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

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1443

17 December 2004

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Established in terms of Act 58 of 1995

09 December 2004

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

NSB 04: COMMUNICATION STUDIES AND LANGUAGES

Additional Names for the SGB for Democracy, Human Rights, Peace and Elections

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/QUALIFICATIONS
Smith, Crystal	Cape Town Society for the Blind	Cape Town Society for the Blind	Diploma in Human Resource Management, ABET Certificate. Head of Training and Development, Curriculum developer, Facilitator.
Tip, Ilona	Electoral Institute of Southern Africa	Electoral Institute of Southern Africa	B.A (Political Science and Industrial Psychology), Higher Primary School Teaching Diploma (History).

Resignations:

Xoliswa Kani

David McQuoid-Mason

Jozet Muller

Karam Signh



P.P. **JOE SAMUELS**

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**SAQA'S MISSION**

"To ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the nation at large."

No. 1444

17 December 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

Visible Policing

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

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

Comment on the unit standards should reach SAQA at the address *below and no later than 16 January 2005*. All correspondence should be marked **Standards Setting – Visible Policing** 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@saqa.co.za

EDDIE BROWN**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Handle a crime situation

SAQA US ID	UNIT STANDARD TITLE		
117833	Handle a crime situation		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Visible Policing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB VisPol	Regular	Level 3	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and manage potential exposures to the risk of a crime.

SPECIFIC OUTCOME 2

Identify underpinning reasons for crime occurring.

SPECIFIC OUTCOME 3

Demonstrate effective verbal and written communication after a crime situation.

SPECIFIC OUTCOME 4

Demonstrate an awareness of the consequences of a crime incident on those persons directly involved in the crime.

No. 1445

17 December 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

Victim Empowerment

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

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

Comment on the qualifications and unit standards should reach SAQA at the address **below and no later than 16 January 2005**. All correspondence should be marked **Standards Setting Victim Empowerment** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

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EDDIE BROWN

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Victim Empowerment and Support

SAQA QUAL ID	QUALIFICATION TITLE	
49279	National Certificate: Victim Empowerment and Support	
SGB NAME	SGB Victim Empowerment	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
HUM-2-National Certificate	National Certificate	People/Human-Centred Development
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
120	Level 2	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This is an entry-level Qualification within a career pathway for Victim Empowerment to NQF level 4. The qualifying learner will apply an understanding of the Victim Empowerment sector to empower him/herself and the community. The acquisition of the related skills in Human and Social Studies will increase the pool of competent entry-level human resources for the sector. The core knowledge, skills and attitudes of this Qualification for the Victim Empowerment workplace is aimed at both social and economic benefits for the learner.

The learner assessed as competent against this Qualification will be able to:

- > Communicate in a variety of ways to achieve personal and organisational objectives
- > Use mathematics and mathematical thinking to solve every day problems for him/herself, organisation and victims in the community
- > Use Victim Empowerment knowledge, skills and attitudes to provide support services to victims of crime, violence and human rights abuses
- > Provide support to various categories of victims in relation to Victim Empowerment
- > Use workplace knowledge, skills and attitudes to deliver Victim Empowerment Services

Rationale

Victims in South Africa are numerous and widespread across all regions and communities. This Unit Standards-Based Qualification should enable learners in affected communities to understand issues faced by victims, to provide victim support, to identify resources and services available in the community and to utilise these appropriately.

One of the key challenges in victim empowerment in South Africa is to develop a set of minimum standards and standardised training for service providers. Service providers include government departments, Non-Governmental Organisations (NGOS), Faith-Based Organisations (FBOs) and Community-Based Organisations (CBOs) that provide direct services to victims and perpetrators of crime, victims of violence, victims of torture, etc.

Training in the Victim Empowerment Sector is provided under the generic title of Victim Empowerment, but includes various components such as education and awareness, advocacy, medico-legal services, court support, court preparation, legal advice, victim support (i.e. emotional support, practical assistance and information), trauma counselling, psychological support, in-patient care, etc)

Training is therefore personalised according to trainees' profiles (professional background, literacy level, etc.) Trainees are as diverse as police officials, nurses (forensic, psychiatric, primary health care), volunteers, lay counsellors, etc. In all cases, generic and specific training "modules" are offered.

Many areas of peri-urban and rural South Africa cannot be reached by mental health professionals such as psychologists, social workers, etc. As a result of the scarcity of this kind of worker in these areas, Victim Empowerment services in communities are primarily volunteer driven, with volunteers working under the auspices of recognised mental health professionals, NGOs, CBOs and FBOs established to meet specific community needs.

The key role of Victim Empowerment service providers is to improve the quality of life of community members by providing improved access to and delivery of Victim Empowerment services at local level within the context of an inter-sectoral environment.

Access to formal education/Qualifications is limited, with current access only through formal social work and psychology degrees. Many people working in community projects, NGOs, CBOs, FBOs have been providing essential services in their community without formal training or Qualifications. Despite considerable experience and insight without an entry-level Qualification, they are unable to gain entry into the field of Victim Empowerment and to access career paths in Victim Empowerment and related sub-fields.

This Qualification in Victim Empowerment was therefore designed to provide a much-needed entry-level Qualification for victim empowerment practitioners and volunteers. This will enable learners already working in the field to receive recognition and to have access to formally developed career paths similar to Victim Support in United Kingdom with an established sector with a range of career opportunities for practitioners.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It would be desirable for learners wishing to access this Qualification to be competent at:

- > Language and Communication at NQF level 1
- > Mathematical Literacy at NQF level 1

Recognition of Prior Learning

This Qualification and all the fundamental, core and elective Unit Standards associated with it as described in the rules of combination can be achieved by any learner through the recognition of prior learning, which includes learning outcomes achieved through formal, informal and non-formal learning and work experience. The exit-level outcomes and the related Unit Standards may also be achieved through the recognition of prior learning.

QUALIFICATION RULES

The qualifying learner will achieve this Qualification by complying with the following rules of combination for the accumulation of credits:

- > All fundamental Unit Standards: 36 credits
- > All core Unit Standards: 56 credits
- > Elective Unit Standards: 28 min credits
- > Total Credits: 120 min

Exit level outcomes Credits

- > 1 - 20 credits
- > 2 - 16 credits
- > 3 - 22 credits
- > 4 - 34 credits
- > 5 - 28 min credits
- > Total Credits: 120 min

EXIT LEVEL OUTCOMES

Exit Level Outcomes

1. Communicate in a variety of ways to achieve personal and organisational objectives.
2. Use mathematics and mathematical thinking to solve every day problems for him/herself, the organisation and victims in the community.
3. Use Victim Empowerment knowledge, skills and attitudes to provide support services to victims of crime, violence and human rights abuses
4. Provide support to various categories of victims in relation to Victim Empowerment

5. Use workplace knowledge, skills and attitudes to deliver Victim Empowerment Services

ASSOCIATED ASSESSMENT CRITERIA

Assessment Criteria for Exit Level Outcomes

1.
 - > Oral communication is maintained and adapted to meet victims needs and expectations.
 - > Texts are interpreted and responded to in writing in a range of contexts in Victim Empowerment.
 - > Language and communication are used to interpret and respond to texts in occupational learning programmes.
2.
 - > Statistics, probability and probability models are used to solve a range of contextual problems.
 - > Mathematical number systems, shape and motion analysis are used to solve a range of life related problems.
 - > Mathematics is used to investigate and monitor the financial aspects of personal and community life.
3.
 - > An understanding of Victim Empowerment in relation to the South African Constitution and the Criminal Justice Process is demonstrated in relation to different contexts.
 - > An understanding of voluntarism and ethical processes and procedures is demonstrated in the Victim Empowerment context.
 - > An understanding of HIV/Aids and its implications is demonstrated in relation to its effects on individuals, communities and society.
4.
 - > Support and develop communities as a member of a team in the Victim Empowerment context.
 - > Support a range of victims as a volunteer or employee of a Victim Empowerment Institution/workplace/organisation. (Range of victims include, but are not limited to those related to the following: Human Rights abuses, hate crimes, disasters, motor vehicle accidents, violence and victimisation of children and youth, gender violence etc)
 - > Stress and techniques to manage it is indicated in the context of Victim Empowerment.
5.
 - > A personal computer system is operated and basic research is done in a Victim Empowerment institution/workplace/organisation.
 - > Group work is facilitated and leadership displayed in serving a range of victims and people with special needs.
 - > Workplace hazards and risks are addressed and preventive measures to reduce the impact of accidents/disasters are explained with examples.
 - > Basic first aid is performed in serving victims and people with special needs.

Unit Standards for Exit Level Outcomes

1.
 - > 8962 - Maintain and adapt oral communication (5 credits)
 - > 8963 - Access information from texts (5 credits)
 - > 8964 - Write for a defined context (5 credits)
 - > 8967 - Use language and communication in occupational learning programmes (5 credits)
 - > Total: 20 credits
2.
 - > 9009 - Apply basic knowledge of statistics and probability in order to investigate life related problems (3 credits)
 - > 9007 - Work with a range of patterns and functions and solve problems (5 credits)
 - > 9008 - Identify, describe, compare, classify and explore shape and motion in 2- and 3-dimensional shapes in different contexts (3 credits)
 - > 7480 - Demonstrate understanding of rational and irrational numbers and number systems (3 credits)
 - > 7469 - Describe, represent and informally analyse shape and motion in 2-dimensional and 3-dimensional space (2 credits)
 - > Total: 16 credits
- 3.

- > 117889 - Demonstrate an understanding of Victim Empowerment (6 credits)
- > 117888 - Demonstrate an understanding of Victim Empowerment in the Criminal Justice process (4 credits)
- > Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution (2 credits)
- > 117881 - Demonstrate an understanding of volunteerism (3 credits)
- > 117890 - Understand and apply ethical procedures and practices in Victim Empowerment (3 credits)
- > 8494 - Demonstrate an understanding of HIV/Aids and its implications (4 credits)
- > Total: 22 credits

4.

- > 117886 - Provide Victim Support (9 credits)
- > 117885 - Develop and support communities in Victim Empowerment (5 credits)
- > 117882 - Support victims of Human Rights abuses, hate crimes, disasters and motor vehicle accidents (5 credits)
- > 117883 - Demonstrate an understanding of violence and victimisation affecting children and youth (5 credits)
- > 117884 - Demonstrate an understanding of gender violence (4 credits)
- > 114939 - Identify causes of stress in own life and indicate techniques to manage it (2 credits)
- > 8420 - Operate in a team (4 credits)
- > Total: 34 credits

5.

- > 7547 - Operate a personal computer system (6 credits)
- > 8418 - Do basic research (4 credits)
- > 12483 - Perform basic first aid (4 credits)
- > 8421 - Work with people who have special needs (4 credits)
- > 114950 - Apply ways of leading in different situations (3 credits)
- > 110050 - Facilitate group work in development practice (12 credits)
- > 115101 - Address workplace hazards and risks (4 credits)
- > 9825 - Explain preventive measures to reduce the potential impact of disasters (5 credits)
- > Minimum credits: 28 min

Integrated Assessment

Integrated assessment at the level of Qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across Unit Standards to achieve competence that is grounded and coherent in relation to the purpose of the Qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome as described in the exit level outcomes.

Integrated assessment must judge the quality of the observable performance, and also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will demand practical evidence while others may be more theoretical, depending on the type of outcomes to be assessed. The ratio between action and interpretation is not fixed, but varies according to the demands of the particular exit level outcome of the Qualification.

While the generic component (communication, mathematical literacy, supporting skills for victim empowerment) of this Qualification at NQF Level 2 can be assessed through occupational contexts and activities relating to Victim Empowerment, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are portable. The primary aim of this Qualification is to ensure that learners have a sound base of general education to prepare them for further learning, whatever career path they may choose. Learners must be able to transfer generic skills across a number of different contexts, and apply them within a number of learning areas.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

INTERNATIONAL COMPARABILITY

This National Certificate: Victim Empowerment and Support at NQF level 2, although for a South African context, has been compared with Qualifications from these countries:

- > Australia
- > New Zealand

> United Kingdom

While there are instances of NGO's providing Victim Empowerment services on the African continent, there is no evidence of a qualification being offered in any country. The Qualification that compares most directly is a National Vocational Certificate in the United Kingdom. This Qualification is compared in terms of the outcomes and assessment criteria, degree of difficulty, and notional learning time with:

> Level 3 NVQ in Community Justice: Work with victims, Survivors and Witnesses

The following learning unit titles indicate that the outcomes of this Qualification compare closely.

- > Evaluate and process referrals to provide services to Victims, Survivors and Witnesses
- > Enable people to support Victims, Survivors and Witnesses
- > Contribute to developing awareness and community action in relation to crime
- > Provide and obtain information at courts and formal hearings
- > Contribute to the protection of individuals and children from abuse

The South African context indicates the need for an entry level 2 Qualification in Victim Empowerment, however in the United Kingdom a level 3 Qualification serves this purpose.

ARTICULATION OPTIONS

The possibility exists for vertical articulation with this Qualification. Examples of vertical articulation:

- > National Certificate: Community Health Work at NQF level 3 (SAQA ID: 49128)
- > National Certificate: Victim Empowerment Supervision at NQF level 3

Examples of horizontal articulation with this Qualification:

- > National Certificate: Community Conservation, Liaison and Support at NQF level 2 (SAQA ID: 24199)
- > National Certificate: Fundamental Ancillary Health Care at NQF level 2 (SAQA ID: 49085)

MODERATION OPTIONS

- > Any institution offering learning that will enable achievement of this Qualification, must be accredited by the relevant ETQA.
- > External Moderation of assessment will be overseen by the relevant ETQA at its discretion.
- > The accredited Training Provider will oversee internal Moderation of assessment.
- > Moderation should encompass achievement of competence described in both individual Unit Standards as well as the integrated competence described in the Qualification.
- > Moderation must also encompass achievement of the competencies described in the exit level outcomes described above.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

- > Assessors must be registered as assessors with a relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Assessors must be in possession of a Qualification in Victim Empowerment or a related sub-field in Human and Social Studies at a minimum of 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	8420 Operate in a team	Level 2	4	Registered
Core	8494 Demonstrate an understanding of HIV/AIDS and its implications	Level 2	4	Reregistered
Core	11816 Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution	Level 2	2	Registered
Core	114939 Identify causes of stress in own life and indicate techniques to manage it	Level 2	2	Registered
Core	117881 Demonstrate an understanding of volunteerism	Level 2	3	Draft - Prep for P Comment

Core	117882 Support victims of Human Rights abuses, hate crimes, disasters and motor vehicle accidents	Level 2	5	Draft - Prep for P Comment
Core	117883 Demonstrate an understanding of violence and victimisation affecting children and youth	Level 2	5	Draft - Prep for P Comment
Core	117884 Demonstrate an understanding of gender violence	Level 2	4	Draft - Prep for P Comment
Core	117885 Develop and support communities in Victim Empowerment	Level 2	5	Draft - Prep for P Comment
Core	117886 Provide victim support	Level 2	9	Draft - Prep for P Comment
Core	117888 Demonstrate an understanding of Victim Empowerment in the Criminal Justice process	Level 2	4	Draft - Prep for P Comment
Core	117889 Demonstrate an understanding of Victim Empowerment	Level 2	6	Draft - Prep for P Comment
Core	117890 Understand and apply ethical procedures and practices in Victim Empowerment	Level 2	3	Draft - Prep for P Comment
Elective	9825 Explain preventive measures to reduce the potential impact of disasters	Level 1	5	Registered
Elective	110050 Facilitate group work in development practice	Level 1	12	Registered
Elective	7547 Operate a personal computer system	Level 2	6	Reregistered
Elective	8418 Do basic research	Level 2	4	Registered
Elective	12483 Perform basic first aid	Level 2	4	Reregistered
Elective	114950 Apply ways of leading in different situations	Level 2	3	Registered
Elective	115101 Address workplace hazards and risks	Level 2	4	Registered
Fundamental	7469 Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2	Reregistered
Fundamental	7480 Demonstrate understanding of rational and irrational numbers and number systems	Level 2	3	Reregistered
Fundamental	8962 Maintain and adapt oral communication	Level 2	5	Reregistered
Fundamental	8963 Access and use information from texts	Level 2	5	Reregistered
Fundamental	8964 Write for a defined context	Level 2	5	Reregistered
Fundamental	8967 Use language and communication in occupational learning programmes	Level 2	5	Reregistered
Fundamental	9007 Work with a range of patterns and functions and solve problems	Level 2	5	Reregistered
Fundamental	9008 Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	Level 2	3	Reregistered
Fundamental	9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	3	Reregistered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Demonstrate an understanding of Victim Empowerment in the Criminal Justice process

SAQA US-ID	UNIT STANDARD TITLE		
117888	Demonstrate an understanding of Victim Empowerment in the Criminal Justice process		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Victim Empowerment		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		People/Human-Centred Development	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB VE	Regular	Level 2	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain victims' rights and responsibilities in relation to Human Rights, the South African Constitution and the South African Victims' Charter.

