Outcome 3: Apply generic and project management principles and techniques to the management of social housing property				
CORE	14552	Contract service providers	4	3
	10056	Administration and interpretation of data and marketing information	5	8
	10149	Support the project environment and activities to deliver project objectives	5	14
	7880	Prepare, implement manage and control budgets	6	10
ELECTIVE	10388	Interpret basic financial statements	4	3
	10041	Conduct a marketing situational analysis	5	5
	10050	Integrate marketing plans with business process	5	6
	10146	Supervise a project team of a development project to deliver on project objectives	5	14
Exit Level Outcome 4: Identify and manage risk factors associated with social housing projects				
CORE	13107	Develop understanding within an organization about the risks associated with its functioning and contexts	6	5
Exit Level Outcome 5: Ensure compliance with all legal requirements relevant to the management of social housing property				
CORE	SH05	Demonstrate and apply knowledge of legislation relating to credit control policies and procedures for social housing institutions	6	12
Exit Level Outcome 6: Interpret and apply social housing property management principles and processes				

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