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

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1302

5 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

Child and Youth and Care

Registered by NSB 09, Health Sciences and Social 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 qualification and unit standards. The full qualification and unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield.

Comment on the unit standards should reach SAQA at the address ***below and no later than 13 November 2004***. All correspondence should be marked **Standards Setting – SGB Child and Youth and Care** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

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JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Apply basic communication skills in interactions with children and youth at risk

SAQA US ID	UNIT STANDARD TITLE		
117179	Apply basic communication skills in interactions with children and youth at risk		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate understanding of role of verbal and non-verbal communication in interactions.

SPECIFIC OUTCOME 2

Adapt communication to specific interactive contexts.

SPECIFIC OUTCOME 3

Provide information and/or feedback to significant stakeholders in a child and youth care work context.

SPECIFIC OUTCOME 4

Initiate and effect closure of working relationships with children and youth at risk.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Demonstrate a basic understanding of the fundamentals of child and youth care work

SAQA US ID	UNIT STANDARD TITLE		
117172	Demonstrate a basic understanding of the fundamentals of child and youth care work		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe and explain key concepts in child and youth care.

SPECIFIC OUTCOME 2

Describe and explain the self development responsibilities of child and youth care workers.

SPECIFIC OUTCOME 3

Describe and explain the basic philosophical, ethical and legal framework for Child and Youth Care Work.

SPECIFIC OUTCOME 4

Describe and explain the concept of programming within a child and youth care work context.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Demonstrate basic caring skills for children and youth at risk

SAQA US ID	UNIT STANDARD TITLE		
117181	Demonstrate basic caring skills for children and youth at risk		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate understanding of key aspects of developmental and therapeutic care.

SPECIFIC OUTCOME 2

Demonstrate understanding of developmental needs at a physical, social and emotional care level.

SPECIFIC OUTCOME 3

Apply basic health care knowledge to children and youth within their ecological context.

SPECIFIC OUTCOME 4

Display cultural competence throughout care.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Promote and uphold the rights of children and youth

SAQA US ID	UNIT STANDARD TITLE		
117177	Promote and uphold the rights of children and youth		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe "childhood" in terms of a basic knowledge of human development, needs and diversity.

SPECIFIC OUTCOME 2

Demonstrate understanding of child rights for own work context.

SPECIFIC OUTCOME 3

Identify the implications of child rights for own practice, and apply these under supervision.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Apply behaviour management and support techniques in routine child and youth care work contexts

SAQA US ID	UNIT STANDARD TITLE		
117187	Apply behaviour management and support techniques in routine child and youth care work contexts		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the concept 'behaviour' in a child and youth care work context.

SPECIFIC OUTCOME 2

Discuss discipline and punishment in relation to young persons at risk.

SPECIFIC OUTCOME 3

Identify and describe behaviour management strategies and techniques.

SPECIFIC OUTCOME 4

Respond to behaviour in routine child and youth care work contexts.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Apply personal development strategies and skills to enhance effective service delivery in child and youth development

SAQA US ID	UNIT STANDARD TITLE		
117188	Apply personal development strategies and skills to enhance effective service delivery in child and youth development		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Reflect critically on own practice.

SPECIFIC OUTCOME 2

Identify and access resources for self-development.

SPECIFIC OUTCOME 3

Use supervision as a means of self-development.

SPECIFIC OUTCOME 4

Develop and implement a self-development plan.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Demonstrate basic interpersonal skills with children and youth at risk, and their families

SAQA US ID	UNIT STANDARD TITLE		
117184	Demonstrate basic interpersonal skills with children and youth at risk, and their families		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Critically evaluate own performance in interactions with children and youth.

SPECIFIC OUTCOME 2

Demonstrate understanding of cultural diversity.

SPECIFIC OUTCOME 3

Use interpersonal skills to establish and maintain relationships.

SPECIFIC OUTCOME 4

Identify and facilitate problem resolution in interpersonal contexts in the life space of the child.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:****8**

Demonstrate knowledge of lifespan development theories for application in child and youth care work

SAQA US ID	UNIT STANDARD TITLE		
117186	Demonstrate knowledge of lifespan development theories for application in child and youth care work		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

Specific Outcomes:**SPECIFIC OUTCOME 1**

Demonstrate an understanding of the key features of mainstream lifespan theories.

SPECIFIC OUTCOME 2

Describe and explain the significance of lifespan development theories for child and youth care work.

SPECIFIC OUTCOME 3

Discuss the application of developmental theories within a Southern African context.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Demonstrate knowledge of programming and activities in child and youth care work

SAQA US ID	UNIT STANDARD TITLE		
117182	Demonstrate knowledge of programming and activities in child and youth care work		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the purpose of programming in a child and youth care context.

SPECIFIC OUTCOME 2

Describe the key features of programmes in a child and youth care context.

SPECIFIC OUTCOME 3

Identify resources for child and youth care programmes.

SPECIFIC OUTCOME 4

Review and report on programmes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Demonstrate knowledge of the developmental approach to therapeutic work with children and youth at risk

SAQA US ID	UNIT STANDARD TITLE		
117183	Demonstrate knowledge of the developmental approach to therapeutic work with children and youth at risk		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe and explain the underlying philosophy of a developmental approach to therapeutic work with young persons at risk.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the essential approach to learning in the developmental approach to therapeutic work with young persons at risk.

SPECIFIC OUTCOME 3

Apply the developmental approach to therapeutic work within a multi-disciplinary team context.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Describe the use of relationships for developmental and therapeutic ends in child and youth care work

SAQA US ID	UNIT STANDARD TITLE		
117189	Describe the use of relationships for developmental and therapeutic ends in child and youth care work		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the role of relationships in child and youth care work.

SPECIFIC OUTCOME 2

Describe strategies for building and maintaining therapeutic relationships.

SPECIFIC OUTCOME 3

Describe the use of interpersonal skills to establish and maintain relationships.

SPECIFIC OUTCOME 4

Describe the process of engagement and disengagement of working relationships with children and youth at risk.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Observe, record and report in child and youth care work context

SAQA US ID	UNIT STANDARD TITLE		
117173	Observe, record and report in child and youth care work context		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate understanding of observation, recording and reporting in child and youth care work contexts.

SPECIFIC OUTCOME 2

Observe behaviour within a selected observation framework.

SPECIFIC OUTCOME 3

Record observations.

SPECIFIC OUTCOME 4

Report observations and interpretations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Participate in a developmental assessment

SAQA US ID	UNIT STANDARD TITLE		
117185	Participate in a developmental assessment		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe and explain approaches to assessment in child and youth care work.

SPECIFIC OUTCOME 2

Demonstrate understanding of the role of participants in an assessment process.

SPECIFIC OUTCOME 3

Contribute to the implementation of a developmental plan.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Work as part of a team, under supervision, with children and youth at risk

SAQA US ID	UNIT STANDARD TITLE		
117178	Work as part of a team, under supervision, with children and youth at risk		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Contribute to effective functioning of a child and youth care work team.

SPECIFIC OUTCOME 2

Demonstrate understanding of multi-disciplinary team work.

SPECIFIC OUTCOME 3

Contribute to effective delivery in a multi-disciplinary team.

SPECIFIC OUTCOME 4

Describe the ethical considerations for working in a team in a child and youth care context.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Child and Youth Care Work

SAQA QUAL ID	QUALIFICATION TITLE		
49093	Further Education and Training Certificate: Child and Youth Care Work		
SGB NAME	SGB Child and Youth Care Work		
NSB ACRONYM	PROVIDER NAME		
NSB 09			
QUAL TYPE	FIELD	SUBFIELD	
National Certificate	Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	MINIMUM CREDIT	NQF LEVEL	QUALIFICATION CLASS
Undefined	161	Level 4	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION

This qualification is an entry-level qualification for those who want to enter the field of Child & Youth Care Work as a potential career. It builds on practical experience and community based learning, and equips people for their role as an auxiliary worker. As such the qualification will also be valuable for those who may have been practising within the field, but without formal recognition. In particular, this qualification will be useful for:

- > Auxiliary workers
- > Students working towards a professional qualification in C&YCW
- > Persons who work in related fields where knowledge and skill of C&YCW is an advantage

Recipients of this qualification will be able to:

- > Carry out clearly defined tasks and activities which contribute to holistic care and development of the young person
- > Develop themselves purposefully professionally, and as a resource for C&YCW
- > Demonstrate knowledge of and work in ways that are consistent with the ethics of the field and workplace
- > Demonstrate understanding of on-line and consultative supervision and its role in the provision of care and personal development
- > Describe and uphold the rights of young people, and promote these in their practice
- > Solve common problems within familiar contexts
- > Adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context;
- > Motivate the change using relevant evidence

Auxiliary workers will carry out their role at all times:

- > Under the supervision of an available, qualified supervisor
- > As a member of a team
- > They will not take full responsibility for the young person's development.

Rationale:

Traditional learning streams are proving inadequate to equip people for child at risk contexts, and that there is an increasing call for the skills particular to child care work across diverse sectors including prisons, hospitals, schools and communities. South Africa's unique combination of threats and

circumstances presents a special challenge in the area of children at risk. Those who work with children at risk must be empowered to promote and facilitate the optimum development of children and adolescents with both normal and special developmental needs, so as to ensure that they are able to be effective within all contexts. Current experience suggests that the degree of sophistication and expertise demanded requires specialist input and time-related on-the-job mentored experience.