SPECIFIC OUTCOME 2

Explain the structure and function of the Criminal Justice System.

SPECIFIC OUTCOME 3

Identify the relevant policies and legislation relating to specific categories of victims.

SPECIFIC OUTCOME 4

Identify support services for victims in the Criminal Justice System.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Demonstrate an understanding of gender violence

SAQA US ID	UNIT STANDARD TITLE		
117884	Demonstrate an understanding of gender violence		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Victim Empowerment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Human and Social Studies	People/Human-Centred Development		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB VE	Regular	Level 2	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand the context of violence in South African communities.

SPECIFIC OUTCOME 2

Demonstrate an understanding of gender-based violence.

SPECIFIC OUTCOME 3

Assist victims of sexual offences.

SPECIFIC OUTCOME 4

Assist victims of domestic violence.

SPECIFIC OUTCOME 5

Assist and facilitate referral of victims of gender violence in the Criminal Justice System.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Demonstrate an understanding of violence and victimisation affecting children and youth

SAQA US ID	UNIT STANDARD TITLE		
117883	Demonstrate an understanding of violence and victimisation affecting children and youth		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Victim Empowerment	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		People/Human-Centred Development	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB VE	Regular	Level 2	5

Specific Outcomes:**SPECIFIC OUTCOME 1**

Understand the social context of violence affecting youth and children.

SPECIFIC OUTCOME 2

Identify and refer victims of child abuse and neglect.

SPECIFIC OUTCOME 3

Understand youth at risk.

SPECIFIC OUTCOME 4

Understand youth in conflict with the law.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Demonstrate an understanding of volunteerism

SAQA US ID	UNIT STANDARD TITLE		
117881	Demonstrate an understanding of volunteerism		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Victim Empowerment	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		People/Human-Centred Development	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB VE	Regular	Level 2	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the concept of volunteerism in South Africa.

SPECIFIC OUTCOME 2

Describe the roles and responsibilities of volunteers.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the way volunteers are managed.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Develop and support communities in Victim Empowerment

SAQA US ID	UNIT STANDARD TITLE		
117885	Develop and support communities in Victim Empowerment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Victim Empowerment		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		People/Human-Centred Development	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB VE	Regular	Level 2	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan and conduct a local community profile.

SPECIFIC OUTCOME 2

Organise and conduct education and awareness campaigns.

SPECIFIC OUTCOME 3

Support and assist senior Victim Empowerment practitioners in mobilisation, advocacy campaigns and workshops.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Demonstrate an understanding of Victim Empowerment

SAQA US ID	UNIT STANDARD TITLE		
117889	Demonstrate an understanding of Victim Empowerment		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Victim Empowerment	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		People/Human-Centred Development	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB VE	Regular	Level 2	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Define Victim Empowerment and explain the different types of victims and categories of victimisation.

SPECIFIC OUTCOME 2

Describe the nature of Victim Empowerment in South Africa and the reasons for its emergence.

SPECIFIC OUTCOME 3

Identify and explain the rights, responsibility and needs of victims in South African communities.

SPECIFIC OUTCOME 4

Identify and explain available Victim Empowerment services.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Provide victim support

SAQA US ID		UNIT STANDARD TITLE	
117886		Provide victim support	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Victim Empowerment		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		People/Human-Centred Development	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB VE	Regular	Level 2	9

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the roles and responsibilities of a Victim Support worker/service provider.

SPECIFIC OUTCOME 2

Apply communication/interpersonal skills in supporting victims.

SPECIFIC OUTCOME 3

Understand and explain basic emotional support to victims of crime and violence.

SPECIFIC OUTCOME 4

Provide information and practical support to victims of crime.

SPECIFIC OUTCOME 5

Refer victims to other service providers.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Support victims of Human Rights abuses, hate crimes, disasters and motor vehicle accidents

SAQA US ID	UNIT STANDARD TITLE		
117882	Support victims of Human Rights abuses, hate crimes, disasters and motor vehicle accidents		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Victim Empowerment	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		People/Human-Centred Development	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB VE	Regular	Level 2	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Support victims of Human Rights abuses.

SPECIFIC OUTCOME 2

Support victims of hate crimes.

SPECIFIC OUTCOME 3

Support victims of disasters.

SPECIFIC OUTCOME 4

Support victims of motor vehicle accidents.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Understand and apply ethical procedures and practices in Victim Empowerment

SAQA US ID	UNIT STANDARD TITLE		
117890	Understand and apply ethical procedures and practices in Victim Empowerment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Victim Empowerment		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		People/Human-Centred Development	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB VE	Regular	Level 2	3

Specific Outcomes:**SPECIFIC OUTCOME 1**

Demonstrate an understanding of key ethical concepts and principles in the context of Victim Empowerment.

SPECIFIC OUTCOME 2

Describe and explain key ethical concepts governing disclosure and non-disclosure of information.

SPECIFIC OUTCOME 3

Identify, understand and demonstrate appropriate ways of interacting ethically with victims in multicultural contexts.

No. 1446

17 December 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

Wholesale and Retail

Registered by NSB 11, Services, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The qualifications 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, 1067 Arcadia Street, Hatfield.

Comment on the unit standards should reach SAQA at the address *below and no later than 16 January 2005*. All correspondence should be marked **Standards Setting – SGB for Wholesale and Retail** 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


EDDIE BROWN

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Wholesale and Retail Distribution

SAQA QUAL ID	QUALIFICATION TITLE	
49280	National Certificate: Wholesale and Retail Distribution	
SGB NAME	SGB Retail and Wholesale	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
SRV-2-National Certificate	National Certificate	Wholesale and Retail
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
120	Level 2	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The purpose of this Certificate is to equip learners to understand and acquaint themselves with the underlying principles of all of the major areas related to distribution within the Wholesale & Retail sector, thus enabling them to become more effective employees. The Certificate further aims to provide career paths through various levels and areas of the Wholesale and Retail environment thus promoting the notion of quality lifelong learning. By assisting in the development of competence in the Wholesale and Retail field (arguably one of the bigger, more labour intensive and therefore important arenas for social and economic transformation in the country), this Certificate will provide a stepping-stone for further learning in the Further Education and Training Band.

The Certificate in Wholesale and Retail Distribution, NQF Level 2, is designed to meet the needs of the learners who are already employed and involved in Wholesale, Distribution or Mail Order Retail within the Wholesale and Retail field. Additionally, however, it may also allow access to, and meet the needs and aspirations of the youth and unemployed who wish to pursue a career in these areas, or in fields where this learning may be useful. This furthermore includes adult learners who want to enter the arena or develop their careers in one or more of the related sub-fields. As this Certificate may form part of a learning pathway it may allow mobility to persons operating at any level in the field.

This Certificate provides learners with a grounding in all areas of Distribution. This may enable them not only to increase their productivity within the Wholesale and Retail Sector but also to apply their learning in various other business environments.

Rationale

This qualification reflects some of the needs of the Wholesale and Retail sector both now and in the future as it developed following much discussion with Wholesalers, Distribution Centres and Mail Order Houses. There is presently no Qualification available for employees at Level 2 in all three areas of the sector and there is great synergy between the needs of the three areas. As a result, based on specific needs expressed, the Certificate in Wholesale and Retail Distribution was developed. The impact of this Certificate on society and the economy is reflected in the multiple job roles and careers within three distinct arenas that can stem from the qualification.

The added value of the skills, knowledge and understanding developed by the Certificate will result in greater productivity resulting from the improved performance by the learner, due to the integration of the learning which may have taken place in the workplace.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners accessing this qualification will have demonstrated competence in relevant communication and mathematical literacy at NQF Level 1.

Recognition of Prior Learning (RPL)

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

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

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

QUALIFICATION RULES

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

The Qualification is made up of Unit Standards classified as Fundamental, Core and Elective. A minimum of 120 credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows :

Fundamental: 36 credits (30 %)

Core: 39 credits (33 %)

Elective: 45 credits (37 %)

The spread of Unit Standard credits across NQF levels in Fundamental, Core and Elective Components:

Fundamental

> Level 2: 36 credits

Core

> Level 2: 39 credits

Elective

> Level 2: 122 credits

> Level 3: 84 credits

Any other registered Unit Standard that is applicable to the learning required, may be approved by the appropriate ETQA as an elective within this Qualification, provided permission is obtained prior to offering the elective component.

EXIT LEVEL OUTCOMES

1. Communicate both verbally and in writing.
2. Understand and apply mathematics.
3. Perform stock related functions.
4. Define the core concepts of the W & R environment.

Elective exit level outcomes

5. Maintain a safe and secure Wholesale and Retail environment.
6. Implement Point of Sale transactions and procedures.
7. Offer and maintain a credit facility and customer accounts.
8. Perform general administrative and office functions.
9. Pack and handle food and non-food items.
10. Deal with customers.
11. Apply in and out bound call centre operations within a commercial environment.

12. Plan self development.

The spread of Critical Cross-field Outcomes across the Unit Standards that are classified as Core for the purpose of this Qualification :

Count stock for a stock-take:

- > Team work
- > Organisation
- > Information
- > Communication
- > Related systems

Move, pack and maintain stock:

- > Team work
- > Organisation
- > Information
- > Communication
- > Technology
- > Related systems

Pick stock:

- > Solve problems
- > Organisation
- > Information
- > Communication
- > Technology
- > Related systems

Maintain a safe and secure environment:

- > Solve problems
- > Team work
- > Information
- > Communication
- > Related systems

Define the core concepts of the W&R environment:

- > Solve problems
- > Organisation
- > Information
- > Related systems

ASSOCIATED ASSESSMENT CRITERIA

1.

- > Texts are read and responded to
- > Main ideas in literary texts are identified and interpreted
- > A variety of speaking and listening strategies, accommodating socio-cultural sensitivities, are used to maintain communication
- > Information is organised and presented in a focused and coherent manner
- > A specific audience and purpose is written for by adapting language to suit the context

2.

- > Rational and irrational numbers and number systems are understood and applied in terms of basic business calculations
- > Basic calculations are made using a range of techniques and electronic equipment
- > Scientific notation is understood and used
- > The legal requirements associated with Wholesale and Retail calculations are recognised
- > Problems are solved by using a range of patterns and mathematical functions
- > 3- Dimensional shapes are used to measure and calculate physical quantities
- > Probability and statistical concepts are understood and used in problem solving and decision making

3.

- > Stock is received into the wholesale or retail outlet ensuring that stock balances are maintained
- > Stock is safely delivered to customers

- > Legal requirement and organisation policies and procedures for transporting goods are applied
 - > Administrative functions related to stock receipt and delivery are performed
 - > Stock is packed in appropriately selected areas
 - > Instructions to pick stock are interpreted and stock is picked accordingly
 - > Stock is picked, packed and moved in such a way as to minimize damages
 - > The financial impact of stock on the business is explained
 - > Stock flow through the DC/Warehouse is explained
 - > The recording of stock movement on the stock management system is explained and the system is accessed and stock movement recorded/interpreted according to organisational procedures
 - > Stock takes are performed
 - > Discrepancies between actual stock and stock reports are solved
- 4.
- > An understanding of the wholesale & retail business environment is demonstrated
 - > The relationship between various categories and sub-sectors within the Wholesale and Retail environment is identified
 - > The relationship between various operational departments in a Wholesale and Retail store is identified
 - > The store's target market is identified
 - > The flow of stock and sales through a wholesale/retail operation is explained
- 5.
- > Legislation regarding Occupational Health and Safety is understood and applicable safety procedures in workplace are described
 - > Appropriate action can be taken with regards to hazards and emergency situations
 - > Internal and external housekeeping standards are maintained
- 6.
- > Point of sales functions are performed efficiently according to administration and security procedures
 - > Point of sales transactions are recorded accurately and end of day procedures are effected
 - > The organisation's deposits and floats are administered and controlled
 - > Day-end cashing up procedures are completed
- 7.
- > A credit facility is offered
 - > A customer's account is maintained
 - > Documents relating to client accounts are maintained and administered
 - > Client responsibility related to credit accounts is explained
 - > Credit membership benefits are explained and promoted.
 - > Legal implications and terms of conditions pertaining to selected credit options are explained
 - > Administrative functions related to the customer's account are performed
- 8.
- > Documentation is filed
 - > General office equipment is used
 - > Time and work processes are managed
 - > The office area is maintained according to organisational standards
 - > Knowledge of how to behave in a business environment and an understanding of basic business ethics is demonstrated
 - > A computer is operated
- 9.
- > Customer purchases are packed in accordance with organisational policy
 - > Food products are handled, stored and disposed of in accordance with company procedures
 - > Contamination and spoilage of food products is prevented by maintaining clean and hygienic premises and implement safe food handling practices
- 10.
- > Products and services are sold to customers
 - > Customer queries / complaints are resolved
 - > Customer service and satisfaction levels are maintained
- 11.
- > Calls from customers are retrieved timeously and according to company specific procedures and methodologies

- > Subject information from customers is recorded and inputted in accordance with specific organisational requirements
- > Follow up procedures are conducted consistently and are consistent with customer requirements
- > Calls are placed to customers as defined in work place instructions
- > Information from customers is recorded correctly and according to organisational policies and procedures
- > Customer queries are responded to according to company specific timeframes
- > Tele-sales transactions are handled according to organisational and customers' requirements

12.

- > Opportunities for advancement within the organisation are explained
- > Own development is planned by identifying people, sources and training programs that can help obtain knowledge and experience both within and external to the organisation

Integrated Assessment

Integrated assessment at this level may evaluate the learner's ability to combine actions and ideas across a range of activities and knowledge areas. The integrated assessment must specifically assess the learner's ability to:

- > Demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards required,
- > Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken.

The assessment may require assessment methods, which take evidence generated during on-the job activities into account. Because assessment practices must be open, transparent, fair, valid and reliable; ensuring that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the qualification.

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

The term 'integrated assessment' implies that theoretical and practical components should be assessed together. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated and, during integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, and foundational competencies should be assessed. Assessment should further ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated way.

INTERNATIONAL COMPARABILITY

This Qualification has been benchmarked against international practice in Wholesale and Retail. The following list of qualifications relate to the National Certificate : Retail Shopfloor Practices.

- > National Certificate in Distribution (NC 0990) - New Zealand
- > Scottish Vocational Qualification in Distribution, Warehousing and Storage Operations (G6PG) - Scotland
- > Certificate II in Transport and Distribution (Warehousing) (TDT 20197) - Australia

Although a search was done for retail qualifications in Namibia, Zimbabwe, Nigeria, and Asia there were no results found.