This qualification aims to address some of the needs of the large numbers of enthusiastic but generally poorly trained people for high quality learning and assessment opportunities if they are to meet the requirements of the Social Welfare and Child Care sectors. The possibilities for incremental learning, which builds on generic social work and/or child care training, must be created if the sector is to make the equitable distribution of skills a reality. In addition, there are people who have been working in the sector for some time, and who have gained the additional skills and expertise required through systematic on-the-job training or practical experience. This qualification offers possibilities for appointment in line with their recognised skills.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is also assumed that practitioners are already competent in Communications at NQF level 3 when starting to learn towards this qualification, and hold a GETC or equivalent.

Recognition of prior learning:

The Child and Youth Care Work sector in South Africa is characterised by large numbers of enthusiastic but generally poorly trained people who need access to high quality learning and assessment opportunities if they are to meet the requirements of the sector. There are also people who have been working in the sector for some time, and who have gained skills and expertise required through systematic on-the-job training or practical experience. The possibilities for incremental learning, which builds on generic social work and/or child care training, must be created if the sector is to make the equitable distribution of skills a reality. In this sense, the aim of this qualification is consistent with SAQA's own transformation goals, and with principles of access and articulation.

This qualification can make an invaluable contribution to personal, organisational and sectoral skills development by providing for the recognition of the skills gained in this manner, through a systematic RPL process. The qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above and the requirements for integrated assessment.

QUALIFICATION RULES

FUNDAMENTAL

Communication

- > Candidates are required to achieve 20 credits for Communications from the available 25 credits.
- > In terms of the requirements for an FETC, candidates are required to achieve 20 credits obtained in a second official language at a minimum of level 3.

Mathematical Literacy - Candidates are required to demonstrate achievement of the 16 credits for the Mathematics unit standards within the context of education, training and development situations.

Note: Mathematical Literacy is defined as the ability to apply basic mathematics within a variety of real life contexts. The applications may vary in complexity from NQF 1 - 4, even though the level of mathematics

may be at level 1.

Because the complexity of applications within education, training and development range from NQF 1 to NQF 4, achievement of the mathematics standards, within the context of the education, training and development, is considered to be equivalent to NQF 4.

CORE:

Candidates must achieve all 94 CORE credits listed in Exit Level Outcomes

ELECTIVE:

Candidates must achieve at least 11 credits of their choice from any of the available ELECTIVE credits in Exit Level Outcomes.

EXIT LEVEL OUTCOMES

1. Communicate in a variety of ways
2. Use mathematics in real life and education, training and development situations
3. Develop professional and personal competence in child and youth care
4. Provide care in an 'at risk' context
5. Communicate with young persons at risk for developmental + therapeutic ends
6. Participate in developmental assessments
7. Work under supervision as a member of a child and youth care work team
8. Promote safe and healthy practices in the workplace
9. Promote community-based child and youth care work

Critical cross-field outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- a) Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- b) Working effectively with others as a member of a team, group, organisation or community.
- c) Organising and managing oneself and one's activities responsibly and effectively.
- d) Collecting, analysing, organising and critically evaluating information.
- e) Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- f) Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- g) Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- 1) Reflecting on and exploring a variety of strategies to learn more effectively.
- 2) Participating as responsible citizens in the life of local, national and global communities.
- 3) Being culturally and aesthetically sensitive across a range of social contexts.
- 4) Exploring education and career opportunities; and developing entrepreneurial opportunities.

ASSOCIATED ASSESSMENT CRITERIA

For award of the whole qualification, candidates must achieve the required number of credits as specified in the rules of combination in point 12 as well as the criteria specified for integrated assessment in point 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.

1. Communication within and about the ETD process is clear, understandable and effective.
2. The mathematics is applied within a variety of ETD contexts
 - 3.1 Key concepts in child and youth care work are outlined in relation to work in the field and own development as a practitioner.
 - 3.2 Development strategies for own professional and personal development are described with reference to their significance for individual competence and the development of the profession as a whole.
4. First line support provided in 'at risk' situations is consistent with the rights of the young person and meets immediate physical needs.
- 5.1 Communication is respectful of cultural diversity and promotes interaction with relationship-reluctant young persons.
- 5.2 Communication with stakeholders is assertive and promotes the well-being of the young person.
6. Observation and assessment objective, and are consistent with a chosen framework.
 - 7.1 Own role is described in relation to others in the team, and to the developmental approach.
 - 7.2 Behaviour management and support of young persons at risk is consistent with the rights of the child, and best practice in the field.
 - 7.3 Activities and programming are used in support of individual development programmes and the development of behaviour.
8. Knowledge is used pro-actively and in an integrated manner to promote safe and healthy behaviour.
9. Financial and management skills are applied to identify, set up and monitor community based projects which provide for effective child and youth care work.

Integrated assessment:

Assessment should take place within the context of:

- > Given Quality Assurance policies, procedures and processes
- > A guided and supported learning environment

Assessment will take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome

Over and above the achievement of the specified unit standards, evidence of integration will be required as per the following broad criteria, all within the context of an active learning environment.

Assessors should note that the evidence of integration could well be presented by candidates when being assessed against the unit standards - thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same time gain evidence of integration.

Assessment principles:

Assessment should be in accordance with the following general and specific principles:

- > The initial assessment activities should focus 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. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- > Evidence must be gathered across the entire range specified in each unit standard, as applicable. 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 prove that the candidate is able to perform in the real situation.

All assessments should be conducted in accordance with the following universally accepted principles of assessment:

- > Use appropriate, fair and manageable methods that are integrated into real work-related or learning situations;
- > Judge evidence on the basis of its validity, currency, authenticity and sufficiency; and
- > Ensure assessment processes are systematic, open and consistent.

INTERNATIONAL COMPARABILITY

There are no relevant qualifications in Africa or the SADEC region at present. This qualification is seen as critical for the SADEC region and Africa at large, where there has been a great deal of interest shown. South Africa has provided training for trainers in Zambia, who are in the process of setting up Child and Youth Care Work structures in that country. Interest has also been expressed from Ghana, Burkina Faso, Benin, Namibia, Zimbabwe, Uganda, Mocambique, Kenya and Tanzania. Representatives of these countries have already accepted invitations to attend All-Africa conferences on Child and Youth Care Work.

Child and Youth Care Work in South Africa has representation on the Federation of International Educative Communities (FICE) - the UNESCO body dealing with children in residential facilities. International qualifications were examined to ensure that the qualifications model and unit standards proposed are comparable in terms of qualification levels, scope of qualifications, and competencies covered.

Qualifications from the following countries were examined:

Canada:

The University of Victoria (BC) has assisted in the set-up of a degree programme in South Africa. This programme has influenced the construction of qualifications for sub-Saharan Africa.

New Zealand:

NATIONAL CERTIFICATE in Family and Foster Care (Level 4) with an optional strand in Caregiving for Young People

The qualification is designed for people who are custodial caregivers for children and young people who are in need of care.

Caregivers are able to establish caregiving relationships with children and their family, manage human development and health issues of children in care, manage children and young people's behaviour, and respond to the effects of abuse, neglect and violence. They can support children and young people to leave family and foster care. An optional strand offers caregivers the opportunity to extend their competencies to provide care for young people.

Caregivers with this qualification are able to establish a safe caregiving environment, demonstrate caregiver safety, and work within boundaries set by legislation and the protocols and policies of an approved caregiving agency.

Australia:

Children's Services

CHC30402 Certificate III in Children's Services

This qualification covers workers who use organisational policies, procedures and individual children's profiles to plan activities and provide care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes.

CHC41802 Certificate IV in Community Services (Protective Care)

This qualification covers workers who work in residential and non-residential facilities under direct supervision within clearly defined organisational guidelines and service plans. These workers carry out activities related to the maintenance of a child or young person at risk, personal care and/or other activities of living.

CHC30602 Certificate III in Youth Work

This qualification covers workers who provide support to young people through a range of community-based programs designed to address the social, behavioural, health, welfare, developmental and protection needs of young people. The qualification also covers youth workers who are employed in juvenile detention facilities. This work may be undertaken through employment in community, government and welfare agencies, will be directed by the policies and guidelines of the employing agency and will be conducted under supervision of senior staff who may or may not be youth workers.

Findings concerning comparability

The qualifications compare well, providing a mix of mandatory and optional units that enable candidates to tailor the qualifications to their particular role.

These qualifications and unit standards are generally quite comparable to the South African qualifications in terms of levels and range of competencies covered.

ARTICULATION OPTIONS

The following table shows the location of this qualification in terms of other qualifications within the field:

- > Honours Social Work, Honours Youth Work, Honours C&YCW L7, Honours Probation Work, Honours Comm. Dev.
- > N. Degree Social Work, N. Degree Youth Work, N. Degree C&YCW L6, N. Degree Probation Work, N. Degree Comm. Dev.
- > Diploma Social Work L5, Diploma Youth Work L5, Diploma C&YCW L5, Diploma Prob. Work L5, Diploma Comm. Dev.
- > NC Social Work L4, NC Youth Work L4, NC C&YCW L4, NC Probation Work L4, NC Comm. Dev. L4
- > GETC

Learners can move horizontally by achieving the credits specified in each qualification, mainly related to specialisation areas particular to each sub-field. Learners can move vertically by using this qualification as the basis for any of the qualifications indicated above level 4.

MODERATION OPTIONS

- > Providers offering learning towards this qualification or the component unit standards must be accredited by the relevant ETQA.
- > Moderation of assessment will be overseen by the relevant ETQA according to moderation principles and the agreed ETQA procedures.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors must be registered in terms of the requirements of SAQA and the relevant ETQA.

NOTES

Comment on this qualification should reach SAQA no later than 14 November 2004.

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	117172 Demonstrate a basic understanding of the fundamentals of child and youth care work	Level 3	10	Public Comment
Core	117177 Promote and uphold the rights of children and youth	Level 3	4	Public Comment
Core	117179 Apply basic communication skills in interactions with children and youth at risk	Level 3	5	Public Comment
Core	117181 Demonstrate basic caring skills for children and youth at risk	Level 3	6	Public Comment
Core	117173 Observe, record and report in child and youth care work context	Level 4	5	Public Comment
Core	117178 Work as part of a team, under supervision, with children and youth at risk	Level 4	5	Public Comment
Core	117182 Demonstrate knowledge of programming and activities in child and youth care work	Level 4	6	Public Comment
Core	117183 Demonstrate knowledge of the developmental approach to therapeutic work with children and youth at risk	Level 4	5	Public Comment
Core	117184 Demonstrate basic interpersonal skills with children and youth at risk, and their families	Level 4	12	Public Comment
Core	117185 Participate in a developmental assessment	Level 4	8	Public Comment
Core	117186 Demonstrate knowledge of lifespan development theories for application in child and youth care work	Level 4	5	Public Comment
Core	117187 Apply behaviour management and support techniques in routine child and youth care work contexts	Level 4	10	Public Comment
Core	117188 Apply personal development strategies and skills to enhance effective service delivery in child and youth development	Level 4	5	Public Comment
Core	117189 Describe the use of relationships for developmental and therapeutic ends in child and youth care work	Level 4	8	Public Comment
Elective	12483 Perform basic first aid	Level 2	4	Reregistered
Elective	14534 Apply knowledge of community issues in relation to development projects	Level 3	4	Registered
Elective	114941 Apply knowledge of HIV/AIDS to a specific business sector and a workplace.	Level 3	4	Registered
Elective	114951 Describe how to manage substance abuse and addiction in the workplace	Level 3	2	Registered
Elective	10026 Identify expertise and resources	Level 4	3	Registered
Elective	10134 Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget	Level 4	6	Registered
Elective	13948 Negotiate an agreement or deal in an authentic work situation	Level 4	5	Registered
Elective	14020 Monitor budgets related to community projects	Level 5	8	Registered
Elective	14800 Establish a community resource project	Level 5	20	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	7457 Work with a wide range of patterns and transformations of functions and solve related problems	Level 4	3	Registered
Fundamental	7465 Collect and use data to establish complex statistical and probability models and solve related problems	Level 4	5	Registered
Fundamental	7485 Demonstrate understanding of real and complex number systems	Level 4	3	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	12154 Apply comprehension skills to engage oral texts in a business environment	Level 4	5	Registered
Fundamental	12155 Apply comprehension skills to engage written texts in a business environment	Level 4	5	Registered

No. 1303

5 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

Civil Engineering and Construction

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

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

Comment on the unit standards should reach SAQA at the address *below and no later than 14 November 2004*. All correspondence should be marked **Standards Setting – SGB Civil Engineering and Construction** and addressed to

The Director: Standards Setting and Development
SAQA

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

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

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Apply generic crane operational skills

SAQA US ID	UNIT STANDARD TITLE		
116976	Apply generic crane operational skills		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and select suitable cranes.

SPECIFIC OUTCOME 2

Apply safe practices in crane operation.

SPECIFIC OUTCOME 3

Carry out specified checks and servicing of cranes and associated equipment.

SPECIFIC OUTCOME 4

Demonstrate knowledge of the documentation for crane operations and equipment maintenance requests.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Conduct advanced articulated dump truck operations

SAQA US ID	UNIT STANDARD TITLE		
117015	Conduct advanced articulated dump truck operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct articulated dump truck operations.

SPECIFIC OUTCOME 5

Carry out driver maintenance.

SPECIFIC OUTCOME 6

Move articulated dump truck from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Conduct advanced backhoe / loader operations

SAQA US ID	UNIT STANDARD TITLE		
117006	Conduct advanced backhoe / loader operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct the selection, fitting and removing of attachments.

SPECIFIC OUTCOME 5

Conduct backhoe/loader operations.

SPECIFIC OUTCOME 6

Move backhoe/loader from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Conduct advanced bitumen spray equipment operations

SAQA US ID	UNIT STANDARD TITLE		
116997	Conduct advanced bitumen spray equipment operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Conduct bitumen spraying processes.

SPECIFIC OUTCOME 4

Carry out sprayer equipment maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Conduct advanced continuous bucket trencher operations

SAQA US ID	UNIT STANDARD TITLE		
116983	Conduct advanced continuous bucket trencher operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct the selection, fitting and removing of attachments.

SPECIFIC OUTCOME 5

Conduct continuous bucket trencher operations.

SPECIFIC OUTCOME 6

Move continuous bucket trencher from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Conduct advanced dragline operations

SAQA US ID		UNIT STANDARD TITLE	
117013		Conduct advanced dragline operations	
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Conduct dragline operations.

SPECIFIC OUTCOME 4

Move draglines from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Conduct advanced face shovel operations

SAQA US ID	UNIT STANDARD TITLE		
117019	Conduct advanced face shovel operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	24

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Conduct face shovel operations.

SPECIFIC OUTCOME 4

Move face shove from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Conduct advanced front end loader operations

SAQA US ID	UNIT STANDARD TITLE		
116990	Conduct advanced front end loader operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct the selection, fitting and removing of attachments.

SPECIFIC OUTCOME 5

Conduct front end loader operations.

SPECIFIC OUTCOME 6

Move front end loader from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Conduct advanced grader operations

SAQA US ID	UNIT STANDARD TITLE		
116992	Conduct advanced grader operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	26

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct grader operations.

SPECIFIC OUTCOME 5

Conduct the selection, fitting and removing of attachments.

SPECIFIC OUTCOME 6

Move grader from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Conduct advanced hot mix asphalt paving machine operations

SAQA US ID	UNIT STANDARD TITLE		
117031	Conduct advanced hot mix asphalt paving machine operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Control hot mix asphalt paving machine processes.

SPECIFIC OUTCOME 4

Move hot mix asphalt paving machine from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Conduct advanced hydraulic excavator operations

SAQA US ID	UNIT STANDARD TITLE		
117011	Conduct advanced hydraulic excavator operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct the selection, fitting and removing of attachments.

SPECIFIC OUTCOME 5

Conduct hydraulic excavator operations.

SPECIFIC OUTCOME 6

Move hydraulic excavator from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Conduct advanced milling machine operations

SAQA US ID	UNIT STANDARD TITLE		
117014	Conduct advanced milling machine operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Conduct the selection, fitting and removing of attachments.

SPECIFIC OUTCOME 4

Control milling machine operations.

SPECIFIC OUTCOME 5

Move milling machine from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Conduct advanced mobile crane operations

SAQA US ID	UNIT STANDARD TITLE		
116978	Conduct advanced mobile crane operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Conduct mobile crane operations.

SPECIFIC OUTCOME 4

Carry out documentation, required checks and servicing.

SPECIFIC OUTCOME 5

Move mobile crane from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Conduct advanced paving screed operations

SAQA US ID	UNIT STANDARD TITLE		
116996	Conduct advanced paving screed operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Conduct the selection, fitting and removing of attachments.

SPECIFIC OUTCOME 4

Control paving screed operations.

SPECIFIC OUTCOME 5

Move paving screed from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Conduct advanced rigid body dump truck operations

SAQA US ID	UNIT STANDARD TITLE		
117037	Conduct advanced rigid body dump truck operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct rigid body dump truck operations.

SPECIFIC OUTCOME 5

Carry out driver maintenance.

SPECIFIC OUTCOME 6

Move rigid body dump truck from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

16

Conduct advanced road rehabilitation machine operations

SAQA US ID	UNIT STANDARD TITLE		
117035	Conduct advanced road rehabilitation machine operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct road rehabilitation machine operations.

SPECIFIC OUTCOME 5

Move road rehabilitation machine from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

17

Conduct advanced roller operations

SAQA US ID	UNIT STANDARD TITLE		
117032	Conduct advanced roller operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct material compaction processes.

SPECIFIC OUTCOME 5

Move roller from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

18

Conduct advanced scraper operations

SAQA US ID	UNIT STANDARD TITLE		
117030	Conduct advanced scraper operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct scraper coupling procedures.

SPECIFIC OUTCOME 5

Conduct scraper operations.

SPECIFIC OUTCOME 6

Move scraper from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

19

Conduct advanced sideboom operations

SAQA US ID	UNIT STANDARD TITLE		
117036	Conduct advanced sideboom operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct the selection, fitting and removing of attachments.

SPECIFIC OUTCOME 5

Conduct sideboom operations.

SPECIFIC OUTCOME 6

Move sideboom from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

20

Conduct advanced skid steer loader operations

SAQA US ID	UNIT STANDARD TITLE		
117038	Conduct advanced skid steer loader operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct the selection, fitting and removing of attachments.

SPECIFIC OUTCOME 5

Conduct skid steer loader operations.

SPECIFIC OUTCOME 6

Move skid steer loader from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

21

Conduct advanced tip truck operations

SAQA US ID	UNIT STANDARD TITLE		
117034	Conduct advanced tip truck operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct tip truck operations.

SPECIFIC OUTCOME 5

Carry out driver maintenance.

SPECIFIC OUTCOME 6

Move tip truck from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

22

Conduct advanced tower crane operations

SAQA US ID	UNIT STANDARD TITLE		
116981	Conduct advanced tower crane operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Conduct tower crane operations.

SPECIFIC OUTCOME 4

Carry out documentation, required checks and servicing.