ARTICULATION OPTIONS

This Qualification may articulate vertically with all other qualifications registered within the envisioned learning pathway (currently NQF Levels 2-5). Possibilities for vertical articulation outside of the Wholesale and Retail environment include (for example) :

- > Certificate: Basic Administration (ID 20356) at NQF Level 3
- > Certificate: Retailing (ID 22956) at NQF Level 3
- > National Certificate: Contact Centre Support (ID 21793) at NQF Level 3

Possibilities for horizontal articulation outside of the Wholesale and Retail environment include:

- > Certificate: Accommodation Operations and Services (ID 22915) at NQF Level 2
- > Certificate: Reception Operations and Services (ID 22914) at NQF Level 2

MODERATION OPTIONS

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

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

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

- > To be declared competent in all the outcomes of the National Assessor Unit Standards
- > To be in possession of a relevant Qualification (higher than NQF Level 2)

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

NOTES

Unit Standard Titles at NQF Level 2

- > Move, pack and maintain stock
- > Pick stock
- > Complete Basic Business Calculations
- > Maintain a safe and secure environment in a Distribution Centre
- > Plan self development

Unit Standard Titles at NQF Level 3

- > Maintain stock balances
- > Receive stock in a Distribution Centre / Warehouse
- > Dispatch stock from a Distribution Centre

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	114891 Count stock for a stock-take	Level 2	5	Recommended
Core	114895 Define the core concepts of the wholesale and retail environment	Level 2	10	Recommended
Core	117898 Move, pack and maintain stock in a distribution centre/warehouse	Level 2	12	Draft - Prep for P Comment
Core	117899 Pick stock in a distribution centre/warehouse	Level 2	12	Draft - Prep for P Comment

Elective	10358 Apply in-bound Contact Centre Operations within a commercial environment	Level 2	8	Registered
Elective	14342 Manage time and work processes within a business environment	Level 2	4	Registered
Elective	14359 Behave in a professional manner in a business environment	Level 2	5	Registered
Elective	114889 Record transactions	Level 2	8	Recommended
Elective	114890 Perform office functions in a wholesale and retail outlet	Level 2	4	Recommended
Elective	114893 Pack customer purchases at point of sales	Level 2	3	Recommended
Elective	114894 Process payment at a Point of Sales (POS)	Level 2	10	Recommended
Elective	114897 Administer deliveries	Level 2	10	Recommended
Elective	114899 Maintain the customer's account	Level 2	5	Recommended
Elective	114902 Operate a computer in a Wholesale/Retail outlet	Level 2	6	Recommended
Elective	114908 Apply food safety practices in a wholesale and retail outlet	Level 2	7	Recommended
Elective	114910 Implement food-handling practices in wholesale and retail outlet	Level 2	8	Recommended
Elective	114912 Maintain a safe and secure wholesale and retail environment	Level 2	10	Recommended
Elective	114919 Offer a credit facility	Level 2	8	Recommended
Elective	117887 Complete basic business calculations	Level 2	5	Draft - Prep for P Comment
Elective	117892 Maintain a safe and secure environment in a distribution centre	Level 2	12	Draft - Prep for P Comment
Elective	117900 Plan self development	Level 2	10	Draft - Prep for P Comment
Elective	13883 Apply out-bound Contact Centre Operations within a commercial environment	Level 3	8	Registered
Elective	114898 Minimise defaulting customer accounts	Level 3	5	Recommended
Elective	114900 Sell products to customers in a Wholesale and Retail outlet	Level 3	12	Recommended
Elective	114905 Administer day-end cashing up procedures	Level 3	8	Recommended
Elective	114909 Administer and control the organisation's deposits and floats	Level 3	8	Recommended
Elective	114911 Resolve customer queries / complaints	Level 3	8	Recommended
Elective	117891 Despatch stock from a distribution centre	Level 3	12	Draft - Prep for P Comment
Elective	117897 Maintain stock balances in a distribution centre	Level 3	8	Draft - Prep for P Comment
Elective	117901 Receive stock in a DC/Warehouse	Level 3	15	Draft - Prep for P Comment
Fundamental	7467 Collect and use data to establish basic statistical and probability models and solve related problems	Level 2	5	Reregistered
Fundamental	7480 Demonstrate understanding of rational and irrational numbers and number systems	Level 2	3	Reregistered
Fundamental	8962 Maintain and adapt oral communication	Level 2	5	Reregistered
Fundamental	8963 Access and use information from texts	Level 2	5	Reregistered
Fundamental	8964 Write for a defined context	Level 2	5	Reregistered
Fundamental	8967 Use language and communication in occupational learning programmes	Level 2	5	Reregistered
Fundamental	9007 Work with a range of patterns and functions and solve problems	Level 2	5	Reregistered
Fundamental	9008 Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	Level 2	3	Reregistered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Complete basic business calculations

SAQA US ID	UNIT STANDARD TITLE		
117887	Complete basic business calculations		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Retail and Wholesale		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Services		Wholesale and Retail	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-WHR-0-SGB R&W	Regular	Level 2	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Complete a basic income statement.

SPECIFIC OUTCOME 2

Identify expense requiring improvement.

SPECIFIC OUTCOME 3

Identify ways to reduce shrinkage.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Maintain a safe and secure environment in a distribution centre

SAQA US ID	UNIT STANDARD TITLE		
117892	Maintain a safe and secure environment in a distribution centre		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Retail and Wholesale		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Services		Wholesale and Retail	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-WHR-0-SGB R&W	Regular	Level 2	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand procedures and legislation for a safe and secure work environment.

SPECIFIC OUTCOME 2

Explain roles and responsibilities in the event of an emergency situation in a distribution centre environment.

SPECIFIC OUTCOME 3

Demonstrate an understanding of safety procedures within a DC.

SPECIFIC OUTCOME 4

Use equipment and machinery in a DC.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Move, pack and maintain stock in a distribution centre/warehouse

SAQA US ID	UNIT STANDARD TITLE		
117898	Move, pack and maintain stock in a distribution centre/warehouse		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Retail and Wholesale	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Services		Wholesale and Retail	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-WHR-0-SGB R&W	Regular	Level 2	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify appropriate areas for packing stock.

SPECIFIC OUTCOME 2

Move stock to and pack stock in identified location.

SPECIFIC OUTCOME 3

Prevent shrinkage and losses while moving, packing and maintaining stock.

SPECIFIC OUTCOME 4

Maintain stock in the DC.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Pick stock in a distribution centre/warehouse

SAQA US ID	UNIT STANDARD TITLE		
117899	Pick stock in a distribution centre/warehouse		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Retail and Wholesale		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Services		Wholesale and Retail	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-WHR-0-SGB R&W	Regular	Level 2	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Interpret instructions to pick stock.

SPECIFIC OUTCOME 2

Pick stock.

SPECIFIC OUTCOME 3

Stock is moved to load points.

SPECIFIC OUTCOME 4

Prevent shrinkage and losses while picking stock.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Plan self development

SAQA US ID		UNIT STANDARD TITLE	
117900		Plan self development	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Retail and Wholesale		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Services		Wholesale and Retail	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-WHR-0-SGB R&W	Regular	Level 2	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain opportunities for advancement within the organisation.

SPECIFIC OUTCOME 2

Plan own development.

SPECIFIC OUTCOME 3

Explain how the NQF can help with one's growth.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Despatch stock from a distribution centre

SAQA US ID	UNIT STANDARD TITLE		
117891	Despatch stock from a distribution centre		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Retail and Wholesale		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Services		Wholesale and Retail	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-WHR-0-SGB R&W	Regular	Level 3	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan the most cost effective route/s to deliver products.

SPECIFIC OUTCOME 2

Prepare goods for despatch.

SPECIFIC OUTCOME 3

Load delivery vehicles.

SPECIFIC OUTCOME 4

Prevent shrinkage and losses in the Despatching Area.

SPECIFIC OUTCOME 5

Maintain the efficiency of the supply chain.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Maintain stock balances in a distribution centre

SAQA US ID	UNIT STANDARD TITLE		
117897	Maintain stock balances in a distribution centre		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Retail and Wholesale		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Services		Wholesale and Retail	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-WHR-0-SGB R&W	Regular	Level 3	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the financial impact of stock on the business.

SPECIFIC OUTCOME 2

Explain stock flow through the Distribution Centre/Warehouse are explained.

SPECIFIC OUTCOME 3

Interpret information on the stock management system.

SPECIFIC OUTCOME 4

Solve discrepancies between actual stock and stock reports.

SPECIFIC OUTCOME 5

Initiate and control stock counts.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Receive stock in a DC/Warehouse

SAQA US ID	UNIT STANDARD TITLE		
117901	Receive stock in a DC/Warehouse		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Retail and Wholesale		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Services		Wholesale and Retail	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-WHR-0-SGB R&W	Regular	Level 3	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Receive goods into the DC.

SPECIFIC OUTCOME 2

Prevent shrinkage and losses in the Receiving Area.

SPECIFIC OUTCOME 3

Update DC stock balances in order to enhance the efficiency of the supply chain.

No. 1447

17 December 2007

**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

Marketing

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

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 16 January 2005***. All correspondence should be marked **Standards Setting – SGB for Marketing** and addressed to

The Director: Standards Setting and Development
SAQA

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

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


EDDIE BROWN

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate (FETC): Trade Exhibitions

SAQA QUAL ID	QUALIFICATION TITLE	
49276	Further Education and Training Certificate (FETC): Trade Exhibitions	
SGB NAME	SGB Marketing	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-4-National Certificate	National Certificate	Marketing
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
138	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This is the second qualification in a learning pathway that starts with the NC: Exhibition Support NQF level 3. The purpose of this qualification is to further develop learner competence and performance within the exhibition industry. It provides for both the theoretical and practical application of learning of the knowledge and applied elements within the qualification. The qualification is for any individual who is or wishes to be involved in the exhibition industry and also serves as a further and higher level qualification leading on from Exhibition Support.

The FETC allows the learner to work towards a nationally recognised qualification. The qualification will allow both those in formal education and those already employed in organisations in the Exhibition industry access to a qualification that can benchmark their competence against local and international standards. Recognition of excellence is important in order to foster healthy competition and to ensure professional standards.

Trade exhibition organisations recognise that their profession is a multifaceted and multileveled process. While skills are required in a wide range of subjects, it is vital, however, that trade exhibitions be based on a core set of skills, and for this reason it is imperative that a qualification that ensures progress from the entry level is established. This is achieved with this qualification at NQF Level 4.

This qualification will provide the broad knowledge, skills and values needed in the industry. It will facilitate access to, while providing mobility and progression within, education and training. It allows for progression along a learning pathway for learners who:

- > Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.
- > Have worked in the Exhibition Industry for many years, but have no formal qualification in this area.
- > Wish to extend their range of skills and knowledge of the industry so that they can become competent workers in the Exhibition Industry.

The qualification has building blocks that can be developed further and will lead to a more defined Exhibition learning path at more complex NQF levels. As already stated it focuses on the skills, knowledge, values and attitudes required to progress further. The intention is:

- > To promote the development of knowledge, skills and values that is required in Trade Exhibitions.
- > To release the potential of people, in order for them to grow and develop.
- > To provide opportunities for people to move up career paths by being more valuable to their organisation, the economy and themselves.

Rationale:

The FETC: Trade Exhibitions NQF Level 4 is designed to meet the needs of those learners who are already involved in the exhibition industry and for those who now wish to practice the application of trade exhibition operations. The exhibition industry is an essential industry in that it provides a unique marketing platform for business and government to build their image and customer base in order to grow and develop.

There is a real need to extend the career paths of people in this field, and it is an industry constantly in need of skilled people. The Exhibition industry is one of the fastest growing industries in South Africa, as it markets itself globally.

The qualification supports the objectives of the NQF in that it gives the learner access to a national qualification. It will therefore ensure that the quality of education and training is enhanced and at a world-class standard.

Organisations who offer financial or other assistance to exhibition ventures are constantly looking for people who can offer advice to clients and prospective clients that have the competence to perform these duties and apply sound exhibition principles. It must be noted that knowledge of exhibitions is becoming increasingly formalized as the levels of analysis, research and legislation grows within the exhibition profession.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The learning assumed to be in place is:

- > Communication at NQF level 3
- > Mathematical Literacy at NQF level 3.
- > Computer Literacy at NQF level 3.

Recognition of prior learning:

The structure of this Unit Standard based qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in the qualification. Recognition of Prior Learning will be done by means of Integrated Assessment.

This Recognition of Prior Learning may allow:

- > For accelerated access to further learning.
- > Gaining of credits for a unit standard.
- > Obtaining this qualification in whole or in part.

All Recognition of Prior Learning is subject to quality assurance by the relevant accredited Education Training Quality Assurance (ETQA) Body and is conducted by a registered workplace assessor.

QUALIFICATION RULES

The qualification is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totalling 138 credits.

- > Fundamental 56 credits 40%
- > Core 67 credits 48%
- > Elective Minimum 15 credits 12%
- > Total 138 credits Minimum 100%

Fundamental: Level 3 (20 credits); Level 4 (36 credits)

Core: Level 3 (11 credits); Level 4 (56 credits)

Elective: Level 3 (5 credits); Level 4 (52 credits)

Learners must select a Minimum of 15 credits from the Elective Unit Standards to make up the 138 credits required.

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

Fundamental:

- > All Fundamental unit standards are compulsory.
- > Communication in First Language: 20 credits.
- > Communication in Second Language (at level 3): 20 credits.

- > Mathematical Literacy: 16 credits.
- > Fundamental Total: 56 credits.

Core:

- > All Core unit standards are compulsory.
- > 67 credits have been allocated to the Core Unit Standards. This is to ensure that the qualification has a strong Trade Exhibition focus. The Core Unit Standards offer a broad contextual understanding and will enable the learners to gain an all round picture of the Exhibition Industry.
- > Core Total: 67 credits.

Elective:

- > A minimum of 15 credits must be selected by the learner from the Elective unit standards. There are a total of 52 credits for the Elective area. They also allow for progression to the next level of learning.
- > Elective Total: 52 credits.

EXIT LEVEL OUTCOMES

1. Communicate verbally and in writing using a variety of formats with a range of stakeholders and role-players in the Exhibition Industry in two languages.
2. Explain and use the basics of mathematics in both personal and business situations.
3. Market and design an exhibition.
4. Organise and implement an exhibition.
5. Apply sound business activities and manage safety at an event.
6. Build and clear stands at an exhibition.
7. Manage and work with team members on an exhibition.
8. Conduct exhibition related functions and activities.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Audience needs and expectations are accommodated in both oral and verbal communication in two languages.
 - > Oral presentations are interpreted and responded to appropriately for the organization.
 - > Written texts are interpreted and responded to appropriately for the organization.
2.
 - > Business calculations are performed using correct mathematical processes and formulae.
 - > Personal problems are solved using mathematics.
3.
 - > Exhibition telemarketing is conducted in accordance with organisational requirements.
 - > Exhibition services and products are sold according to organisational requirements.
 - > Exhibition launches, briefing meetings and functions are co-ordinated according to instructions.
 - > An exhibition design is prepared in accordance with client and industry requirements.
4.
 - > The co-ordination of an exhibition is implemented in accordance with plan and instructions.
 - > The principles and practices of exhibition organising are explained with examples.
5.
 - > Sound business practices are monitored and implemented in accordance with organisational requirements.
 - > Exhibitor contracts and payments systems and procedures are explained with examples.
 - > The legal environment of a selected Exhibition organisation is outlined.
 - > A business plan is developed for an exhibition organisation.
 - > Health, safety and security are maintained within the internal environment of an exhibition.
 - > The implementation of safety and security policies and procedures are monitored according to regulatory requirements.

> Crowds are monitored, controlled and directed at special events according to legislative, regulatory and organisational requirements.

6.

> Exhibition stands are assembled, installed and dismantled in accordance with plan and safety requirements.

> Event site plans are interpreted, implemented and supervised according to worksite procedures.

7.

> Teams are motivated using sound motivational principles.

> A work unit is supervised to achieve work unit objectives.

> The management functions of an organisation are described and applied in accordance with management principles and practices and organisational instructions.

> Own time is managed productively to meet deadlines.

> The principles of innovative thinking are applied in the context of a small business.

8.

> Documents for financial and banking processes are prepared and processed in accordance with organisational requirements.

> The needs and concerns of customers are identified and customers are advised how to optimise choice and benefits.

> New developments reported in the media that could impact on the business sector or industry are analysed.

Integrated assessment:

An integrated assessment approach is incorporated into the qualification because assessment practices must be open, transparent, fair, valid and reliable. They must ensure that no learner is disadvantaged in any way whatsoever.

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

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

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

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

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

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

INTERNATIONAL COMPARABILITY

The Trade Exhibitions Industry is a discipline with globally recognised best practices, standards and qualifications. This qualification and set of unit standards utilises international and locally recognised best practice and standards in the practices of running and conducting auction sales.

Benchmarking was done by comparison to Unit Standards/Outcomes of learning against:

Association of Exhibition Organisers - United Kingdom:

> Short course. Face to Face Selling Techniques.

New Zealand Qualifications Authority

- > Unit Standard: Organise and conduct a monitored building evacuation - 2 credits - Level 4.
- > National Certificate in Construction Health and Safety, and Injury Prevention (with standards in On Site Theory, On Site Practices, and On Site Management) Level 4.

A direct comparison with each unit standard was undertaken and the relevant points were highlighted and incorporated into each unit standard. However the outcomes incorporated were written in a South African context.

ARTICULATION OPTIONS

Horizontal articulation possibilities lay with the following qualifications:

- > National Certificate: Procurement, Logistics and Supply Chain Management - NQF Level 4 - NLRD 20247.
- > National Certificate: Generic Project Management - NQF Level 4 - NLRD 21160.
- > National Certificate: Tourism: Event Support - NQF Level 4 - NLRD 17390.

Vertical articulation is possible with the following qualifications:

- > National Diploma: Hiring Operations Management - NQF Level 5.
- > National Diploma: Retail Travel - NQF Level 5 - NLRD 14122.
- > National Diploma: Service Management - NQF Level 5 - NLRD 20613.

MODERATION OPTIONS

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

> Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding (MoU) 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 (including professional bodies) and in terms of the moderation guideline detailed immediately below.

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- > A minimum of 2 (two) years practical, relevant occupational experience.
- > To be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA).
- > A qualification at NQF level 5 or higher in Marketing or Sales.