SPECIFIC OUTCOME 5

Move tower crane from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

23

Conduct advanced tracked dozer operations

SAQA US ID	UNIT STANDARD TITLE		
117020	Conduct advanced tracked dozer operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	24

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct the selection, fitting and removing of attachments.

SPECIFIC OUTCOME 5

Conduct tracked dozer operations.

SPECIFIC OUTCOME 6

Move tracked dozer from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

24

Conduct advanced tractor operations

SAQA US ID	UNIT STANDARD TITLE		
117010	Conduct advanced tractor operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct the selection, fitting and removing of attachments.

SPECIFIC OUTCOME 5

Conduct tractor operations.

SPECIFIC OUTCOME 6

Move tractor from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

25

Conduct advanced water cart operations

SAQA US ID	UNIT STANDARD TITLE		
117012	Conduct advanced water cart operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct water cart operations.

SPECIFIC OUTCOME 5

Carry out driver maintenance.

SPECIFIC OUTCOME 6

Move water cart from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

26

Conduct advanced wheeled dozer operations

SAQA US ID	UNIT STANDARD TITLE		
117028	Conduct advanced wheeled dozer operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Apply concepts of road anatomy.

SPECIFIC OUTCOME 4

Conduct the selection, fitting and removing of attachments.

SPECIFIC OUTCOME 5

Conduct wheeled dozer operations.

SPECIFIC OUTCOME 6

Move wheeled dozer from site to site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

27

Demonstrate an understanding of the principles of the construction of layerworks

SAQA US ID	UNIT STANDARD TITLE		
117039	Demonstrate an understanding of the principles of the construction of layerworks		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the principles of layer works resource procurement.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the principles of programming processes for layer works .

SPECIFIC OUTCOME 3

Demonstrate an understanding of the need for the preparation of the work area for layer works.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the principles of layer works construction processes.

SPECIFIC OUTCOME 5

Demonstrate an understanding of the implementation principles of layer works quality control process.

SPECIFIC OUTCOME 6

Demonstrate an understanding of the implementation principles of layer works production control processes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

28

Demonstrate an understanding of the principles of bulk earthworks construction

SAQA US ID	UNIT STANDARD TITLE		
117040	Demonstrate an understanding of the principles of bulk earthworks construction		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the principles of bulk earthworks resource procurement.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the principles of bulk earthworks programming processes.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the principles of bulk earthworks quality control process implementation.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the principles of bulk earthworks production control process implementation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

29

Sling complex loads and communicate during crane operations

SAQA US ID	UNIT STANDARD TITLE		
116986	Sling complex loads and communicate during crane operations		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and select appropriate lifting equipment.

SPECIFIC OUTCOME 2

Inspect and evaluate lifting gear.

SPECIFIC OUTCOME 3

Prepare and sling complex loads.

SPECIFIC OUTCOME 4

Communicate during crane operations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

30

Use a mobile crane to carry out demolition activities with demolition equipment

SAQA US ID	UNIT STANDARD TITLE		
116989	Use a mobile crane to carry out demolition activities with demolition equipment		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Prepare crane for demolition service.

SPECIFIC OUTCOME 4

Perform demolition activities.

SPECIFIC OUTCOME 5

Re-rig and functionally test crane for routine mobile crane use.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

31

Use a mobile crane to carry out pile driving

SAQA US ID	UNIT STANDARD TITLE		
117001	Use a mobile crane to carry out pile driving		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Civil Engineering Construction		NSB 12	
FIELD		SUBFIELD	
Physical Planning and Construction		Civil Engineering Construction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan work activity.

SPECIFIC OUTCOME 2

Prepare work area.

SPECIFIC OUTCOME 3

Prepare a mobile crane for piling service.

SPECIFIC OUTCOME 4

Erect pile.

SPECIFIC OUTCOME 5

Extract pile.

SPECIFIC OUTCOME 6

Re-rig and functionally test crane for routine mobile crane use.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Construction: Advanced Crane Operations

SAQA QUAL ID	QUALIFICATION TITLE		
49080	National Certificate: Construction: Advanced Crane Operations		
SGB NAME	SGB Civil Engineering Construction		
NSB ACRONYM	PROVIDER NAME		
NSB 12			
QUAL TYPE	FIELD	SUBFIELD	
National Certificate	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	127	Level 3	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION

This Qualification is intended to assist all relevant stakeholders and role-players.

For those who have been in the workplace for a long time, this Qualification can be used in the recognition of prior learning process to assess and recognise workplace skills acquired without the benefit of formal education and training.

For the new entrant, this Qualification describes the learning outcomes required to participate effectively in a structured workplace.

For education and training providers, this Qualification provides guidance for the development of appropriate learning programmes and assessment documentation.

For employers, this Qualification enables skills gaps to be identified and addressed ensuring that productivity levels are increased and business objectives achieved.

This Qualification has been developed to assist with the advancement of the learner across the Civil Engineering and Construction Industry and is aimed at Construction Advanced Crane Operations practitioners in the Industry, ensuring the upliftment of standards in general.

The combination of learning outcomes will provide the qualifying learner with vocational knowledge and skills appropriate to the context of Construction Crane Operations in the Civil Engineering and Construction environment. It will also equip learners with a foundation for further intellectual development, opportunities for gainful employment and reward for contributions to society.

This Qualification will provide the Industry with qualified Construction Crane Operations practitioners, thereby facilitating social and economic transformation, empowerment and upliftment in the Industry and country in general.

The relationship between this Qualification and the principles of the NQF is outlined in the following:

NQF Principle & National Certificate In Advanced Crane Operations - NQF Level 3:

> Recognition of Prior learning: Allows for Recognition of Prior Learning, especially as a means of career advancement.

> Credibility: Learning Outcomes are a result of consensus by the Industry.

- > Relevance: Consulting workshops indicated a demand for a unit standard based Qualification in Construction Crane Operations.
- > Access: Removes traditional barriers to Higher Education.
- > Articulation/Progression: Forms part of a Learning Pathway for Construction Crane Operations, spanning NQF Levels 2 - 4.

Rationale for the Qualification:

This Qualification has been developed for the Construction Crane occupational area within the Civil Engineering and Construction Industry.

The rationale for the introduction of a unit standards based Qualification in Construction Operations is to provide a qualification for persons who perform advanced construction crane activities on Civil Engineering and Construction sites, whether in micro, small, medium or large operations.

The introduction of a unit standards based National Certificate in Construction: Advanced Crane Operations will allow learners, both unemployed and employed, to reach their full potential of advancement and will allow for Recognition of Prior Learning.

This qualification will facilitate the development of a professional community of Advanced Construction Crane Operators.

The competencies contained in this Qualification are essential for social and economic transformation, empowerment and upliftment within the construction crane operations environment, whilst simultaneously improving the advanced skills base of the country.

The combination of learning outcomes will provide qualifying learners with applied competence in the integration of general construction sitework and technical competencies, areas of advanced specialisation in construction crane operations.

This Qualification lays the basis for further learning towards the National Certificate in Construction: Plant Supervision - NQF Level 4

The learning pathway for Construction Plant Operation consists of the following Qualifications:

- NQF Level 2: National Certificate in Construction: Crane Operations
- NQF Level 3: National Certificate in Construction: Advanced Crane Operations
- NQF Level 4: National Certificate in Construction: Plant Supervision

Key Work Areas:

- > Earthworks
- > Roads
- > Open Cast Mining
- > Hiring/Services Industry

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that a learner entering a programme leading to this Qualification has successfully completed a General Education and Training Certificate including, Communication and Mathematics at NQF Level 2.

Recognition of Prior Learning:

The Qualification may be obtained in part or in whole through the process of Recognition of Prior Learning. Learners who successfully meet the requirements of any Unit Standard in this Qualification may apply to the relevant body for Recognition of Prior Learning (RPL) assessment. RPL candidates will be assessed

against the assessment criteria and specific outcomes contained in the relevant Unit Standard/s.

QUALIFICATION RULES

Credit total: Minimum of 127 credits

In order to be awarded the Qualification, the learner has to prove competence in all 36 of the Fundamental and 30 Core credits from Exit Level Outcomes 1 and 2 as well as 41 Core credits from Exit Level Outcomes 3, 4 or 5 and at least 20 credits of the Elective credits of the learner's choice from Exit Level Outcomes 3, 4 or 5.

Exit Level Outcomes 3, 4 and 5 address the various key work areas in construction.

Stakeholders decided that 560 notional hours of fundamental learning in Communications and Mathematics at NQF Levels 2-3 would be required in support of the Core outcomes.

The bulk of the total credit value 127 is made up of the Core learning. This is due to the following:

- > General and basic technical skills are combined in the Qualification
- > A working knowledge of general site work and construction practices is compulsory in order for learners to exit as competent Construction Crane Operators who have acquired competencies in various areas of technical specialisation.

EXIT LEVEL OUTCOMES

Exit level outcome 1: Communicate in a variety of ways.

Associated unit standards:

Fundamental (20 credits):

- > Accommodate audience and context needs in oral communication
- > Interpret and use information from texts
- > Write texts for a range of communicative contexts
- > Use language and communication in occupational learning programmes

Core (22 credits):

- > Maintain records for civil construction sites
- > Read and interpret construction drawing and specifications
- > Procure Materials, Tools and Equipment

Exit level outcome 2: Use mathematics in real life education training and development.

Associated unit standards:

Fundamental (16 credits):

- > Demonstrate understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations
- > Use mathematics to investigate and monitor the financial aspects of personal and business issues
- > Investigate life and work related problems using data and probabilities
- > 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

Core (8 credits):

- > Calculate Construction Quantities to develop a work plan.

Exit level outcome 3: Conduct advanced tower crane operations.

Associated unit standards:

Core (41 credits):

- > Perform basic fire fighting
- > Handle, transport, store and utilize hazardous materials on a construction site
- > Work in confined spaces on a construction site
- > Implement roadside safety procedures
- > Perform basic fire fighting
- > Describe and Interpret the Composition, Construction Sequence and Processes of the Construction Industry
- > Identify describe and use materials in civil engineering construction
- > Apply generic crane operational skills
- > Sling complex loads and communicate during crane operations

Elective (20 credits):

- > Conduct Advanced Tower Crane Operations

Exit level outcome 4: Conduct advanced mobile crane operations.

Associated unit standards:

Core (41 credits):

- > Perform basic fire fighting
- > Handle, transport, store and utilize hazardous materials on a construction site
- > Work in confined spaces on a construction site
- > Implement roadside safety procedures
- > Perform basic fire fighting
- > Describe and Interpret the Composition, Construction Sequence and Processes of the Construction Industry
- > Identify describe and use materials in civil engineering construction
- > Apply generic crane operational skills
- > Sling complex loads and communicate during crane operations

Elective (20 credits):

- > Conduct advanced mobile crane operations

Exit level outcome 5: Conduct specialised mobile crane operations.

Associated unit standards:

Core (41 credits):

- > Perform basic fire fighting
- > Handle, transport, store and utilize hazardous materials on a construction site
- > Work in confined spaces on a construction site
- > Implement roadside safety procedures
- > Perform basic fire fighting
- > Describe and Interpret the Composition, Construction Sequence and Processes of the Construction Industry
- > Identify describe and use materials in civil engineering construction
- > Apply generic crane operational skills
- > Sling complex loads and communicate during crane operations

Elective (16 credits):

- > Use a Mobile Crane to carry out demolition activities with demolition equipment
- > Use a Mobile Crane to carry out piling

ASSOCIATED ASSESSMENT CRITERIA

For award of the whole qualification:

Candidates must achieve the required number of credits as specified in the rules of combination as well as the criteria specified for integrated assessment below.

For award of part of the qualification:

Recognition will be awarded for each unit standard achieved. Candidates are urged however to seek to achieve the required unit standards associated with a given Exit Level Outcome i.e. the core and elective unit standards for any particular Exit Level Outcome. This will ensure that candidates emerge with coherent and meaningful parts of a qualification.

Integrated Assessment:

Assessment will take place according to the detailed specifications indicated in the unit standard associated with each Exit Level Outcome.

Over and above the achievement of the specified Unit Standards, evidence of integration will be required as per the following broad criteria:

Integrative criteria:

Assessors should note that the evidence of integration (as below) could be presented by candidates when being assessed against Unit Standards/Specific Outcomes, therefore negating the need for separate assessments for each Unit Standard/Specific Outcome. Assessments that are well designed make it possible to gain evidence for each Unit Standard/Specific Outcomes and integration of Unit Standards/Specific Outcomes simultaneously.

Exit level outcome 1: Communicate in a variety of ways

- > Communication within and about the advanced plant operation process is clear, understandable and effective.
- > Construction drawing information is correctly interpreted and applied.

Exit level outcome 2: Use mathematics in real life education training and development

- > The mathematics is applied within a variety of advanced plant operation and construction processes.

Exit level outcome 3: Conduct advanced tower crane operations

- > Health and safety principles are applied as per related regulations and codes of practice in all work practices.
- > Principles and processes in the construction industry are applied in all plant operation processes, the implementation of resource procurement, programming, work area preparation, quality control and production control
- > Appropriate lifting equipment, packing and dunnage is identified and selected according to weights of various loads in accordance with the relevant codes of practice and company procedures
- > Lifting gear is inspected and evaluated and complex loads are prepared and slung in accordance with relevant Codes of Practice and Company procedures.
- > Hand signals and communication for cranes and lifting appliances is in accordance with recognised practice
- > Tower Crane is moved from Site to Site in accordance with statutory requirements, local body regulations, company procedures and any other special requirements

Exit level outcome 4: Conduct advanced mobile crane operations

- > Health and safety principles are applied as per related regulations and codes of practice in all work practices.
- > Principles and processes in the construction industry are applied in all plant operation processes, the implementation of resource procurement, programming, work area preparation, quality control and production control
- > Suitable cranes are identified and selected in accordance with company procedures and checked to crane manufacturers' specifications
- > Work activities are planned and work areas prepared according to worksite procedures
- > Appropriate lifting equipment, packing and dunnage is identified and selected according to weights of various loads in accordance with the relevant codes of practice and company procedures
- > Lifting gear is inspected and evaluated and complex loads are prepared and slung in accordance with relevant codes of practice and company procedures.
- > Hand signals and communication for cranes and lifting appliances is in accordance with recognised

practice

Exit level outcome 5: Perform specialised activities using a mobile crane

- > Health and safety principles are applied as per related regulations and codes of practice in all work practices.
- > Principles and processes in the construction industry are applied in all plant operation processes, the implementation of resource procurement, programming, work area preparation, quality control and production control
- > Suitability of crane for specialised services is confirmed in accordance with the crane manufacturer's operating manual, the company policy and procedures for use of cranes, and recognised standards.
- > Work activities are planned and work areas prepared according to worksite procedures
- > Crane is rigged for specialised service, operated in accordance with crane manufacturer's operating instructions for specialised service and re-rigged for routine mobile crane use on completion of specialised work.

Integrated assessment provides learners with an opportunity to display an ability to integrate practical performance, actions, concepts and theory across Unit Standard to achieve competence in relation to the purpose of this Qualification.

In particular assessors should check that the learner is able to demonstrate the ability to consider a range of options and make decisions about:

- > The quality of the observed practical performance as well as the theory and underpinning knowledge behind it.
- > The different methods that can be used by the learner to display thinking and decision making in the demonstration of practical performance.
- > Reflexive competencies

In particular assessors should check that the learner is able to demonstrate the ability to consider a range of options and make decisions about:

- > The quality of the observed practical performance as well as the theory and underpinning knowledge behind it.
- > The different methods that can be used by the learner to display thinking and decision making in the demonstration of practical performance.
- > Reflexive competencies

Assessment Principles:

Assessment should be in accordance with the following general and specific principles:

- > The initial assessment activities should focus 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. Where assessment at title level is unmanageable, focus assessment on each specific outcome, or groups of specific outcomes, taking into special note of the need for integrated assessment.
- > Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should enable candidates to display an ability to integrate practical performance, actions, concepts and theory across Unit Standard. Where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform to the required standard in the real work-related situation.
- > Formative assessments conducted during the learning process may consist of written tests, demonstrations and self-assessments. The purpose of formative assessment is to diagnose learner strengths and weaknesses and to determine readiness for summative assessment.
- > Summative assessment may consist of written tests and accompanying assignments, case studies and practical demonstrations. Summative assessments would only be conducted once the learner has

indicated that he/she is ready to undergo summative assessment.

> All assessments should be conducted in accordance with the following universally accepted principles of assessment:

- > Use appropriate, fair and manageable methods that are integrated into real work-related or learning situations;
- > Judge evidence on the basis of its validity, currency, authenticity and sufficiency; and
- > Ensure assessment processes are systematic, open and consistent.

Before qualifying, learners will be expected to demonstrate competence in a practical situation that integrates the assessment of all specific outcomes, for all Unit Standards.

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.

In particular assessors should check that the learner is able to demonstrate the ability to consider a range of options and make decisions about:

- > The quality of the observed practical performance as well as the theory and underpinning knowledge behind it.
- > The different methods that can be used by the learner to display thinking and decision making in the demonstration of practical performance.
- > Reflexive competencies

INTERNATIONAL COMPARABILITY

New Zealand Qualifications Authority:

The National Certificate in Construction: Crane Operations was benchmarked against the following New Zealand Qualifications:

- > National Certificate in Crane Operations with strands in Mobile, Overhead and Tower

National Training Information Service - Australia:

No National Certificate in Crane Operations exist in Australia, only courses in the various types of crane operations.

These courses are:

- > (13551QLD) Course in Crane Operation
- > (12446SA) Course in Mobile Crane Operation
- > (12432SA) Course in Tower Crane Operation
- > (12433SA) Course in Gantry Crane Operation

There are no Units of Competency related to this course. Refer to Training Provider for information on course modules.

Scottish Qualifications Authority:

No match was found for Level 3 qualifications listed in the Construction and Civil Engineering Services domain.

African Qualification Authorities -TEVETA (Malawi) & VETA (Zambia):

No Qualification was found for Level 3 Qualifications listed in the Construction and Civil Engineering Services domain.

ARTICULATION OPTIONS

This Qualification will allow learners access to a National Certificate in Construction: Plant Supervision.

Learners who have successfully demonstrated applied competence in this Qualification will be equipped with a foundation for further intellectual development, opportunities for gainful employment and reward for contributions to society.

MODERATION OPTIONS

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programmes that result in the outcomes specified for the National Certificate in Construction: Advanced Crane Operations - NQF Level 3.

The relevant ETQA, or any other ETQA who have a Memorandum of Understanding in place with CETA - ETQA, is responsible for the moderation of learner achievements for those learners who meet the requirements of this Qualification.

Anyone assessing a learner, or moderating the assessment of a learner, against this Qualification must be registered as an assessor with the relevant ETQA. Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.

Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs and in terms of the moderation guideline detailed immediately below.