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	9849 Maintain health, safety and security within the internal environment	Level 3	4	Registered
Core	13936 Outline the legal environment of a selected industry	Level 3	2	Registered
Core	117837 Assemble, install and dismantle exhibition stands	Level 3	5	Draft - Prep for P Comment
Core	10385 Develop a business plan for a small business	Level 4	5	Registered
Core	11515 Monitor, control and direct crowds at special events	Level 4	10	Registered
Core	114600 Apply innovative thinking to the development of a small business	Level 4	4	Registered
Core	115869 Interpret, implement and supervise event site plans	Level 4	11	Recommended
Core	117825 Implement the co-ordination of an exhibition	Level 4	5	Draft - Prep for P Comment
Core	117826 Co-ordinate exhibition launches, briefing meetings and functions	Level 4	3	Draft - Prep for P Comment
Core	117828 Sell exhibition services and products	Level 4	4	Draft - Prep for P Comment
Core	117830 Monitor and implement sound business practices	Level 4	3	Draft - Prep for P Comment
Core	117834 Conduct exhibition telemarketing	Level 4	2	Draft - Prep for P Comment
Core	117836 Demonstrate an understanding of exhibition organising	Level 4	3	Draft - Prep for P Comment
Core	117839 Monitor the implementation of safety and security policies and procedures	Level 4	4	Draft - Prep for P Comment
Core	117841 Demonstrate an understanding of exhibitor contracts and payments	Level 4	2	Draft - Prep for P Comment
Elective	13932 Prepare and process documents for financial and banking processes	Level 3	5	Registered
Elective	9845 Identify the needs and concerns of customers and advise customers to optimise choice and benefits	Level 4	7	Registered
Elective	10981 Supervise work unit to achieve work unit objectives (Individuals and teams)	Level 4	12	Registered
Elective	13943 Analyse new developments reported in the media that could impact on a business sector or industry	Level 4	10	Registered
Elective	13947 Motivate a team	Level 4	6	Registered
Elective	14667 Describe and apply the management functions of an organization	Level 4	10	Registered
Elective	114589 Manage time productively	Level 4	4	Registered
Elective	117824 Prepare an exhibition design	Level 4	3	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Reregistered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Reregistered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Reregistered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Reregistered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Reregistered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	12417 Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4	Reregistered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Assemble, install and dismantle exhibition stands

SAQA US ID	UNIT STANDARD TITLE		
117837	Assemble, install and dismantle exhibition stands		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Marketing	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 3	5

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify and select commonly used tools and equipment.

SPECIFIC OUTCOME 2

Check that all components are available on site.

SPECIFIC OUTCOME 3

Describe various components and assembly techniques.

SPECIFIC OUTCOME 4

Construct, assemble and dismantle the exhibition stand according to instructions and specified time frames.

SPECIFIC OUTCOME 5

Check quality and finish according to correct standards.

SPECIFIC OUTCOME 6

Apply housekeeping principles.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Co-ordinate exhibition launches, briefing meetings and functions

SAQA US ID	UNIT STANDARD TITLE		
117826	Co-ordinate exhibition launches, briefing meetings and functions		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Marketing	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Marketing		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and invite participants.

SPECIFIC OUTCOME 2

Arrange venue and facilities.

SPECIFIC OUTCOME 3

Register participants and issue identification.

SPECIFIC OUTCOME 4

Facilitate vacation of venue.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Conduct exhibition telemarketing

SAQA US ID	UNIT STANDARD TITLE		
117834	Conduct exhibition telemarketing		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Marketing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	2

Specific Outcomes:**SPECIFIC OUTCOME 1**

Shortlist potential exhibitors.

SPECIFIC OUTCOME 2

Contact potential visitors.

SPECIFIC OUTCOME 3

Update databases.

SPECIFIC OUTCOME 4

Follow up on distributed invitations.

SPECIFIC OUTCOME 5

Assess and implement customer satisfaction surveys.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Demonstrate an understanding of exhibition organising

SAQA US ID	UNIT STANDARD TITLE		
117836	Demonstrate an understanding of exhibition organising		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Marketing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Implement a direct mail campaign.

SPECIFIC OUTCOME 2

Understand and utilise the Internet.

SPECIFIC OUTCOME 3

Understand the promotional tools available.

SPECIFIC OUTCOME 4

Processing service order forms from exhibitors.

SPECIFIC OUTCOME 5

Provide organisational assistance at an exhibition.

SPECIFIC OUTCOME 6

Assist with finalising all matters at the end of an exhibition.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Demonstrate an understanding of exhibitor contracts and payments

SAQA US ID	UNIT STANDARD TITLE		
117841	Demonstrate an understanding of exhibitor contracts and payments		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Marketing	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	2

Specific Outcomes:

SPECIFIC OUTCOME 1

Publish exhibitor contract.

SPECIFIC OUTCOME 2

Understand the terms and conditions of exhibitor contracts.

SPECIFIC OUTCOME 3

Confirming an exhibitor contract.

SPECIFIC OUTCOME 4

Assist with exhibitor payment of stand rental.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Implement the co-ordination of an exhibition

SAQA US ID	UNIT STANDARD TITLE		
117825	Implement the co-ordination of an exhibition		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Marketing	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Implement loading and freight procedures.

SPECIFIC OUTCOME 2

Understand, interpret and implement a function schedule.

SPECIFIC OUTCOME 3

Explain the full range of venue services.

SPECIFIC OUTCOME 4

Implement and monitor out-sourced services.

SPECIFIC OUTCOME 5

Conduct a pre and post event venue check.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Monitor and implement sound business practices

SAQA US ID	UNIT STANDARD TITLE		
117830	Monitor and implement sound business practices		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Marketing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	3

Specific Outcomes:**SPECIFIC OUTCOME 1**

Understand efficient utilisation of resources.

SPECIFIC OUTCOME 2

Communicate care of assets of organisations.

SPECIFIC OUTCOME 3

Demonstrate an understanding of venue features, restrictions and limitations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Monitor the implementation of safety and security policies and procedures

SAQA US ID	UNIT STANDARD TITLE		
117839	Monitor the implementation of safety and security policies and procedures		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Marketing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe safety and security policies and procedures.

SPECIFIC OUTCOME 2

Monitor safety and security policies and procedures.

SPECIFIC OUTCOME 3

Report deviances from safety and security policies and procedures.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Prepare an exhibition design

SAQA US ID	UNIT STANDARD TITLE		
117824	Prepare an exhibition design		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Marketing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain basic construction materials and systems used in exhibition design.

SPECIFIC OUTCOME 2

Communicate with freehand 3D sketching.

SPECIFIC OUTCOME 3

Interpret a design instruction.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Sell exhibition services and products

SAQA US ID	UNIT STANDARD TITLE		
117828	Sell exhibition services and products		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Marketing	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain exhibition products and services.

SPECIFIC OUTCOME 2

Coordinate product details, communication and sales process.

SPECIFIC OUTCOME 3

Establish prospecting information to procure new business.

SPECIFIC OUTCOME 4

Prepare sales and presentation material.

SPECIFIC OUTCOME 5

Negotiate and conclude sales.

No. 1448

17 December 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

Occupational Directed Practitioners

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards upon which qualifications are based. The full unit standards can be accessed via the SAQA web-site at www.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, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 16 January 2005*. All correspondence should be marked **Standards Setting – SGB for Occupational Directed Practitioners** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 431-5144
mmphuthing@saga.co.za

EDDIE BROWN**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Perform one-to-one training on the job

SAQA US ID	UNIT STANDARD TITLE		
117877	Perform one-to-one training on the job		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Occupationally-directed ETD Practitioners		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Adult Learning	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
EDU-ADL-0-SGB OCC	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for one-to-one training on the job.

SPECIFIC OUTCOME 2

Conduct training sessions.

SPECIFIC OUTCOME 3

Monitor and report on learner progress.

SPECIFIC OUTCOME 4

Review training.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Design and develop qualifications for assessment, education, training and development

SAQA US ID	UNIT STANDARD TITLE		
117858	Design and develop qualifications for assessment, education, training and development		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Occupationally-directed ETD Practitioners	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Adult Learning	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 6	6

Specific Outcomes:**SPECIFIC OUTCOME 1**

Plan and prepare for qualification design.

SPECIFIC OUTCOME 2

Develop a sector qualification matrix.

SPECIFIC OUTCOME 3

Develop a qualification.

SPECIFIC OUTCOME 4

Complete and review the qualification.

SPECIFIC OUTCOME 5

Facilitate the validation of qualifications with stakeholders.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Define standards for assessment, education, training, and development

SAQA US ID	UNIT STANDARD TITLE		
117856	Define standards for assessment, education, training, and development		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Occupationally-directed ETD Practitioners		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Adult Learning	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 6	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan and prepare for standards writing.

SPECIFIC OUTCOME 2

Draft outcomes and range statements.

SPECIFIC OUTCOME 3

Define assessment criteria.

SPECIFIC OUTCOME 4

Complete and review the standards.

SPECIFIC OUTCOME 5

Facilitate the validation of the standards with stakeholders.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Evaluate compliance of documented standards and qualifications with quality criteria

SAQA US ID	UNIT STANDARD TITLE		
117861	Evaluate compliance of documented standards and qualifications with quality criteria		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Occupationally-directed ETD Practitioners		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Adult Learning	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
EDU-ADL-0-SGB OCC	Regular	Level 7	6

Specific Outcomes:**SPECIFIC OUTCOME 1**

Critique standards.

SPECIFIC OUTCOME 2

Critique qualifications.

SPECIFIC OUTCOME 3

Provide feedback on the standards and qualifications for approval.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Advise and counsel learners

SAQA US ID	UNIT STANDARD TITLE		
117864	Advise and counsel learners		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Occupationally-directed ETD Practitioners	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Adult Learning	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
EDU-ADL-0-SGB OCC	Regular	Level 6	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Diagnose and make recommendations concerning learner problems in relation to learning and assessment.

SPECIFIC OUTCOME 2

Counsel learners concerning problems in relation to learning and assessment.

SPECIFIC OUTCOME 3

Advise learners concerning their learning and development.

SPECIFIC OUTCOME 4

Maintain records of learner issues and advice and counselling provided.

SPECIFIC OUTCOME 5

Evaluate counselling and advisory services.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Assist and support learners to manage their learning experiences

SAQA US ID	UNIT STANDARD TITLE		
117865	Assist and support learners to manage their learning experiences		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Occupationally-directed ETD Practitioners	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Adult Learning	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
EDU-ADL-0-SGB OCC	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Source and maintain information to assist and support learners.

SPECIFIC OUTCOME 2

Provide assistance and support to learners.

SPECIFIC OUTCOME 3

Maintain records of assistance and support provided.

SPECIFIC OUTCOME 4

Review support services.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Conduct targeted training and development using given methodologies

SAQA US ID	UNIT STANDARD TITLE		
117870	Conduct targeted training and development using given methodologies		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Occupationally-directed ETD Practitioners		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Adult Learning	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
EDU-ADL-0-SGB OCC	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan and prepare for training and development.

SPECIFIC OUTCOME 2

Deliver presentations for training and development purposes.

SPECIFIC OUTCOME 3

Deliver group training sessions.

SPECIFIC OUTCOME 4

Facilitate group learning activities.

SPECIFIC OUTCOME 5

Review training and development.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Facilitate learning using a variety of given methodologies

SAQA US ID	UNIT STANDARD TITLE		
117871	Facilitate learning using a variety of given methodologies		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Occupationally-directed ETD Practitioners		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Adult Learning	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
EDU-ADL-0-SGB OCC	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan and prepare for facilitation.

SPECIFIC OUTCOME 2

Facilitate learning.

SPECIFIC OUTCOME 3

Evaluate learning and facilitation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Guide learners about their learning, assessment and recognition opportunities

SAQA US ID	UNIT STANDARD TITLE		
117874	Guide learners about their learning, assessment and recognition opportunities		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Occupationally-directed ETD Practitioners		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Adult Learning	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
EDU-ADL-0-SGB OCC	Regular	Level 5	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and analyse learners' needs.

SPECIFIC OUTCOME 2

Prepare and review an individual development plan.

SPECIFIC OUTCOME 3

Provide guidance to learners.

SPECIFIC OUTCOME 4

Maintain records of learner needs and guidance provided.

SPECIFIC OUTCOME 5

Evaluate services provided.

No. 1449

17 December 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

Islamic Studies

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

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

Comment on the qualifications and unit standards should reach SAQA at the address **below and no later than 16 January 2005**. All correspondence should be marked **Standards Setting – SGB Islamic Studies** 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


EDDIE BROWN**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Understand AKHLAQ (Good Conduct) and ADAB (Islamic Etiquette) in Islam

SAQA US ID	UNIT STANDARD TITLE		
117811	Understand AKHLAQ (Good Conduct) and ADAB (Islamic Etiquette) in Islam		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Islamic Studies	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 1	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand AKHLAQ (Good Conduct) as defined in the QUR'AN and SUNNAH. (Example of the Prophet PBUH - Peace Be Upon Him)

SPECIFIC OUTCOME 2

Understand ADAB (Islamic Etiquette) as defined in the QUR'AN and SUNNAH.

SPECIFIC OUTCOME 3

Understand inappropriate behaviour as defined in the QUR'AN and SUNNAH.

SPECIFIC OUTCOME 4

Identify immoral conduct that causes individual and social harm.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Understand the forms and application of Islamic Economic Transactions

SAQA US ID	UNIT STANDARD TITLE		
117813	Understand the forms and application of Islamic Economic Transactions		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Islamic Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain how a transaction is contracted and rendered null and void.

SPECIFIC OUTCOME 2

Explain the different possibilities in a transaction.

SPECIFIC OUTCOME 3

Explain the different types of transactions.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Demonstrate knowledge and understanding of the Islamic political system

SAQA US ID	UNIT STANDARD TITLE		
117816	Demonstrate knowledge and understanding of the Islamic political system		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Islamic Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the system of KHILAFAT (Vicegerency).

SPECIFIC OUTCOME 2

Explain the features of an Islamic State.

SPECIFIC OUTCOME 3

Analyse contemporary Islamic political theorists.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Demonstrate knowledge and understanding of the message of the QUR'AN

SAQA US ID	UNIT STANDARD TITLE		
117818	Demonstrate knowledge and understanding of the message of the QUR'AN		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Islamic Studies	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 4	5

Specific Outcomes:**SPECIFIC OUTCOME 1**

Describe the nature of the QUR'AN.

SPECIFIC OUTCOME 2

Explain the significance of the QUR'AN.

SPECIFIC OUTCOME 3

Analyse and interpret the major themes of the QUR'AN.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Understand the rights of and obligations to the creation of Allah

SAQA US ID	UNIT STANDARD TITLE		
117819	Understand the rights of and obligations to the creation of Allah		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Islamic Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 1	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand the rights of Allah's Creation.

SPECIFIC OUTCOME 2

Understand the obligations towards Allah's creation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Understand the sciences of the QUR'AN (ULUM UL- QUR'AN)

SAQA US ID	UNIT STANDARD TITLE		
117822	Understand the sciences of the QUR'AN (ULUM UL- QUR'AN)		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Islamic Studies	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Human and Social Studies	Religious and Ethical Foundations of Society		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and apply the sciences of the QUR'AN.

SPECIFIC OUTCOME 2

Understand the sciences of the QUR'AN.

SPECIFIC OUTCOME 3

Understand the compilation of the QUR'AN.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Demonstrate knowledge and understanding of the concept of TAWHID (Belief in ONE GOD)

SAQA US ID	UNIT STANDARD TITLE		
117823	Demonstrate knowledge and understanding of the concept of TAWHID (Belief in ONE GOD)		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Islamic Studies	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the importance of TAWHID (Belief in one God).

SPECIFIC OUTCOME 2

Explain the concept of ILHAD (False Belief).

No. 1450

17 December 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

Democracy, Human Rights, Peace and Elections

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

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 16 January 2005***. All correspondence should be marked **Standards Setting – SGB Democracy, Human Rights, Peace and Elections** and addressed to

The Director: Standards Setting and Development
SAQA

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

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

EDDIE BROWN**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Conflict Prevention and Resolution

SAQA QUAL ID	QUALIFICATION TITLE	
49257	National Certificate: Conflict Prevention and Resolution	
SGB NAME	SGB Democracy, Human Rights, Peace and Elections	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
HUM-5-National Certificate	National Certificate	Public Policy, Politics and Democratic Citizenship
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
124	Level 5	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification is designed to meet the needs of those people who deal with preventing and resolving conflict in a variety of situations. The qualification will be useful for community based development practitioners, peace workers, social workers, NGO practitioners, advisors, monitors, shop stewards, human resource practitioners, educators, para-legal practitioners, legal-practitioners (e.g. magistrates, family advocates), managers, supervisors, and local government councillors.

Specifically, this qualification will be useful to:

- > Educators who need to handle conflict in classrooms at community level;
- > Trainers who train inmates to resolve conflict in prisons;
- > Community-based practitioners/development workers, working in the areas of land, HIV&AIDS, to resolve community-based conflict;
- > Practitioners involved in divorce mediation;
- > Senior government officials who deal with inter-state and intra-state conflict; and

The qualification will be also be useful for people who work for NGOs, para-legals, faith based organisations, labour unions, companies, the public sector as well as in a range of other contexts where conflict prevention and resolution is necessary.