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Person's who apply to register as an Assessor for this Qualification, must meet the following criteria:

- > A recognized assessor Qualification;
- > Compliance with the relevant ETQA's requirements for assessor registration;
- > Detailed documentary proof of educational Qualification, subject matter expertise as well as experience gained (Portfolio of Evidence); and
- > A minimum of three years practical relevant occupational experience at NQF level 3

NOTES

Structure of the Qualification:

The rationale and purpose provides a broad description of what holders of the qualification can do.

The qualification is further defined by means of a number of Exit Level Outcomes (ELOs). These ELOs provide a means for candidates to exit the qualification with recognition for this cluster 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.

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 indicated 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 the 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.

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	12483 Perform basic first aid	Level 2	4	Reregistered
Core	12484 Perform basic fire fighting	Level 2	4	Reregistered
Core	13971 Describe and interpret the composition, roleplayers, processes and role of the construction industry	Level 2	3	Registered
Core	13972 Identify describe and use materials in civil engineering construction	Level 2	4	Registered
Core	14336 Maintain Records For Civil Construction Sites	Level 2	2	Registered
Core	14560 Handle, transport, store and utilize hazardous materials on a construction site	Level 2	5	Registered
Core	14561 Implement road side safety	Level 2	2	Registered
Core	15034 Work in confined spaces on construction sites	Level 2	2	Registered
Core	9962 Calculate construction quantities to develop a work plan	Level 3	8	Registered
Core	9968 Procure materials, tools and equipment	Level 3	10	Registered
Core	14580 Read and interpret construction drawings and specifications	Level 3	10	Registered
Core	116976 Apply generic crane operational skills	Level 3	5	Draft - Prep for P Comment
Core	116986 Sling complex loads and communicate during crane operations	Level 3	12	Draft - Prep for P Comment
Elective	116978 Conduct advanced mobile crane operations	Level 3	20	Draft - Prep for P Comment
Elective	116981 Conduct advanced tower crane operations	Level 3	20	Draft - Prep for P Comment
Elective	116989 Use a mobile crane to carry out demolition activities with demolition equipment	Level 3	8	Draft - Prep for P Comment
Elective	117001 Use a mobile crane to carry out pile driving	Level 3	8	Draft - Prep for P Comment
Fundamental	7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	2	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2	Registered
Fundamental	9012 Investigate life and work related problems using data and probabilities	Level 3	5	Registered
Fundamental	9013 Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4	Registered
Fundamental	14086 Work with a wide range of patterns and basic functions and solve related problems	Level 3	3	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Construction: Advanced Plant Operations

SAQA QUAL ID	QUALIFICATION TITLE		
49081	National Certificate: Construction: Advanced Plant Operations		
SGB NAME	SGB Civil Engineering Construction		
NSB ACRONYM	PROVIDER NAME		
NSB 12			
QUAL TYPE	FIELD	SUBFIELD	
National Certificate	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	122	Level 3	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION

This Qualification is intended to assist all relevant stakeholders and role-players:

- > Civil & Building Construction companies
- > Plant Hire
- > Forestry
- > Material Handling
- > Mining
- > Plant manufacturers

For those who have been in the workplace for a long time, this Qualification can be used in the recognition of prior learning process to assess and recognise workplace skills acquired without the benefit of formal education and training.

For the new entrant, this Qualification describes the advanced learning outcomes required to participate effectively in a structured workplace.

For education and training providers, this Qualification provides guidance for the development of appropriate learning programmes and assessment documentation.

For employers, this Qualification enables skills gaps to be identified and addressed ensuring that productivity levels are increased and business objectives achieved.

This Qualification has been developed to assist with the advancement of the learner across the Civil Engineering and Construction Industry and is aimed at Advanced Construction Plant Operations practitioners in the Industry, ensuring the upliftment of standards in general.

The combination of learning the outlined outcomes will provide the qualifying learner with vocational knowledge and skills appropriate to the context of Construction Plant Operations in the Civil Engineering and Construction environment. It will also equip learners with a foundation for further intellectual development, opportunities for gainful employment and reward for contributions to society.

This Qualification will provide the Industry with qualified Advanced Construction Plant Operations practitioners, thereby facilitating social and economic transformation, empowerment and upliftment in the Industry and country in general.

The relationship between this Qualification and the principles of the NQF is outlined below:

NQF Principles

1. Recognition of Prior learning
2. Credibility
3. Relevance
4. Access
5. Articulation/Progression

National certificate in advanced plant operations - NQF Level 3

1. Allows for Recognition of Prior Learning, especially as a means of career advancement
2. Learning Outcomes are a result of consensus by the Industry
3. Consulting workshops indicated a demand for a Unit Standard based Qualification in Construction Plant Operations
4. Removes traditional barriers to Higher Education
5. Forms part of a Learning Pathway for Construction Plant Operations, spanning NQF Levels 1 - 4

Rationale for the Qualification

This Qualification has been developed for the Construction Plant occupational area within the Civil Engineering and Construction Industry.

The rationale for the introduction of a NQF Level 3 Unit Standard based Qualification in Construction Operations is to provide a qualification for persons who perform construction plant activities on Civil Engineering and Construction sites, whether in micro, small, medium or large operations.

The introduction of a Unit Standard based National Certificate in Construction: Plant Advanced Operations will allow learners, both unemployed and employed, to reach their full potential of advancement and will allow for Recognition of Prior Learning.

This qualification will facilitate the development of a professional community of Construction Plant Operators with advanced competency skills.

The competencies contained in this Qualification are essential for social and economic transformation, empowerment and upliftment within the construction plant operations environment, whilst simultaneously improving the advanced skills base of the country.

The combination of learning outcomes will provide qualifying learners with applied competence in the integration of general construction site work and technical competencies, as well as areas of advanced specialisation in construction plant operations.

This Qualification lays the basis for further learning towards the National Certificate in Construction: Plant Supervision - NQF Level 4

The learning pathway for Construction Plant Operations consists of the following Qualifications:

- NQF Level 1: National Certificate in Construction: Small Plant Operations
- NQF Level 2: National Certificate in Construction: Plant Operations
- NQF Level 3: National Certificate in Construction: Advanced Plant Operations
- NQF Level 4: National Certificate in Construction: Plant Supervision

Key Work Areas

- > Earthworks
- > Roads
- > Open Cast Mining
- > Hiring / Services Industry

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that a learner entering a programme leading to this Qualification has successfully completed a Level Certificate including, Communication and Mathematics at NQF Level 2.

Recognition of Prior Learning:

The Qualification may be obtained in part or in whole through the process of Recognition of Prior Learning. Learners who successfully meet the requirements of any Unit Standard in this Qualification may apply to the relevant body for Recognition of Prior Learning (RPL) assessment. RPL candidates will be assessed against the assessment criteria and specific outcomes contained in the relevant Unit Standard/s.

QUALIFICATION RULES

Credit total: Minimum of 122 credits

In order to be awarded the Qualification, the learner has to prove competence in all 36 of the Fundamental and 30 Core credits from Exit Level Outcomes 1 and 2 as well as 40 Core credits from Exit Level Outcomes 3, 4, 5 or 6 and at least 16 credits of their choice from any of the Elective credits of the learner's choice from Exit Level Outcomes 3, 4, 5 or 6.

Exit Level Outcomes 3, 4, 5 and 6 address the various key work areas in construction.

Stakeholders decided that 560 notional hours of fundamental learning in Communications and Mathematics at NQF Levels 2-3 would be required in support of the Core outcomes.

EXIT LEVEL OUTCOMES

Exit Level Outcome 1: Communicate in a variety of ways (, Core 22)

Associated unit standards:

Fundamental (20 credits)

- > Accommodate audience and context needs in oral communication
- > Interpret and use information from texts
- > Write texts for a range of communicative contexts
- > Use language and communication in occupational learning programmes

Core (22 credits)

- > Maintain records for civil construction sites
- > Read and interpret construction drawing and specifications
- > Procure Materials, Tools and Equipment

Exit Level Outcome 2 : Use mathematics in real life education training and development

Associated unit standards:

Fundamental (16 credits)

- > Demonstrate understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations
- > Use mathematics to investigate and monitor the financial aspects of personal and business issues
- > Investigate life and work related problems using data and probabilities
- > 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

Core (8 credits)

- > Calculate Construction Quantities to develop a work plan.

Exit Level Outcome 3: Conduct advanced bulk earthworks movement operations

Associated unit standards:

Core (40 credits)

- > Perform basic fire fighting
- > Handle, transport, store and utilize hazardous materials on a construction site
- > Work in confined spaces on a construction site
- > Implement roadside safety procedures
- > Perform basic fire fighting
- > Describe and Interpret the Composition, Construction Sequence and Processes of the Construction Industry
- > Identify describe and use materials in civil engineering construction
- > Demonstrate and understanding of the principles of the construction of Layerworks

Elective (188)

- > Conduct Advanced Articulated Dump Truck Operations
- > Conduct Advanced Dragline Operations
- > Conduct Advanced Face Shovel Operations
- > Conduct Advanced Front End Loader Operations
- > Conduct Advanced Hydraulic Excavator Operations
- > Conduct Advanced Scraper Operations
- > Conduct Advanced Tip Truck Operations
- > Conduct Advanced Tracked Dozer Operations
- > Conduct Advanced Wheeled dozer Operations
- > Conduct Advanced Front End Loader Operations

Exit Level Outcome 4: Conduct advanced layerworks operations**Associated unit standards:****Core (40 credits)**

- > Perform basic fire fighting
- > Handle, transport, store and utilize hazardous materials on a construction site
- > Work in confined spaces on a construction site
- > Implement roadside safety procedures
- > Perform basic fire fighting
- > Describe and Interpret the Composition, Construction Sequence and Processes of the Construction Industry
- > Identify describe and use materials in civil engineering construction
- > Demonstrate and understanding of the principles of the construction of Layerworks

Elective (150 credits)

- > Conduct Advanced Grader Operations
- > Conduct Advanced Scraper Operations
- > Conduct Advanced Articulated Dump Truck Operations
- > Conduct Advanced Tip Truck Operations
- > Conduct Advanced Tracked Dozer Operations
- > Conduct Advanced Wheeled dozer Operations
- > Conduct Advanced Front End Loader Operations
- > Conduct Advanced Tractor Operations
- > Conduct Advanced Water Cart Operations
- > Conduct Advanced Roller Operations

Exit Level Outcome 5: Conduct advanced surfacing operations (Core 40, Elective 67)**Associated unit standards:****Core (40 credits)**

- > Perform basic fire fighting
- > Handle, transport, store and utilize hazardous materials on a construction site
- > Work in confined spaces on a construction site
- > Implement roadside safety procedures

- > Perform basic fire fighting
- > Describe and Interpret the Composition, Construction Sequence and Processes of the Construction Industry
- > Identify describe and use materials in civil engineering construction
- > Demonstrate and understanding of the principles of the construction of Layerworks

Elective (67 credits)

- > Conduct Advanced Roller Operations
- > Conduct Advanced Tip Truck Operations
- > Conduct Advanced Milling Machine Operations
- > Conduct Advanced Paving Screed Operations
- > Conduct Advanced Rigid Body Dump Truck Operations
- > Conduct Advanced Road Rehabilitation Machine Operations
- > Conduct Advanced Hot Mix Asphalt Paving Machine Operations
- > Conduct Advanced Bitumen Spray Equipment Operations

Exit Level Outcome 6: Conduct advanced trenching operations
Associated unit standards:

Core (40 credits)

- > Perform basic fire fighting
- > Handle, transport, store and utilize hazardous materials on a construction site
- > Work in confined spaces on a construction site
- > Implement roadside safety procedures
- > Perform basic fire fighting
- > Describe and Interpret the Composition, Construction Sequence and Processes of the Construction Industry
- > Identify describe and use materials in civil engineering construction
- > Demonstrate and understanding of the principles of the construction of Layerworks

Elective (72 credits)

- > Conduct Advanced Backhoe/Loader Operations
- > Conduct Advanced Hydraulic Excavator Operations
- > Conduct Advanced Continuous Bucket Trencher Operations
- > Conduct Advanced Sideboom Operations
- > Conduct Advanced Skid Steer Loader Operations

ASSOCIATED ASSESSMENT CRITERIA

For award of the whole qualification

Candidates must achieve the required number of credits as specified in the rules of combination as well as the criteria specified for integrated assessment.

For award of part of the qualification

Recognition will be awarded for each unit standard achieved. Candidates are urged however to seek to achieve the required unit standards associated with a given Exit Level Outcome i.e. the core and elective unit standards for any particular Exit Level Outcome. This will ensure that candidates emerge with coherent and meaningful parts of a qualification.

Integrated Assessment:

Assessment will take place according to the detailed specifications indicated in the unit standard associated with each Exit Level Outcome.

Over and above the achievement of the specified Unit Standards, evidence of integration will be required as per the following broad criteria:

Integrative criteria

Assessors should note that the evidence of integration (as below) could be presented by candidates when

being assessed against Unit Standards/Specific Outcomes, therefore negating the need for separate assessments for each Unit Standard/Specific Outcome. Assessments that are well designed make it possible to gain evidence for each Unit Standard/Specific Outcomes and integration of Unit Standards/Specific Outcomes simultaneously.

Exit level outcome 1: Communicate in a variety of ways

- > Communication within and about the advanced plant operation process is clear, understandable and effective.
- > Construction drawing information is correctly interpreted and applied.

Exit level outcome 2: Use mathematics in real life education training and development

- > The mathematics is applied within a variety of advanced plant operation and construction processes.

Exit level outcome 3: Conduct advanced bulk earthworks movement operations

- > Health and safety principles are applied as per related regulations and codes of practice in all work practices.
- > Principles and processes in the construction industry are applied in all plant operation processes, the implementation of resource procurement, programming, work area preparation, quality control and production control
- > Plant and/or attachments are selected according to material and project type.
- > Plant operation is conducted effectively and efficiently in complex bulk earthworks movement operations. The planning of work activities includes the preparation of work area's the application road Anatomy Concepts and the movement of materials
- > Operator Maintenance is carried out and plant moved from site to site as per relevant regulations.

Exit level outcome 4: Conduct advanced layerworks operations

- > Health and safety principles are applied as per related regulations and codes of practice in all work practices.
- > Principles and processes in the construction industry are applied in all plant operation processes, the implementation of resource procurement, programming, work area preparation, quality control and production control
- > Plant and/or attachments are selected according to material and project type.
- > Plant operation is conducted effectively and efficiently in complex layerworks operations
- > The planning of work activities includes the preparation of work area's the application road Anatomy Concepts and the movement of materials
- > Operator Maintenance is carried out and plant moved from site to site as per relevant regulations.

Exit level outcome 5: Conduct advanced surfacing operations

- > Health and safety principles are applied as per related regulations and codes of practice in all work practices.
- > Principles and processes in the construction industry are applied in all plant operation processes, the implementation of resource procurement, programming, work area preparation, quality control and production control
- > Plant and/or attachments are selected according to material and project type.
- > Plant operation is conducted effectively and efficiently in complex surfacing operations
- > The planning of work activities includes the preparation of work area's the application road Anatomy Concepts and the movement of materials
- > Operator Maintenance is carried out and plant moved from site to site as per relevant regulations

Exit level outcome 6: Conduct advanced trenching operations

- > Health and safety principles are applied as per related regulations and codes of practice in all work practices.
- > Principles and processes in the construction industry are applied in all plant operation processes, the implementation of resource procurement, programming, work area preparation, quality control and production control
- > Plant and/or attachments are selected according to material and project type.
- > Plant operation is conducted effectively and efficiently in complex trenching operations, attachments are

correctly selected, fitted and removed according to material and project type

- > The planning of work activities includes the preparation of work area's and the movement of materials
- > Operator Maintenance is carried out and plant moved from site to site as per relevant regulations.

In essence, integrated assessment provides learners with an opportunity to display an ability to integrate practical performance, actions, concepts and theory across Unit Standard to achieve competence in relation to the purpose of this Qualification.

In particular assessors should check that the learner is able to demonstrate the ability to consider a range of options and make decisions about:

- > The quality of the observed practical performance as well as the theory and underpinning knowledge behind it.
- > The different methods that can be used by the learner to display thinking and decision making in the demonstration of practical performance.
- > Reflexive competencies

In particular assessors should check that the learner is able to demonstrate the ability to consider a range of options and make decisions about:

- > The quality of the observed practical performance as well as the theory and underpinning knowledge behind it.
- > The different methods that can be used by the learner to display thinking and decision making in the demonstration of practical performance.
- > Reflexive competencies

Assessment Principles

Assessment should be in accordance with the following general and specific principles:

a. The initial assessment activities should focus 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. Where assessment at title level is unmanageable, focus assessment on each specific outcome, or groups of specific outcomes, taking into special note of the need for integrated assessment.

b. Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should enable candidates to display an ability to integrate practical performance, actions, concepts and theory across Unit Standard. Where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform to the required standard in the real work -related situation.

c. Formative assessments conducted during the learning process may consist of written tests, demonstrations and self-assessments. The purpose of formative assessment is to diagnose learner strengths and weaknesses and to determine readiness for summative assessment.

d. Summative assessment may consist of written tests and accompanying assignments, case studies and practical demonstrations. Summative assessments would only be conducted once the learner has indicated that he/she is ready to undergo summative assessment.

e. All assessments should be conducted in accordance with the following universally accepted principles of assessment:

- > Use appropriate, fair and manageable methods that are integrated into real work -related or learning situations;
- > Judge evidence on the basis of its validity, currency, authenticity and sufficiency; and
- > Ensure assessment processes are systematic, open and consistent.

INTERNATIONAL COMPARABILITY

New Zealand Qualifications Authority:

The National Certificate in Construction: Plant Operations was benchmarked against the following New

Zealand Qualifications:**> National Certificate in Civil Plant Operation Skilled, Multi-skilled**

In the New Zealand qualification, the National Certificate in Civil Plant Operation, the certificate is awarded to those people who have been credited with the core compulsory units, and who have met the requirements for one of the strands.

Core Compulsory Unit Standards in the skilled strand account for 27 credits towards the qualification.

These Unit Standards are:

- > Inspect civil construction plant and equipment
- > Apply working drawings and specifications to civil construction tasks
- > Locate and identify services on civil construction works
- > Apply quality and testing requirements on civil construction works
- > Set up and work safely at roadwork sites

Other New Zealand Civil Contracting National Certificates are:

- > Civil Construction Works - Introductory Skills
- > Civil Works and Services
- > Road Construction
- > Roading Maintenance
- > Civil Plant Management
- > Civil Plant Operation Forestry Earthworks
- > National Training Information Service - Australia

A Certificate III in Civil Construction (Plant)**Scottish Qualifications Authority**

No match was found for Level 3 qualifications listed in the Construction and Civil Engineering Services domain.

Irish Qualifications Authority

No match was found for Level 3 Qualifications listed in the Construction and Civil Engineering Services domain.