Learners who achieve this qualification will be capable of:

- > Identifying, understanding and analysing conflict situations, including parties, issues involved, social context (cultural, political, economic), and trends;
- > Facilitating the bringing together of parties, especially in cases of unwillingness, hostility, difficult situations, as well as complex multi-party situations;
- > Designing systems and processes for dealing with conflict (such as preventing, managing, resolving or transforming conflict);
- > Facilitating the development of plans and processes to resolve conflict (this could include facilitation in non-formal and formal ways - includes arbitration);
- > Implementing processes using various, appropriate conflict management/resolution methods / approaches / techniques / styles e.g. negotiation, mediation, arbitration;
- > Guiding parties in reaching a conclusion to the process;
- > Monitoring implementation of agreements and processes;
- > Evaluating the whole process;
- > Promoting and brokering initiatives and mobilising resources to deal with conflict (includes informing, educating, lobbying, linking to resources, informing debates).

Rationale for the qualification

This qualification will help to provide credibility for the work people do in preventing and resolving conflict situations and it will open access to other opportunities. In particular, there is a need to formally recognise competent practitioners within the ever-growing field of practice in conflict prevention and resolution. Many of the people who currently deal with conflicts are not formally recognised, yet fulfil a very valuable role. This qualification will address the issue of recognition for such people.

The qualification will also serve to provide a career path and access for practitioners, and will give credibility to the conflict resolution area, which has often been marginalised. It will also assist with dealing with transformation issues in the South African society.

There are many learners who will want recognition for some of the standards related to this qualification, but who would not want or need the whole qualification. For example, learners working in another field such as social development require some competence in conflict prevention and resolution. The unit standards, when taken individually or in relevant clusters will meet the needs of such learners. In particular, the qualification is needed by those learners who focus on conflict prevention and resolution:

RECOGNIZE PREVIOUS LEARNING?

N

LEARNING ASSUMED TO BE IN PLACE

Communication skills at NQF level 4 or equivalent.

It is also recommended that learners are competent in the unit standard Identify and explain appropriate ways of interacting ethically in multicultural contexts, NQF level 3, ID 116492.

Recognition of Prior Learning

This 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 qualifications, 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 and the requirements for integrated assessment.

The approach to the RPL process is decided with the learner and assessments can be conducted in a similar way to the learner who is accessing the qualification.

QUALIFICATION RULES

Fundamental

> Communication: All the unit standards in the fundamental section totalling 10 credits are compulsory.

Core

> All 78 credits in the Core category are compulsory.

Electives

> Learners must take a minimum of 36 credits from the possible 139 Elective credits identified. Other unit standards can be chosen as electives from other areas across the NQF as agreed with the relevant ETQA. In particular, unit standards may be selected in the areas of Divorce Mediation, Democracy, Human Rights, Elections, and Peace Education.

EXIT LEVEL OUTCOMES

Exit Level Outcomes:

1. Communicate in a variety of ways when dealing with conflict.
2. Analyse and plan ways of dealing with conflict.
3. Deal with conflict using prevention and resolution processes.
4. Apply ethical principles and practices when dealing with social and conflict issues.
5. Facilitate and apply development principles and practice.
6. Provide lay counselling support to deal with conflict.
7. Develop and conduct workplace-based disciplinary processes.

Critical Cross-Field Outcomes:

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

- > Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- > Working effectively with others as a member of a team, group, organisation or community.
- > Organising and managing oneself and one's activities responsibly and effectively.
- > Collecting, analysing, organising and critically evaluating information.
- > Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- > Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- > 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:

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

ASSOCIATED ASSESSMENT CRITERIA

1.

- > Oral and written communication is engaged with internal and external clients that is clear, understandable, effective and contributes to dealing with conflict.
- > Records and reports are compiled which are accurate, comprehensive and suitable for maintaining records of conflict resolution interventions.

2.

- > Information related to conflict is gathered from appropriate sources and facilitates the in-depth analysis of the conflict.
- > Conflict situations are analysed and interpreted using available information, and facilitates planning to deal with conflict.
- > Plans for dealing with conflict are recorded and are appropriate to the situation, as well as have the potential to deal with the conflict effectively.

3.

- > Conflict is dealt with using appropriate processes.
- > Conflict is dealt with according to established principles and procedures.
- > Interventions are explained and carried out in a manner that promotes conflict resolution.

4.

- > An understanding of ethical practices is explained and applied when dealing with conflict situations.

5.

- > Learning programmes are planned and have the potential to redress social development issues.
- > Learning is facilitated in accordance with the theories and principles of development practice.

6.

- > Lay counselling services are identified and explained in terms of established principles, ethics and protocols for counselling.
- > Counselling services are identified and used appropriately in terms of the given need and context.
- > Counselling facilitates ways of meeting needs of clients.

7.

- > Disciplinary interventions are identified and carried out using appropriate processes.
- > Disciplinary processes are explained and carried out according to established principles and procedures.
- > Interventions are identified and carried out in a manner that effectively addresses disciplinary situations.

Associated Unit Standards:

The unit standards associated with exit level outcome 2, as listed below, are achieved in line with the stipulated assessment criteria for each unit standard.

- > Conduct analysis of and interpret conflict situations;
- > Design and implement a plan to deal with conflict situations.

The following unit standards associated with exit level outcome 3, as listed below, are achieved in line with the stipulated assessment criteria for each unit standard.

- > Conduct negotiations to deal with conflict situations;
- > Facilitate meetings to deal with conflict situations;
- > Conduct mediation in situations requiring advanced skills;
- > Restore and build relationships in dealing with conflict;
- > Manage adjudicative hearings.

The following unit standards associated with exit level outcome 4, as selected by the learner, are achieved in line with the stipulated assessment criteria for each unit standard:

- > Explain the quality of tolerance in human relations
- > Describe ethical procedures and practice for social justice
- > Apply ethical principles to promote the practice of non-discrimination
- > Explain personal and social responsibility in independent decision-making contexts
- > Explore the theoretical basis of social justice
- > Justify the disclosure or non-disclosure of information within an ethical framework

The following unit standards associated with exit level outcome 5, as selected by the learner, are achieved in line with the stipulated assessment criteria for each unit standard:

- > Understand and apply theories and principles of transformative development practice;
- > Facilitate learning in development practice;
- > Plan learning programmes that redress social development issues;
- > Plan the facilitation of learning in development practice.

The following unit standards associated with exit level outcome 6, as selected by the learner, are achieved in line with the stipulated assessment criteria for each unit standard:

- > Conduct a basic community-related needs assessment
- > Conduct basic lay counselling in a structured environment
- > Apply basic interactional skills in a group lay counselling context

The following unit standards associated with exit level outcome 7, as selected by the learner, are achieved in line with the stipulated assessment criteria for each unit standard:

- > Develop and establish a disciplinary policy and procedure
- > Institute disciplinary action
- > Facilitate the resolution of employee grievances
- > Conduct a disciplinary hearing

Integrated assessment

Assessment is to 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 broad assessment criteria specified above, all within the context of dealing with conflict situations, and dealing with divergent and random demands related to conflict prevention and resolution activities.

Assessors should note that the evidence of integration could well be presented by learners 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, including formative and summative, should make it possible to gain evidence against each unit standard while at the same time gaining evidence of integration.

INTERNATIONAL COMPARABILITY

In the light of the fascinating diversity of comparable courses offered in the rest of Africa and the world, no attempt was made to focus on the details of just a few examples. Note was rather taken of the topics and approaches used elsewhere, and especially in the rest of Africa. Material from various sources was used to form a representative frame of reference:

- > About three hundred course outlines from the United States, Canada, the United Kingdom and Europe that were collected in the late 1980s.
- > The findings of the All-Africa Conference on African Principles of Conflict Resolution and Reconciliation (Addis Ababa, 1999).
- > The current (2002-2004) survey of the University for Peace of the United Nations, which was conducted throughout Africa and has thus far produced feedback from 109 universities and institutions in 33 African countries
- > A very recent (2003) world-wide research project, which concentrated on best practices derived from 26 case studies and 25 feedback workshops involving 34 countries, spread over Africa, Australia, Asia, the Americas and Europe.
- > Certificate in Conflict Management, Egerton University, Njoro, Kenya
- > Diploma in Peace and Conflict Studies, Obafemi Awolowo University, Ile-Ife, Nigeria.

This qualification fits into the above findings and represents best practices and main themes/trends in the African context.

ARTICULATION OPTIONS

This qualification is an entry-level qualification and is thus a starting point for many learners. The qualification will serve as a possible building block for learning towards qualifications at NQF level 6 in psychology, social work, education and training, human resources, and related areas. It will also articulate horizontally with a range of qualifications at NQF level 5 in the fields such as management, lay counselling, human resources and related areas.

MODERATION OPTIONS

- > Providers offering learning towards this qualification or the component unit standards must be accredited by the appropriate ETQA.
- > Moderators must be registered as assessors with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Moderation of assessment will be overseen by the appropriate 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 appropriate ETQA.
- > Registered assessors must have a relevant qualification at NQF level 6 or equivalent and/or be a subject matter expert in this learning area.

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	116493 Explain the quality of tolerance in human relations	Level 4	6	Registered
Core	116491 Describe ethical procedures and practice for social justice	Level 5	6	Registered
Core	117844 Present, analyse and interpret information on conflict situations	Level 5	15	Draft - Prep for P Comment
Core	117845 Restore and build relationships in dealing with conflict	Level 5	8	Draft - Prep for P Comment
Core	117848 Conduct mediation in situations that require advanced skills	Level 5	12	Draft - Prep for P Comment
Core	117853 Conduct negotiations to deal with conflict situations	Level 5	8	Draft - Prep for P Comment
Core	117854 Facilitate meetings to deal with conflict situations	Level 5	8	Draft - Prep for P Comment
Core	117855 Design and implement plans to deal with conflict situations	Level 5	15	Draft - Prep for P Comment
Elective	110052 Understand and apply theories and principles of transformative development practice	Level 4	12	Registered
Elective	110053 Conduct a basic community needs assessment	Level 4	12	Registered
Elective	110055 Facilitate learning in development practice	Level 4	14	Registered

Elective	114478 Conduct basic lay counselling in a structured environment	Level 4	15	Registered
Elective	117849 Apply basic interactional skills in a group lay counselling context	Level 4	9	Draft - Prep for P Comment
Elective	11286 Institute disciplinary action	Level 5	8	Registered
Elective	11904 Develop and establish a disciplinary policy and procedure	Level 5	5	Registered
Elective	110060 Plan learning programmes that redress social development issues	Level 5	8	Registered
Elective	110062 Plan the facilitation of learning in development practice	Level 5	10	Registered
Elective	10985 Conduct a disciplinary hearing	Level 6	5	Registered
Elective	12139 Facilitate the resolution of employee grievances	Level 6	5	Registered
Elective	117842 Manage adjudicative hearings	Level 6	16	Draft - Prep for P Comment
Fundamental	115789 Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts	Level 5	5	Registered
Fundamental	115791 Use language and communication strategies for vocational and occupational learning	Level 5	5	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Conduct mediation in situations that require advanced skills

SAQA US ID	UNIT STANDARD TITLE		
117848	Conduct mediation in situations that require advanced skills		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Democracy, Human Rights, Peace and Elections	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Public Policy, Politics and Democratic Citizenship	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PPP-0-SGB DHRPE	Regular	Level 5	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for mediation.

SPECIFIC OUTCOME 2

Engage in mediation.

SPECIFIC OUTCOME 3

Evaluate mediation processes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Conduct negotiations to deal with conflict situations

SAQA US ID	UNIT STANDARD TITLE		
117853	Conduct negotiations to deal with conflict situations		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Democracy, Human Rights, Peace and Elections		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Public Policy, Politics and Democratic Citizenship	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PPP-0-SGB DHRPE	Regular	Level 5	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for negotiations.

SPECIFIC OUTCOME 2

Engage in negotiations.

SPECIFIC OUTCOME 3

Finalise negotiations and communicate agreements.

SPECIFIC OUTCOME 4

Evaluate negotiation processes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Design and implement plans to deal with conflict situations

SAQA US ID	UNIT STANDARD TITLE		
117855	Design and implement plans to deal with conflict situations		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Democracy, Human Rights, Peace and Elections		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Public Policy, Politics and Democratic Citizenship	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PPP-0-SGB DHRPE	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Gather information about conflict.

SPECIFIC OUTCOME 2

Analyse information about conflict situations.

SPECIFIC OUTCOME 3

Review and select appropriate process options to deal with conflict.

SPECIFIC OUTCOME 4

Plan a process to deal with conflict.

SPECIFIC OUTCOME 5

Implement a plan to deal with conflict.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Facilitate meetings to deal with conflict situations

SAQA US ID	UNIT STANDARD TITLE		
117854	Facilitate meetings to deal with conflict situations .		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Democracy, Human Rights, Peace and Elections	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Public Policy, Politics and Democratic Citizenship	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PPP-0-SGB DHRPE	Regular	Level 5	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for meetings.

SPECIFIC OUTCOME 2

Conduct meetings.

SPECIFIC OUTCOME 3

Record and report meeting outcomes.

SPECIFIC OUTCOME 4

Evaluate meetings.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:**

5

Present, analyse and interpret information on conflict situations

SAQA US ID	UNIT STANDARD TITLE		
117844	Present, analyse and interpret information on conflict situations		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Democracy, Human Rights, Peace and Elections		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Public Policy, Politics and Democratic Citizenship	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PPP-0-SGB DHRPE	Regular	Level 5	15

Specific Outcomes:**SPECIFIC OUTCOME 1**

Collect information about conflict.

SPECIFIC OUTCOME 2

Present information about conflict.

SPECIFIC OUTCOME 3

Analyse conflict.

SPECIFIC OUTCOME 4

Interpret conflict.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Restore and build relationships in dealing with conflict

SAQA US ID	UNIT STANDARD TITLE		
117845	Restore and build relationships in dealing with conflict		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Democracy, Human Rights, Peace and Elections		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Public Policy, Politics and Democratic Citizenship	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PPP-0-SGB DHRPE	Regular	Level 5	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Promote an understanding and appreciation of diversity.

SPECIFIC OUTCOME 2

Promote trust and co-operation amongst parties in conflict.

SPECIFIC OUTCOME 3

Encourage prejudice reduction and attitudinal change.

SPECIFIC OUTCOME 4

Encourage parties to adopt mutual understanding, respect and tolerance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Manage adjudicative hearings

SAQA US ID	UNIT STANDARD TITLE		
117842	Manage adjudicative hearings		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Democracy, Human Rights, Peace and Elections	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Public Policy, Politics and Democratic Citizenship	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PPP-6-SGB DHRPE	Regular	Level 6	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for adjudicative hearings.

SPECIFIC OUTCOME 2

Conduct adjudicative hearings.

SPECIFIC OUTCOME 3

Prepare and deliver adjudication decisions.

SPECIFIC OUTCOME 4

Evaluate adjudicative hearings.

No. 1451

17 December 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

Psychology

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

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 16 January 2005***. All correspondence should be marked **Standards Setting – SGB for Psychology** and addressed to

The Director: Standards Setting and Development
SAQA

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

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


EDDIE BROWN

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Lay Counselling

SAQA QUAL ID	QUALIFICATION TITLE	
49256	Further Education and Training Certificate: Lay Counselling	
SGB NAME	SGB Psychology	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
HUM-4-National Certificate	National Certificate	General Social Science
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
131	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This is an entry level qualification to recognise the competence of those learners who may already be acting in some capacity as lay counsellors, as well as for those learners who may wish to enter the field of counselling as part of their career path. Many of the people who may be interested in the qualification will be acting in a capacity or occupation other than direct psychological services, but may occasionally offer counselling.

The qualification is intended to meet the needs of a wide variety of lay counsellors including traditional healers, trauma counsellors, religious counsellors, peer counsellors, skills development facilitators, career counsellors and health and wellness practitioners. The counselling may take place in a wide variety of contexts including but not limited to formal and informal structures, in communities, organisations, religious centres, the workplace, sports centres, education and training facilities, schools, hospitals, clinics and support agencies.

The qualification will be useful to those who provide lay counselling to adults, children, individuals, families, groups, couples and youth. The counsellors may find themselves dealing with immediate needs, containment and referral in relation to a number of areas including HIV&AIDS, rape, abortion, life-skills development, life orientation, careers, marriage, and various crises. The qualification addresses counselling that is carried out in a structured and professionally supervised and mentored environment.

People credited with this qualification can:

- > Establish, maintain and conclude a formal health and wellness helping relationship in a variety of contexts;
- > Contribute to the setting up of social support structures and identify support systems and resources;
- > Promote health and wellness;
- > Contain emotional distress;
- > Clarify problems, identify and select interventions, provide guidance into the exploration of options and implement plans of action, maintain records, report, refer, integrate and supply information and guidance; and
- > Perform basic health and wellness screening to make a diagnosis for appropriate interventions and/or referrals.