African Qualification Authorities -TEVETA (Malawi) & VETA (Zambia)

No Qualification was found for Level 3 Qualifications listed in the Construction and Civil Engineering Services domain.

ARTICULATION OPTIONS

This Qualification will allow learner's access to a National Certificate in Construction: Plant supervision.

Learners who have successfully demonstrated applied competence in this Qualification will be equipped with a foundation for further intellectual development, opportunities for gainful employment and reward for contributions to society.

Structure of the Qualification:

The rationale and purpose provides a broad description of what holders of the qualification can do.

The qualification is further defined by means of a number of Exit Level Outcomes (ELOs). These ELOs provide a means for candidates to exit the qualification with recognition for this cluster 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.

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 indicated 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 the 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.

MODERATION OPTIONS

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programmes that result in the outcomes specified for the National Certificate in Construction: Advanced Plant Operations - NQF Level 3.

The relevant ETQA, or other ETQA's who have a Memorandum of Understanding in place with relevant ETQA, are responsible for the moderation of learner achievements for those learners who meet the requirements of this Qualification.

Anyone assessing a learner, or moderating the assessment of a learner, against this Qualification must be registered as an assessor with the relevant ETQA. Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.

Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs 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 Standard 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, which is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Person's who apply to register as an Assessor for this Qualification, must meet the following criteria:

- > A recognized assessor Qualification;
- > Compliance with the relevant ETQA's requirements for assessor registration;
- > Detailed documentary proof of educational Qualification, subject matter expertise as well as experience gained (Portfolio of Evidence); and
- > A minimum of three years practical relevant occupational experience at NQF level 3

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	12483 Perform basic first aid	Level 2	4	Reregistered
Core	12484 Perform basic fire fighting	Level 2	4	Reregistered

Core	13971 Describe and interpret the composition, roleplayers, processes and role of the construction industry	Level 2	3	Registered
Core	13972 Identify describe and use materials in civil engineering construction	Level 2	4	Registered
Core	14336 Maintain Records For Civil Construction Sites	Level 2	2	Registered
Core	14560 Handle, transport, store and utilize hazardous materials on a construction site	Level 2	5	Registered
Core	14561 Implement road side safety	Level 2	2	Registered
Core	15034 Work in confined spaces on construction sites	Level 2	2	Registered
Core	9962 Calculate construction quantities to develop a work plan	Level 3	8	Registered
Core	9968 Procure materials, tools and equipment	Level 3	10	Registered
Core	14580 Read and interpret construction drawings and specifications	Level 3	10	Registered
Core	117039 Demonstrate an understanding of the principles of the construction of layerworks	Level 3	10	Draft - Prep for P Comment
Core	117040 Demonstrate an understanding of the principles of bulk earthworks construction	Level 3	10	Draft - Prep for P Comment
Elective	116983 Conduct advanced continuous bucket trencher operations	Level 3	8	Draft - Prep for P Comment
Elective	116990 Conduct advanced front end loader operations	Level 3	16	Draft - Prep for P Comment
Elective	116992 Conduct advanced grader operations	Level 3	26	Draft - Prep for P Comment
Elective	116996 Conduct advanced paving screed operations	Level 3	6	Draft - Prep for P Comment
Elective	116997 Conduct advanced bitumen spray equipment operations	Level 3	5	Draft - Prep for P Comment
Elective	117006 Conduct advanced backhoe / loader operations	Level 3	20	Draft - Prep for P Comment
Elective	117010 Conduct advanced tractor operations	Level 3	6	Draft - Prep for P Comment
Elective	117011 Conduct advanced hydraulic excavator operations	Level 3	20	Draft - Prep for P Comment
Elective	117012 Conduct advanced water cart operations	Level 3	6	Draft - Prep for P Comment
Elective	117013 Conduct advanced dragline operations	Level 3	8	Draft - Prep for P Comment
Elective	117014 Conduct advanced milling machine operations	Level 3	8	Draft - Prep for P Comment
Elective	117015 Conduct advanced articulated dump truck operations	Level 3	16	Draft - Prep for P Comment
Elective	117019 Conduct advanced face shovel operations	Level 3	24	Draft - Prep for P Comment
Elective	117020 Conduct advanced tracked dozer operations	Level 3	24	Draft - Prep for P Comment
Elective	117028 Conduct advanced wheeled dozer operations	Level 3	20	Draft - Prep for P Comment
Elective	117030 Conduct advanced scraper operations	Level 3	20	Draft - Prep for P Comment
Elective	117031 Conduct advanced hot mix asphalt paving machine operations	Level 3	8	Draft - Prep for P Comment
Elective	117032 Conduct advanced roller operations	Level 3	8	Draft - Prep for P Comment
Elective	117034 Conduct advanced tip truck operations	Level 3	16	Draft - Prep for P Comment
Elective	117035 Conduct advanced road rehabilitation machine operations	Level 3	8	Draft - Prep for P Comment
Elective	117036 Conduct advanced sideboom operations	Level 3	8	Draft - Prep for P Comment
Elective	117037 Conduct advanced rigid body dump truck operations	Level 3	16	Draft - Prep for P Comment
Elective	117038 Conduct advanced skid steer loader operations	Level 3	16	Draft - Prep for P Comment
Fundamental	8962 Maintain and adapt oral communication	Level 2	5	Registered

Fundamental	8963 Access and use information from texts	Level 2	5	Registered
Fundamental	8964 Write for a defined context	Level 2	5	Registered
Fundamental	13217 Collect and use information	Level 2	5	Registered
Fundamental	7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	2	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2	Registered
Fundamental	9012 Investigate life and work related problems using data and probabilities	Level 3	5	Registered
Fundamental	9013 Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4	Registered
Fundamental	14086 Work with a wide range of patterns and basic functions and solve related problems	Level 3	3	Registered

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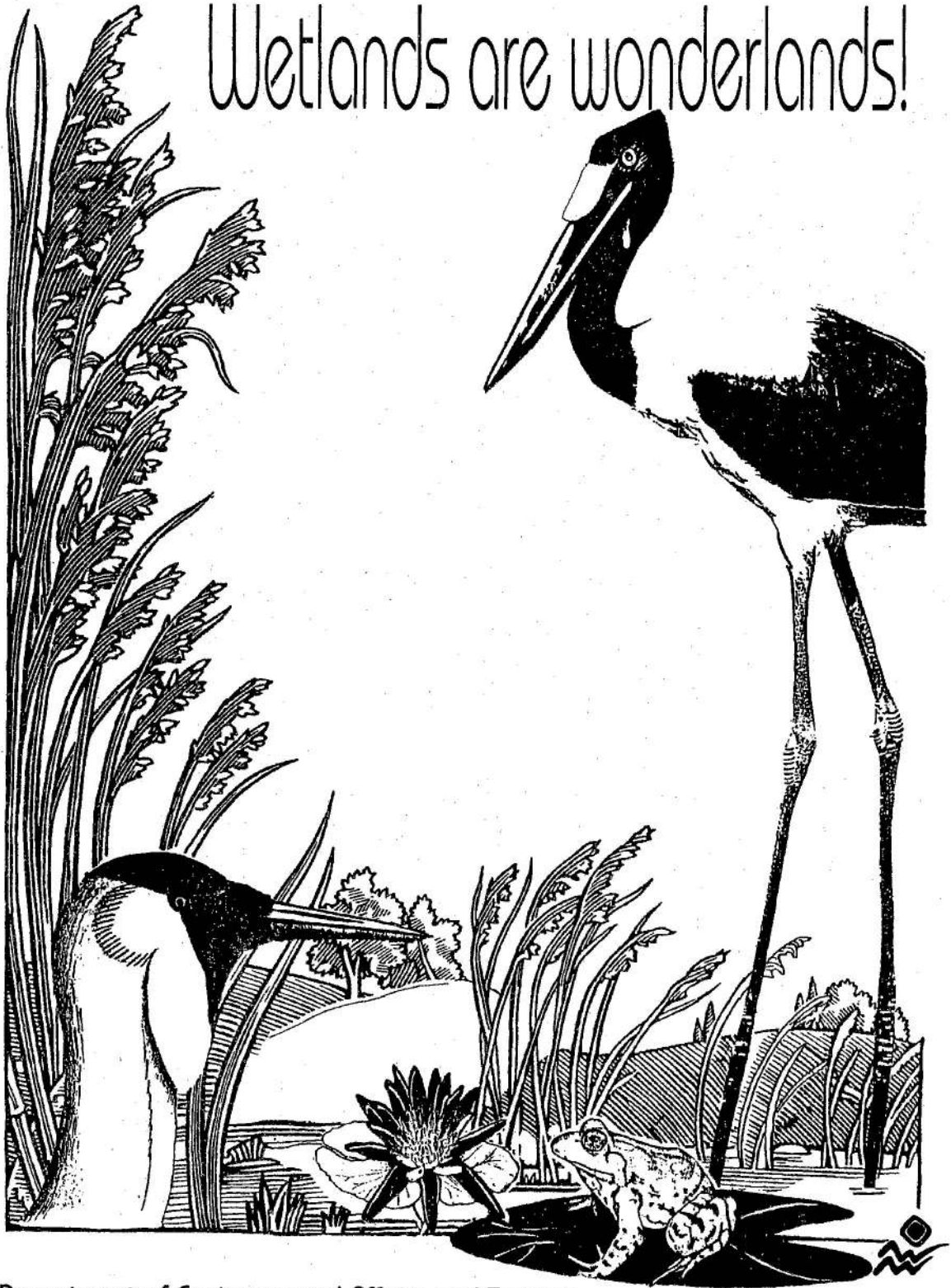
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