Rationale for the qualification

The present context is one where there is very limited or no recognition or regulation concerning lay counselling, with very little consistency across provinces and within provinces in South Africa, and little consistency across different contexts. There is thus a need for uniformity in the means for evaluating lay counselling, and this qualification will provide a consistent basis for evaluating and regulating lay counselling.

In addition, this qualification will provide an alternative career path into psychology and therefore will provide an entry point to give access to a wider group of people into the field of psychology.

Furthermore, there have not been recognised qualifications available for lay counsellors in the past, yet there is a massive need for lay counsellors to operate in a variety of contexts, including but not limited to HIV and AIDS, rape, abortion, life-skills development, life orientation, careers, marriage, and various crises.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Communication at NQF Level 3 or equivalent.

Recognition of prior learning

This 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 qualifications, 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 and the requirements for integrated assessment.

QUALIFICATION RULES

Fundamental

> Communication

> Candidates are required to achieve 20 credits for Communications.

> 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 NQF level 3.

> Mathematical Literacy - Candidates are required to demonstrate achievement of the 16 credits for the mathematical literacy unit standards as stated in the FETC policy document.

Core

> All 64 credits in the Core category are compulsory.

Electives

> A minimum of 11 credits can be taken from the elective component. Learners can also choose additional electives from across the 12 fields and with the approval of the relevant ETQA.

EXIT LEVEL OUTCOMES

1. Communicate in a variety of ways in lay counselling situations.
2. Apply mathematical literacy in real life situations and in relation to counselling situations.
3. Provide direct lay counselling services.
4. Facilitate problem solving and provide counselling support services.

Critical cross-field outcomes:

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

- > Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- > Working effectively with others as a member of a team, group, organisation or community.
- > Organising and managing oneself and one's activities responsibly and effectively.
- > Collecting, analysing, organising and critically evaluating information.
- > Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- > Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- > 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:

- > Reflecting on and exploring a variety of strategies to learn more effectively.
- > Participating as responsible citizens in the life of local, national and global communities.

- > Being culturally and aesthetically sensitive across a range of social contexts.
- > Exploring education and career opportunities; and developing entrepreneurial opportunities.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Communication is clear, understandable and effective and contributes to successful counselling engagements.
 - > Records and reports are accurate, comprehensive and suitable for maintaining records of counselling interventions.
2.
 - > Mathematical literacy is applied appropriately within a variety of lay counselling situations, in particular when preparing for, resourcing and reporting on counselling interventions.
3.
 - > Lay counselling services are provided in accordance with established principles, ethics and protocols for counselling.
 - > Counselling services are appropriate to the given need and context.
 - > Counselling facilitates ways of meeting given needs.
 - > The unit standards associated with this exit level outcome, as listed below, are achieved in line with the stipulated assessment criteria for each unit standard.
 - > Apply basic interactional skills in a group counselling context
 - > Conduct basic lay counselling in a structured environment
 - > Describe and explain general principles of counselling
 - > Demonstrate an understanding of the role of values, attitudes and perceptions in shaping behaviour
 - > Demonstrate knowledge of the ethics and legal frameworks related to lay counselling
 - > Demonstrate basic understanding of the developmental stages of humans
4.
 - > Support is provided in accordance with established principles, ethics and protocols for counselling support
 - > Support services are appropriate to the given need and context.
 - > Support is provided in a way that facilitates ways of meeting given needs.
 - > The unit standards associated with this exit level outcome, as listed below, are achieved in line with the stipulated assessment criteria for each unit standard.
 - > Provide basic counselling support in an individual context
 - > Provide counselling support services
 - > Facilitate the health and wellness problem solving process
 - > Engage in the promotion of health and wellness
 - > Perform basic health and wellness screening

Integrated assessment

Assessment is to 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 broad assessment criteria specified above, all within the context of an active lay counselling environment, dealing with divergent and random demands related to counselling activities.

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.

INTERNATIONAL COMPARABILITY

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 Canada, England, Australia and USA were examined and compared. In Australia and the USA there is a three level counselling structure, namely, Basic, Intermediate and an Advanced level. This qualification compares favourably with the Basic level.

The scope of these qualifications relate to the understanding and application of counselling skills in a wide

variety of contexts and situations.

The competencies that are covered are;

- > Use terminology and concepts of counselling
- > Define the extent of counselling skills to be used
- > Establish appropriate counselling goals and action plans
- > Demonstrate counselling skills
- > Conduct initial counselling sessions

ARTICULATION OPTIONS

This qualification is an entry-level qualification and is thus a starting point for many learners. The qualification will serve as a possible building block for learning towards qualifications at NQF level 5 in Psychology, Social work, Education and training, Human Resources, and related areas.

MODERATION OPTIONS

- > Providers offering learning towards this qualification or the component unit standards must be accredited by the relevant Education and Training Quality Assurance Body (ETQA).
- > Moderation of assessment will be overseen by the relevant ETQA according to moderation principles and the agreed ETQA procedures.
- > Moderators must be registered as assessors with the appropriate ETQA, or with an ETQA that has a Memorandum of Understanding with the appropriate ETQA.
- > Moderation should include both internal and external moderation where applicable.
- > Accreditation and moderation mechanisms and requirements must meet the requirements of SAQA ensuring that the processes that are followed are transparent, affordable and support the development of the NQF.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

- > Assessors must be registered in terms of the requirements of SAQA and the relevant ETQA.
- > Assessors must be registered as assessors with the appropriate ETQA.
- > Assessors must have a qualification in counselling or a related qualification at NQF level 5.

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	114478 Conduct basic lay counselling in a structured environment	Level 4	15	Registered
Core	117849 Apply basic interactional skills in a group lay counselling context	Level 4	9	Draft - Prep for P Comment
Core	117859 Demonstrate basic understanding of the developmental stages of humans	Level 4	3	Draft - Prep for P Comment
Core	117860 Demonstrate an understanding of the role of values, attitudes and perceptions in shaping behaviour	Level 4	5	Draft - Prep for P Comment
Core	117862 Describe and explain general principles of lay counselling	Level 4	3	Draft - Prep for P Comment
Core	117863 Engage in the promotion of health and wellness	Level 4	5	Draft - Prep for P Comment
Core	117866 Demonstrate knowledge of the ethics and legal frameworks related to lay counselling	Level 4	3	Draft - Prep for P Comment
Core	117869 Facilitate the health and wellness problem solving process	Level 4	8	Draft - Prep for P Comment
Core	117873 Perform basic health and wellness screening	Level 4	4	Draft - Prep for P Comment
Core	117875 Provide basic lay counselling support in an individual context	Level 4	5	Draft - Prep for P Comment
Core	117878 Provide lay counselling support services	Level 4	4	Draft - Prep for P Comment
Elective	110053 Conduct a basic community needs assessment	Level 4	12	Registered
Elective	114483 Identify and apply strategies to deal with risk behaviour to promote psychological health and wellness	Level 4	6	Registered

Elective	15094 Demonstrate insight into the application of theories of Emotional and Spiritual Intelligence in personal development	Level 5	5	Registered
Elective	15096 Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Reregistered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Reregistered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Reregistered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Reregistered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Reregistered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	12417 Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4	Reregistered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Apply basic interactional skills in a group lay counselling context

SAQA US ID	UNIT STANDARD TITLE		
117849	Apply basic interactional skills in a group lay counselling context		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		General Social Science	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-0-SGB Psych	Regular	Level 4	9

Specific Outcomes:**SPECIFIC OUTCOME 1**

Describe the elements of successful group lay counselling interventions.

SPECIFIC OUTCOME 2

Set up and initiate a lay counselling interaction.

SPECIFIC OUTCOME 3

Facilitate and manage a lay counselling interaction.

SPECIFIC OUTCOME 4

Conclude and terminate lay counselling interactions.

SPECIFIC OUTCOME 5

Evaluate lay counselling interactions.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Demonstrate an understanding of the role of values, attitudes and perceptions in shaping behaviour

SAQA US ID	UNIT STANDARD TITLE		
117860	Demonstrate an understanding of the role of values, attitudes and perceptions in shaping behaviour		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		General Social Science	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-0-SGB Psych	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the role of emotions and how personal experiences shape behaviour.

SPECIFIC OUTCOME 2

Demonstrate understanding of attitudes, values and coping mechanisms.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the role of gender and sexuality.

SPECIFIC OUTCOME 4

Demonstrate understanding of the impact of life, death and dying.

SPECIFIC OUTCOME 5

Explain how to deal with diversity.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Demonstrate basic understanding of the developmental stages of humans

SAQA US ID	UNIT STANDARD TITLE		
117859	Demonstrate basic understanding of the developmental stages of humans		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Human and Social Studies	General Social Science		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-0-SGB Psych	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe and explain the developmental stages of the foetus.

SPECIFIC OUTCOME 2

Describe and explain the developmental stages of childhood.

SPECIFIC OUTCOME 3

Describe and explain the developmental stages of adolescence.

SPECIFIC OUTCOME 4

Describe and explain the developmental stages of adulthood.

SPECIFIC OUTCOME 5

Describe and explain the developmental stages of old age.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Demonstrate knowledge of the ethics and legal frameworks related to lay counselling

SAQA US ID	UNIT STANDARD TITLE		
117866	Demonstrate knowledge of the ethics and legal frameworks related to lay counselling		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		General Social Science	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-0-SGB Psych	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate understanding of the importance and components of ethical practice.

SPECIFIC OUTCOME 2

Demonstrate understanding of the basic ethical principles of lay counselling practice.

SPECIFIC OUTCOME 3

Demonstrate understanding of the limits and boundaries of lay counselling practice.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Describe and explain general principles of lay counselling

SAQA US ID	UNIT STANDARD TITLE		
117862	Describe and explain general principles of lay counselling		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		General Social Science	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-0-SGB Psych	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe and explain the principles involved with initiating lay counselling.

SPECIFIC OUTCOME 2

Describe and explain the principles involved with facilitating and managing lay counselling.

SPECIFIC OUTCOME 3

Describe and explain the principles involved with concluding lay counselling.

SPECIFIC OUTCOME 4

Describe and explain the purpose and principles involved with evaluating the quality of the lay counselling intervention.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Engage in the promotion of health and wellness

SAQA US ID	UNIT STANDARD TITLE		
117863	Engage in the promotion of health and wellness		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		General Social Science	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-0-SGB Psych	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify environments for promotion of mental health.

SPECIFIC OUTCOME 2

Investigate risk behaviour and related stressors that impact on or influence mental health.

SPECIFIC OUTCOME 3

Access, interpret and apply information concerning recent and relevant research findings on mental health.

SPECIFIC OUTCOME 4

Develop and implement plans to reduce risk behaviour.

SPECIFIC OUTCOME 5

Reflect on the implementation of the intervention.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Facilitate the health and wellness problem solving process

SAQA US ID	UNIT STANDARD TITLE		
117869	Facilitate the health and wellness problem solving process		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		General Social Science	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-0-SGB Psych	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the processes of setting up counselling support.

SPECIFIC OUTCOME 2

Establish and maintain a purposeful helping process.

SPECIFIC OUTCOME 3

Identify and clarify the client's problem.

SPECIFIC OUTCOME 4

Explore a client's options.

SPECIFIC OUTCOME 5

Compile a client action plan.

SPECIFIC OUTCOME 6

Reflect on the problem solving process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Perform basic health and wellness screening

SAQA US ID	UNIT STANDARD TITLE		
117873	Perform basic health and wellness screening		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		General Social Science	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-0-SGB Psych	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the meaning and identify signs of "functional" versus "dysfunctional" behaviour.

SPECIFIC OUTCOME 2

Describe the nature, function and rationale of screening.

SPECIFIC OUTCOME 3

Identify broad categories of health and wellness dysfunction.

SPECIFIC OUTCOME 4

Conduct screening.

SPECIFIC OUTCOME 5

Reflect on the screening process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Provide basic lay counselling support in an individual context

SAQA US ID	UNIT STANDARD TITLE		
117875	Provide basic lay counselling support in an individual context		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		General Social Science	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-0-SGB Psych	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Engage a person in a helping relationship.

SPECIFIC OUTCOME 2

Negotiate a contract with the client.

SPECIFIC OUTCOME 3

Facilitate and manage the helping relationship.

SPECIFIC OUTCOME 4

Manage uncooperative clients.

SPECIFIC OUTCOME 5

Conclude the helping relationship.

SPECIFIC OUTCOME 6

Reflect on the helping relationship.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Provide lay counselling support services

SAQA US ID	UNIT STANDARD TITLE		
117878	Provide lay counselling support services		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Psychology	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		General Social Science	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-GSS-0-SGB Psych	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify need(s) for supportive intervention services.

SPECIFIC OUTCOME 2

Select and implement a supportive intervention approach or method.

SPECIFIC OUTCOME 3

Administer and manage support services.

SPECIFIC OUTCOME 4

Identify the impact of the supportive intervention.

No. 1452

17 December 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

Inclusive Education

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The 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, Pretoria

Comment on the unit standards should reach SAQA at the address ***below and no later than 16 January 2005***. All correspondence should be marked **Standards Setting – SGB for Inclusive Education** 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


EDDIE BROWN

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Braille Practice

SAQA QUAL ID	QUALIFICATION TITLE	
49277	National Diploma: Braille Practice	
SGB NAME	SGB Inclusive Education	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
EDU-5-National Diploma	National Diploma	Adult Learning
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
240	Level 5	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

A qualified learner can facilitate reading and writing in Braille for blind and partially sighted individuals. The qualification is not limited to becoming competent in the teaching of Braille, but includes broader aspects such as transcribing and adapting texts, proof reading, using code, maintaining equipment and modifying text to prepare it for use. Fundamental competencies such as mathematic literacy have been added to the qualification to render the learner more employable. The qualification also provides learners with the competencies to advocate for the causes of blind and partially sighted individuals where and when required.

The qualified Braille practitioner thus aids blind and partially sighted individuals to enhance the quality of their lives, promote inclusion in schools and benefit the economy by adding to the national competency pool.

Qualifying learners are capable of:

- > Reading and writing contracted Braille in two languages.
- > Reading and writing technical Braille.
- > Developing and producing Braille materials for blind or partially sighted persons.
- > Planning learning activities for blind or partially sighted persons.
- > Advising on and recommending equipment and learning materials for specific needs.
- > Advocating for the accessibility of Braille and promoting Braille as a medium of communication.
- > Advising and mentoring blind or partially sighted persons.
- > Assessing learning achievements against specified criteria.
- > Facilitating participation of blind or partially sighted persons in learning activities.
- > Developing learning programmes for blind or partially sighted persons.
- > Gathering information about developments in Braille.
- > Facilitating optimal functioning in controlled environments for persons who are blind or partially sighted.

Qualified learners also elect to become capable of:

- > Facilitating literacy of adult learners.
- > Maintaining Braille reading and writing equipment.
- > Travelling through an environment whilst experiencing a visual barrier.
- > Facilitating the enhancement of life quality of persons who are blind or partially sighted and experiencing additional barrier/s.

Rationale:

The demand for this qualification is primarily for the many Braille practitioners who assist with facilitation of learning of persons who are blind or partially sighted. The target learners for this qualification are assistant teachers, occupational therapists, residential caretakers, ABET practitioners, Braille transcribers, librarians at schools for the blind, etc. Employers of qualified learners include schools, rehabilitation centres where

Braille is taught, libraries at schools for the blind, tertiary institution support services that produce Braille and convert text, and production units that transcribe Braille.

Braille is a medium of communication for blind learners, and, therefore, it is a means to literacy for blind persons, thereby empowering them to access information. This qualification is set to increase Braille practitioner competence, in order to facilitate better Braille reading and writing of persons who are blind or partially sighted. Achieving this qualification demonstrates respect for blind persons who are learning Braille, as Braille facilitators are able to use the medium through which blind persons learn, read and write. Communication is made much easier, as feedback regarding learning can take place in the medium of Braille. This improvement in communication will empower both Braille practitioners and those persons whose learning they facilitate. It is essential for all persons working in education, training and development settings and working with blind or partially sighted learners.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The building blocks of knowledge, skill and understanding which are assumed to be in place are reflected in the Unit standards of the qualification. In general, the qualification assumes that the following competencies have already been attained:

- > Communication and language at NQF Level 4.
- > Mathematic literacy at NQF Level 4.
- > Reading and writing uncontracted Braille in two languages.
- > Presenting information in report format (NLRD ID Nr 110023).
- > Conduct basic lay counselling in a structured environment (NLRD ID Nr 114478).
- > Assess learners within a learning situation (NLRD ID Nr 7386).
- > Conduct advocacy campaigns and workshops in development practice (NLRD ID Nr 110056).
- > Apply self management concepts (NLRD ID Nr 14048).
- > Facilitate optimal functioning in controlled environments for persons who are blind or partially sighted.

Recognition of prior learning:

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

QUALIFICATION RULES

- > All Fundamental component unit standards are compulsory (49 credits).
- > All Core component unit standards are compulsory (166 credits).
- > From the Elective component, learners must achieve at least 29 credits of the possible 83 credits.

EXIT LEVEL OUTCOMES

1. Read and write contracted Braille.

Range: Contracted Braille includes simple and compound contractions, upper and lower contractions, word and letter contractions.

2. Read and write technical Braille.

Range: Technical Braille refers to codes that are technical, such as mathematic and scientific codes.

3. Produce tactile materials for blind and partially sighted persons.

Range: production includes knowledge of representing information electronically, and proofreading Braille materials to improve quality.

4. Plan learning activities for blind or partially sighted persons.

5. Advise on and recommend equipment and learning material for specific needs.

6. Advocate for the accessibility of Braille and promote Braille as a medium of communication.
7. Advise and mentor blind or partially sighted persons.
8. Assess learning achievements against specified criteria.
9. Facilitate participation of blind or partially sighted persons in learning activities.
10. Develop learning programs for blind or partially sighted persons.
11. Gather information about developments in Braille.
12. Facilitate optimal functioning in controlled environments for persons who are blind or partially sighted.
13. Teach adult learners literacy.
14. Maintain communication equipment used by blind and partially sighted persons according to specification and within given limitations.
15. Travel through an environment whilst experiencing a visual barrier.
16. Facilitate the enhancement of life quality of persons who are blind or partially sighted and experiencing additional barrier/s.

ASSOCIATED ASSESSMENT CRITERIA

1:

- > Rules of contraction are adhered to.
- > Interpretation of contractions is correct.
- > Composition signs are decoded according to context.
- > Braille contractions are decoded according to context.
- > Braille signs are configured correctly according to rules of the relevant Braille code.
- > Written Braille is readable.
- > Relaxation, hand coordination, and strength in wrists are exercised as required for effective Braille reading and writing.

2:

- > Differentiation between codes is technically correct.
- > Text interpretation is correct within specific contexts.
- > Braille rules as contained in specific codes are followed.
- > Equipment identified suits learning needs.
- > Reading and writing methods used are appropriate for specific contexts.
- > Agreed practices and procedures for reading and writing Braille are adhered to.
- > Agreed principles of reading and writing Braille are adhered to.
- > Writing contains minimal errors.
- > Writing is neat.
- > Writing materials selected are feasible in and appropriate for specific contexts.
- > Materials are transcribed correctly and accurately.
- > Written Braille is readable.

3:

- > Layout meets specified reader requirements.
- > Materials quality is appropriate for intended purpose.
- > Software used or selected is appropriate for translation into Braille.
- > Quantity produced meets specified requirements.
- > Material adaptation meets requirements for successful conversion of documents.
- > Tactile diagrams are appropriate for specific contexts and learning needs.
- > Proofreading of materials meets specified requirements.
- > Legal requirements regarding copyright are adhered to.

4:

- > Planned level of difficulty is determined according to blind or partially sighted learning and personal profiles.

Range: Learning profile includes learning styles.

- > Differentiation of blind or partially sighted learning needs take into account visual aspects and

appropriateness of curricula.

- > Given deadlines for planning are adhered to.
 - > Scheduling is justified in terms of feasibility of achieving stated objectives.
 - > Specified professional and ethical principles are adhered to.
 - > Planning includes all aspects and elements required for learning activities in specific contexts.
- Range: Reading materials and writing equipment.

5:

- > Evaluation of equipment and learning materials against identified criteria take into account learning needs and the needs of blind or partially sighted persons.
- > Recommendations are based on blind or partially sighted persons' learning needs and profiles.
- > Material and equipment evaluation is against context requirements.
- > Specific contexts are described accurately in terms of all requirements relevant for blind or partially sighted persons.
- > Description of equipment and learning material characteristics meet specific requirements.
- > Specified professional and ethical principles are adhered to.

6:

- > Description of disability rights is based on current debates, issues, legislation and policies.
- > Description of the environment within which one is to advocate for the accessibility of Braille includes factors that impact on advocacy planning and development.
- > Advocacy planning is feasible given specific contexts.
- > Braille is promoted as medium of communication.
- > Materials provided in Braille in public places, lifts, doorways.
- > Braille use in way finding promoted.
- > Awareness of community - do not remove, importance of Braille.
- > Participate in public activities.
- > Foster positive attitudes towards Braille.
- > Specified professional and ethical principles are adhered to.

7:

- > Description of the potential of mentoring and coaching is based on identified potential advantages and impacts.
- > Mentoring effectiveness is justified in terms of specific context requirements.
- > Management of mentoring enhances competence.
- > Specified professional and ethical principles are adhered to.

8:

- > Description of outcomes-based assessment meets specified requirements.
- > Organisation and preparation of assessment resources, people, schedules, venues, assessment instruments and documentation meets specific requirements.
- > Specified assessment principles are adhered to.
- > Relevant legal and ethical requirements are met.
- > Feedback regarding assessments is in accordance with ethical requirements.
- > Feedback regarding assessments meets specific context requirements.
- > Reports regarding learner progress meet specified requirements.

9:

- > Activities are well structured and varied.
- > Activities are appropriate for specific blind or partially sighted persons.
- > Facilitate a well-structured and varied programme of learning, implement the principles of OBE, use a range of teaching methods and techniques and encourage learners to participate actively and confidently in the learning process.

10:

- > Development of learning programs meet the requirements of all relevant policy and curricula information.
- > Implications of policies and curricula for learning are included during planning, at lesson and activity level.
- > Strategies, tools and methods selected or designed encourage multiple ways of learning.
- > Resources selected and designed for learning programs meet specified requirements and are appropriate for learner needs.

11:

- > Information collected is from recognised field-specific sources.
- > Selected sources are appropriate for specified contexts.

- > Selected information collection methods and data are appropriate for information types.
- > Methods of analysis are appropriate for purpose of analysis.
- > Information storage systems are accessible for future use.
- > Collecting and recording information employs recognised techniques.

12:

- > Description of demands placed on a practitioner in order to facilitate independence of persons who are blind or partially sighted is relevant for specific contexts.
- > Facilitation of the functioning of persons who are blind or partially sighted meets specified requirements.
- > Functioning as a sighted guide for persons who are blind or partially sighted ensures safety and health of all persons.
- > Facilitation of orientation, independent living, and travel without assistive devices through controlled environments ensures safety and health of all persons.
- > Support accessed for persons who are blind or partially sighted is appropriate for specific needs.

13:

- > Teaching of Communications at ABET levels are in line with registered unit standards.
- > Key principles of language development within a communicative language teaching framework are correctly applied.
- > Encouragement of critical thinking and critical language awareness is described in terms of specific learner and learning factors.
- > Skills developed in the target language form a foundation for further learning.

14:

- > Specified rules and instructions for handling, use, maintenance, and operation are adhered to.
- > Optimal functionality is ensured as limited by manufacturer instructions.
- > Testing of equipment functionality meets specified procedural requirements.

15:

- > Orientation is done effectively whilst experiencing a visual barrier.
- > Environment is dealt with in a safe way whilst experiencing a visual barrier.
- > Assistive devices (including guides and long canes) are used to travel through environments are used effectively for such environments.
- > Empathy for persons who are blind or partially sighted is explained within the context of specific environments.

16:

- > Physical or intellectual barriers are recognised ethically, with empathy, and against given criteria.
- > The impact of additional barriers on practitioner behaviour is analysed in terms of specific requirements for facilitation.
- > Learning programmes are modified for persons who are blind or partially sighted and experiencing visual and other barriers meets specific requirements.
- > The suitability of adapted learning programs is justified in terms of specific requirements.
- > Proper conduct is determined and regulated by adhering to specified ethical and professional requirements at all times.

Integrated assessment:

The assessment criteria in the unit standards are performance-based, assessing applied competence of Braille practitioners, rather than only underpinning knowledge, or only skills. The critical cross-field outcomes are also achieved in the unit standards. In addition to the competence assessed to achieve the unit standards, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to Braille practitioner occupational and learning contexts, to qualify, and assessment approaches used should be appropriate for assessing applied competence of Braille practitioners. Integrated assessment is meaningful if there are clear relationships between the purpose statement, exit level outcomes and integrated assessment of this qualification.

Learners who qualify must be able to integrate concepts, ideas and behaviours across unit standards to achieve the purpose of the qualification. Evidence (as specified in the associated assessment criteria) is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and in an integrated way, and thus its purpose, at the time of the award of the qualification.

Evidence of integration may be presented by learners when being assessed against the unit standards, and separate assessment for integration may not be necessary. Workplace experience can be recognised when

assessing towards this qualification. Integrated assessment should include observable performance as well as the quality of thinking behind such performance. Formative assessment can be employed during learning towards the unit standards and during integration to achieve exit level outcomes, to ensure that integration takes place when summative assessment is employed.

INTERNATIONAL COMPARABILITY

Countries with published information regarding Braille facilitation/teaching and practice include the United States of America (USA), Germany, Norway, New Zealand, and Canada. Most countries place this area of competence within the field of so-called special education.

In the USA, Braille practitioners are required to have a degree. The content of the qualification includes:

- > A general understanding of the basic terminology related to the visual system, a historical view of education of the blind, and an understanding of federal programs.
- > Characteristics of learners, and the effects of blindness on development, and physiological and psychosocial issues related to blindness.
- > Individual learning differences and effects of blindness on learning.
- > Instructional strategies to teach Braille reading and writing, specialised daily living skills, and techniques to modify instructional materials and methods to best meet the needs of blind children.
- > Modifying the environment for visually impaired students learning/social interactions.
- > Strategies for teaching alternatives to nonverbal communication for visually impaired students.
- > Instructional planning, and implementing and evaluating learning objectives for visually impaired students.
- > Specialised techniques for assessment of visually impaired students.
- > Professional and ethical practice.
- > Collaboration with families and other professionals.

In Canada, practitioners are mostly teachers. The qualification that relates best to this South African qualification is a postgraduate qualification. It provides a basic foundation in the field of Special Education, and the choice of electives allows for any specialisations. Core areas addressed include education, education psychology, and special education.

In New Zealand, no qualification exists that is the equivalent of this qualification. However, unit standards at an equivalent level to this South African qualification and addressing equivalent competencies are registered on their framework, in the field of special education:

- > Develop and implement programmes in music for young people who use Braille, 20 Credits.
- > Read and write Braille for working with young people with vision impairment, 15 Credits.
- > Read and write Nemeth and adapt programmes in numeracy for young people who use Braille, 15 Credits.
- > Teach reading and writing of Braille to young people with vision impairment, 7 Credits.

Short programs (units within modules) are offered in German that form part of education qualifications. The focus is on methods and didactics of teaching, the teaching of writing and communication skills, the Braille system history, teaching method and materials, and the learning process for reading and writing by touch. In Norway, relevant courses are also much shorter (about two weeks) than the South African qualification but are based on the assumption that the learner is already a teacher. The programs include methods of teaching blind pupils the different subjects in a group of sighted pupils, practicing Braille reading and writing, mobility and orientation techniques, social and educational integration of blind pupils, mathematics with abacus, adjustment to daily living, teaching aids (adapted Braille paperprint books, electronic Braille/computer books, computers, tape recorders, etc.), reading readiness, mathematics readiness, Perkins Braille and PC, and contracted Braille.

ARTICULATION OPTIONS

Vertical articulation is possible with the National First Degree: ABET Practice (NQF Level 6). Horizontal articulation on the NQF is possible with the National Certificate: Orientation and Mobility Practice (NQF Level 5), the National Certificate: Management (NQF Level 5), the National Diploma: Occupationally Directed Education, Training and Development Practices (NQF Level 5) and the Higher Education and Training Certificate: Development Practice (NQF Level 5).

MODERATION OPTIONS

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

To register as an assessor, the following are required:

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

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

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

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

- > Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- > Using methods that are varied to allow the learner to display thinking and decision making in the

demonstration of practical performance.

- > Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.
- > Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of qualification.

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

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

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	10290 Evaluate, select and adapt published learning materials and develop, use and evaluate own supplementary learning aids	Level 5	12	Reregistered
Core	10292 Conduct research and liaison relevant to the learning situation	Level 5	10	Reregistered
Core	15229 Implement codes of conduct in the team, department or division	Level 5	3	Registered
Core	15234 Apply efficient time management to the work of a department/division/section	Level 5	4	Registered
Core	110063 Plan advocacy campaigns and workshops in development practice	Level 5	8	Registered
Core	114925 Manage learner information using an information management system	Level 5	4	Registered
Core	115753 Conduct outcomes-based assessment	Level 5	15	Registered
Core	115855 Create, maintain and update record keeping systems	Level 5	5	Registered
Core	116484 Evaluate a specified code of ethics and/or code of conduct	Level 5	6	Registered
Core	117846 Communicate and teach technical Braille Code	Level 5	12	Draft - Prep for P Comment
Core	117857 Prepare tactile readiness for Braille reading	Level 5	10	Draft - Prep for P Comment
Core	117868 Produce tactile materials for blind and partially sighted persons	Level 5	15	Draft - Prep for P Comment
Core	10299 Design learning programmes and related learning materials	Level 6	20	Reregistered
Core	10305 Devise interventions for learners who have special needs	Level 6	16	Reregistered
Core	115755 Design and develop outcomes-based assessments	Level 6	10	Registered
Elective	10294 Identify and respond to learners with special needs and barriers to learning	Level 5	10	Reregistered
Elective	10297 Facilitate Communications at ABET levels 3 and 4	Level 5	20	Reregistered
Elective	10298 Facilitate Mathematics at ABET levels 3 and 4	Level 5	20	Reregistered
Elective	117088 Orientate self to the environment whilst experiencing a visual barrier	Level 5	10	Recommended
Elective	117090 Travel through environments whilst experiencing a visual barrier	Level 5	8	Recommended

Elective	117851 Maintain communication equipment used by blind and partially sighted persons	Level 5	9	Draft - Prep for P Comment
Fundamental	10289 Facilitate a programme of learning	Level 5	24	Reregistered
Fundamental	117872 Read and write contracted Braille in English	Level 5	15	Draft - Prep for P Comment
Fundamental	117876 Write reports regarding learner progress	Level 5	10	Draft - Prep for P Comment



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Communicate and teach technical Braille Code

SAQA US ID	UNIT STANDARD TITLE		
117846	Communicate and teach technical Braille Code		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Inclusive Education		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Adult Learning	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
EDU-ADL-0-SGB INCED	Regular	Level 5	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Read technical Braille code accurately.

SPECIFIC OUTCOME 2

Write technical Braille code correctly.

SPECIFIC OUTCOME 3

Differentiate technical Braille code based on specific contexts.

SPECIFIC OUTCOME 4

Contribute to the standardisation of technical Braille code.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Maintain communication equipment used by blind and partially sighted persons

SAQA US ID	UNIT STANDARD TITLE		
117851	Maintain communication equipment used by blind and partially sighted persons		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Inclusive Education	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Adult Learning	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
EDU-ADL-0-SGB INCED	Regular	Level 5	9

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe communication equipment relevant for specific contexts.

SPECIFIC OUTCOME 2

Test communication equipment functionality.

SPECIFIC OUTCOME 3

Ensure optimal functionality of communication equipment.

SPECIFIC OUTCOME 4

Recommend communication equipment for specific needs.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Prepare tactile readiness for Braille reading

SAQA US ID		UNIT STANDARD TITLE	
117857		Prepare tactile readiness for Braille reading	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Inclusive Education		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Adult Learning	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
EDU-ADL-0-SGB INCED	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify characteristics of efficient Braille readers.

SPECIFIC OUTCOME 2

Select finger, hand and arm movements for Braille reading.

SPECIFIC OUTCOME 3

Differentiate symbols, symbol patterns and columns using tactile feedback.

SPECIFIC OUTCOME 4

Develop a personal Braille reading style.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Produce tactile materials for blind and partially sighted persons

SAQA US ID	UNIT STANDARD TITLE		
117868	Produce tactile materials for blind and partially sighted persons		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Inclusive Education		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Adult Learning	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
EDU-ADL-0-SGB INCED	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify resources required and available for materials production.

SPECIFIC OUTCOME 2

Select suitable production materials and equipment.

SPECIFIC OUTCOME 3

Produce tactile materials that are fit-for-purpose.

SPECIFIC OUTCOME 4

Evaluate Braille material production output quality.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Read and write contracted Braille in English

SAQA US ID	UNIT STANDARD TITLE		
117872	Read and write contracted Braille in English		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Inclusive Education		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Adult Learning	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
EDU-ADL-0-SGB INCED	Regular	Level 5	15

Specific Outcomes:**SPECIFIC OUTCOME 1**

Use equipment correctly and suited for the purpose.

SPECIFIC OUTCOME 2

Read contracted Braille in English.

SPECIFIC OUTCOME 3

Write contracted Braille in English.

SPECIFIC OUTCOME 4

Edit contracted written text in English.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Write reports regarding learner progress

SAQA US ID	UNIT STANDARD TITLE		
117876	Write reports regarding learner progress		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Inclusive Education		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Education, Training and Development		Adult Learning	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
EDU-ADL-0-SGB INCED	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify requirements for learner progress reporting.

SPECIFIC OUTCOME 2

Analyse information regarding learner progress.

SPECIFIC OUTCOME 3

Present learner progress results in written form.

SPECIFIC OUTCOME 4

Store learner progress reports according to specification.

No. 1453

17 December 2004



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 07, Human and Social Studies, invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **16 January 2005**. All correspondence should be marked **SGB for Historical Studies** and be addressed to:

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

SGB INFORMATION

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

SGBs shall:

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

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

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

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

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

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

**PUBLIC NOTICE BY NSB 07, HUMAN AND SOCIAL STUDIES, FOR THE
REGISTRATION OF A SGB FOR HISTORICAL STUDIES**

NSB 07, Human and Social Studies, hereby registers an SGB for Historical Studies for a period of three years until 31 January 2008.

BRIEF OF THE SGB

1. Develop learning pathways for potential qualifications and standards in the area of Historical Studies from NQF level 1 through to level 8 [*Regulation 24(1)(e)*].
2. Generate unit standards and qualifications in the area of Historical Studies in the sub-field of General Social Science in accordance with Authority requirements for NQF levels 1 – 8, for competencies in the practice of historical-related issues including the study of history, historiography, historical contexts, awareness of changes and processes over time, chronological orientation, genres of history, role of human agency, history teaching, the relationship between human actions, ideas and culture and its influence on human experience. Such unit standards and qualifications will include but are not limited to the following:
 - Unit Standards in Human and Social Sciences leading to a GETC (ABET level)
 - Unit Standards in Historical Studies (levels 2-5)
 - Certificate/Diploma in Historical Studies (Levels 5).
 - First Degree in Historical Studies (Level 6).
 - Honours Degree in Historical Studies (Level 7).
 - Masters Degree in Historical Studies (Level 8).
 - Doctorate in Historical Studies (Level 8).
3. Recommend the qualifications and standards generated under 1 and 2 above, to the NSB [*Regulation 24(1)(c)*].
4. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24 (1)(d)*].
5. Liaise with any other SGBs in the sub-field of General Social Science or related sub-fields in the generation of qualifications and standards [*Regulation 24(1)(e)*].
6. Perform such other functions as may from time to time be delegated by NSB 07 Human and Social Studies [*Regulation 24(1)(e)*].

COMPOSITION OF THE SGB FOR HISTORICAL STUDIES

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS / EXPERIENCE
Carruthers, E. Jane	University of South Africa (UNISA)	South African Historical Society	Ph.D. (History), M.A. (History), B.A. Honours (History), B.A. Senior Lecturer in Department of History, Worked on numerous editorial boards, Researcher, Author, Expert on environmental and historical matters.
De Villiers, Johannes (Prof)	University of Zululand	Historical Association of South Africa	M.A. (History), B.A. Honours (History), B.A. (History and Psychology), Secondary Education Diploma. Senior Professor and Head of Department of History, Lecturing experience, Tutor for post-graduate level, Research experience, Teaching experience at High School level.
Grundlingh, Louis W. F. (Prof)	Rand Afrikaans University (RAU)	South African Historical Society	D. Litt. Et Phil., M.A., B.A. Honours (History), B.A. (History). Professor, Chairperson: History Department, Lecturing experience, Author, Involved in history research projects.
Kapp, Pieter H. (Prof)	University of Stellenbosch	Historical Association of South Africa	D. Phil., M.A. (History), B.A. Honours (History), B.A. Retired Professor of History, Honorary researcher, Lecturing experience, Teaching experience, Author.
Kruger, Cecilia	Voortrekker Monument	South African Cultural History Society	M.A. (Heritage and Museum Studies), B.A. Honours (History), Post Graduate Diploma (Museum and Heritage Studies), B. Lib. Honours, Manager: Professional Services at Voortrekker Monument, Tour Operator, Chief Museum Human Scientist, Curator, Lecturing experience, Experience as Education Officer in Museums, Experience in teaching English and History at FET level.
Mlambo, Alois Simon (Prof)	University of Pretoria	Historical Association of South Africa	Ph.D., M.A., B.A. Honours (English and History). Professor (Department of Historical and Heritage Studies), Lecturing experience.

Morrow, Sean Francis (Dr)	Human Sciences Research Council	Human Sciences Research Council	D. Phil., M.A (African Studies), B.A. Honours (History and Political Science), Higher Diploma in Education (Honours). Chief Research Specialist, Previously Associate Professor of History (University of Fort Hare), Director: Govan Mbeki Research Resource Centre (University of Fort Hare), Experience as External Examiner, Lecturing experience, Experience as History Teacher at secondary level.
Nieftagodien, Noor (Dr)	University of Witwatersrand (WITS)	South African Historical Society	Ph.D., M.A., B.A. Honours (History), B.A., Higher Diploma in Education. Senior Lecturer in History Department and Co-ordinator of Development Studies, Experience in curriculum development and training, Senior Researcher for Alexandra Social History Project, Teaching experience (Secondary School), Author, Editorial experience.
Phoofolo, Pule (Dr)	University of Transkei	South African Historical Society	Doctor of Philosophy, Master of Arts, Certificate: African Studies, Bachelor of Arts (History, Philosophy). Senior lecturer (History), Research experience, Supervisor at Honours and Masters level, Author.
Ramdhani, Narissa (Dr)	University of KwaZulu Natal	South African Historical Society	Ph.D., M.A. (Public History), M.A. (African History), B.A. Honours (History), B.A. (History). Director: Documentation and Research Centre, Lecturing experience, Teaching experience (High School level), Author, Member of Consultative Group for the National Oral History Project.
Saunders, Christopher (Prof)	University of Cape Town	South African Historical Society	D. Phil., M.A., B.A. Honours (Modern History), B.A. Honours (History). Professor of History, President: South African Historical Society, Editor: South African Historical Journal, Lecturing experience, Author.

Siebörger, Robert (Rob) Frederick (Associate Prof)	University of Cape Town	South African Historical Society	M.Phil. (History Education), M.A. (History), B.A. Honours (History), B.A. (History), B.Ed., National Higher Education Diploma. Associate Professor, Lecturing experience, Teaching experience, Supervisor at Masters level (History Education).
Tempelhoff, Johann (Prof)	Vaaltriangle Campus - North West University	Historical Association of South Africa	Ph.D., M.A. (History), B.A. Honours (History), B.A. (History, Political Science and International Politics). Director, Lecturing experience, Research experience (Institute for Historical Studies at the Human Sciences Research Council), Journalism experience, Author.
Verner, James A.	Bishop Bavin School	South African Society of History Teaching	B.A. Honours, B. Ed., University Education Diploma, B.A. (English and History). Chairperson of the South African Society of History Teaching, Teaching experience (History) at FET level, Examiner (History), Curriculum developer, Author.
Van Eeden, Elize (Associate Professor)	Vaaltriangle Campus - North West University	South African Society of History Teaching	Ph.D, M.A. (History), B.A. Honours, B.A. Ed. Lecturing experience (15 years +), Research experience, Curriculum development experience, Teaching experience at FET levels (4 years), Archival experience, Author.
Weldon, Gail (Ms)	Western Cape Education Department	South African Historical Society	Advanced Professional Diploma: Educational Development, M.A. (History), B.A. Honours (History), B.A. (History and Social Anthropology). Deputy Chief Education Department, Experience in curriculum development, research and monitoring, Involved in Human and Social Sciences Learning Area Committee (Chairperson), Involved in National Curriculum Statement writing group for History (Grades 10-12) (Convenor), Lecturing experience in History, Teaching experience in History.

Wessels, Andre (Prof)	University of Free State	South African Historical Society	D. Phil. (History), M.A. (History), B.A. Honours (History), B.A. Lecturing experience, Research experience, Author, Teaching experience.
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No. 1454

17 December 2004



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 07, Human and Social Studies, invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **16 January 2005**. All correspondence should be marked **SGB for Jewish Studies** and be addressed to:

The Director: Standards Setting and
Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

dmphuthing@sqa.co.za

SGB INFORMATION

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

SGBs shall:

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

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

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

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

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

- (a) will be able to consider issues of productivity, fairness, public interest and international comparability as related to education and training in the sub-field;
 - (b) enjoy credibility in the sub-field in question, who enjoy respect; have the necessary expertise and experience in the sub-field and have the support or backing of the nominating body;
 - (c) are able to advocate and mediate the needs and interests of all levels within the sub-field covered by the Standards Generating Body;
 - (d) are able to exercise critical judgement at a high level; and
 - (e) are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.
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**PUBLIC NOTICE BY NSB 07, HUMAN AND SOCIAL STUDIES, FOR THE
REGISTRATION OF AN SGB FOR JEWISH STUDIES**

NSB 07, Human and Social Studies, hereby registers an SGB for Jewish Studies Studies for a period of three years until 31 January 2008.

BRIEF OF THE SGB

1. Develop learning pathways for potential qualifications and standards in the area of Historical Studies from NQF levels 2-4 [*Regulation 24(1)(e)*].
2. Generate unit standards in the area of Jewish Studies in the sub-field of Religious and Ethical Foundations of Society in accordance with Authority requirements for NQF levels 2 – 4. Such unit standards will include but are not limited to the following:
 - Unit Standards in Jewish Studies (levels 2-4)
3. Recommend the qualifications and standards generated under 1 and 2 above, to the NSB [*Regulation 24(1)(c)*].
4. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24 (1)(d)*].
5. Liaise with any other SGBs in the sub-field of Religious and Ethical Foundations of Society or related sub-fields in the generation of qualifications and standards [*Regulation 24(1)(e)*].
6. Perform such other functions as may from time to time be delegated by NSB 07 Human and Social Studies [*Regulation 24(1)(e)*].

COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS AND EXPERIENCE
BEROLD, Jane (Ms)	Herzlia High School (Cape Town)	South African Board of Jewish Education (SABJE)	B.A., Secondary Teachers Diploma. Head of Department for Jewish History, Teaching experience in History, Hebrew and Jewish History at High School level, National convenor of curriculum for Jewish History, Senior examiner.
BILCHITZ, S. Ruven (Mr)	King David School	South African Board of Jewish Education (SABJE)	B.A. Honours, B.Ed., B.A. Teachers Higher Diploma. Vice Principal (Head of History), Previously Principal of King David Primary, Teaching experience at High School level (History).
DRUIN, Michoel (Rabbi)	Crawford Preparatory and High School (Pretoria)	South African Board of Jewish Education (SABJE)	Teachers Diploma, Public Speaking Diploma, Developmental Psychology and Child Psychology Diploma, Rabbinical Ordination. Dean at Crawford Preparatory & High School, Curriculum development experience, Teaching experience at high school level, Chief examiner of Jewish Studies, Lecturing experience.
FISHMAN, Pesach (Rabbi)	Torah Academy	South African Board of Jewish Education (SABJE)	Bachelor of Religious Studies Degree, Received S'micha at Central Yeshiva Tomchei Tmimim Lubavitch, New York. Spiritual leader, Experience in curriculum development, Teaching experience, Counselling experience, Chaplain to Jewish National Servicemen.
GINSBERG, Cedric J (Mr)	University of South Africa (UNISA)	South African Board of Jewish Education (SABJE)	Currently preparing for PhD., M.A., B.A. Honours, B.A. Lecturing experience: Judaica, Jewish History, Hebrew (Classical and Modern courses), Translation and editing of exam papers in Hebrew, Author.

GOLDSTEIN, Ryan (Rabbi)	King David School	South African Board of Jewish Education (SABJE)	<p>Bachelor of Arts: (Talmudic Law), Israel. Ordained as Rabbi in 1998.</p> <p>Teaching experience at Primary and High School level. Involved in Jewish Marriage Education.</p>
KACEV, Craig (Rabbi)	South African Board of Jewish Education (SABJE)	South African Board of Jewish Education (SABJE)	<p>B.Com., Yeshivat Beit-El, Israel; Yeshiva Gedolah of Johannesburg; Anti-ult and Anti-missionary training in Baltimore (USA); Senior Educators program.</p> <p>Director of the South African Board of Jewish Education (SABJE), Lecturing experience in Business Economics, Teaching experience in Jewish Studies to school children, Head of Department of Jewish Studies. Youth Rabbi and Assistant Rabbi at the Beit Hamedrash Hagadol, Sandton. Convenor and Examiner for the Independent Examinations Board in Jewish Studies.</p>
MINK, Ronald (Mr)	King David School	South African Board of Jewish Education (SABJE)	<p>Diploma: Master Educators' Programme, Bachelor of Arts Honours (History), B.A. (History & English), Bachelor of Education (B.Ed.), Diploma: Teaching the Holocaust.</p> <p>Currently Deputy Principal, Head of Jewish Studies Department (Present), Teaching experience in History and Geography.</p>
OPERT, Bryan (Rabbi)	Crawford College Durban,	South African Board of Jewish Education (SABJE)	<p>B.A. (Psychology and Education), Courses in Hospice: Terminal illness counselling, Child counselling, Nechama (Bereavement counselling), Smicha (Rabbinic Ordination).</p> <p>Head of Department for Jewish Studies and Hebrew Department of Pre-Primary, Preparatory and High Schools. Teaching experience, Curriculum Development experience, Worked with youth and Adult Education.</p>

POZNIAK, Rene (Ms)	King David School (Victory Park)	South African Board of Jewish Education (SABJE)	B.A., Paralegal Degree, Jewish Studies Qualification. Teaching experience at all levels.
RA'ANAN, Ilan (Rabbi)	Yeshiva College	South African Board of Jewish Education (SABJE)	B.A. (Education and Judaica), Teaching Diploma, Received Rabbinic Ordination from the Israeli Chief Rabbinate. Campus Rabbi, Teaching experience in South Africa (1998-now), Teaching experience in Israel.
RABINOWITZ, Mendel (Rabbi)	King David School	South African Board of Jewish Education (SABJE)	Attended Rabbinical School. Rabbinical Ordination (1986). Attended Jerusalem University (Jewish Religious Education). Head of Jewish Studies, Rabbi of the Greenside Hebrew Congregation, Teaching experience at primary and high school levels.
ROSENBERG, Yehuda (Rabbi)	Herzlia School	South African Board of Jewish Education (SABJE)	M.A. (Judaism), Teaching Certificate, B.A. (Sociology and Law). Teaching experience (Jewish philosophy, Civics coordinator, law) at high school level, Hebrew Studies Coordinator.
SCHAY, Michelle (Ms)	Torah Academy	South African Board of Jewish Education (SABJE)	Bachelor of Arts (Education and History). Head of History, Teaching experience at high school level (History, including Jewish History). Received Gauteng award for teaching excellence.
TANZER, Marcia (Ms)	Yeshiva College	South African Board of Jewish Education (SABJE)	B.A. Honours (Hebrew), B.A. Teaching experience in Jewish Studies for 32 years at high school level, Dean of Yeshiva College Girls High School for 14 years, Curriculum development experience.
ZEKRY, Pinchas (Dr, Rabbi)	Durban United Hebrew Congregation	South African Board of Jewish Education (SABJE)	D.Litt. et. Phil: Religious Studies, M.A. Cum Laude Headmaster Diploma, B.A. Honours, Ordained a Rabbi. Senior Rabbi, Regional Vice Chairman of Rabbinical Association of South Africa, Chairman of the Rabbinical Conversions Committee of South Africa, Founder of Moriah Nursery School.

No. 1455

17 December 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


Gender Equality and Women's Empowerment

Registered by NSB 07, Human and Social Studies, publishes the following qualification 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 qualification and unit standards can be accessed via the SAQA web-site at www.saqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 16 January 2005***. All correspondence should be marked **Standards Setting – SGB Gender Equality and Women's Empowerment** and addressed to

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


EDDIE BROWN

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Co-ordinate and organise a Gender Equality and Women's Empowerment (GEWE) activity in a specific context

SAQA US ID	UNIT STANDARD TITLE		
117880	Co-ordinate and organise a Gender Equality and Women's Empowerment (GEWE) activity in a specific context		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Gender Equality and Women`s Empowerment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Human and Social Studies	People/Human-Centred Development		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB GEWE	Regular	Level 2	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Plan an activity that supports Gender Equality and Women's Empowerment (GEWE).

SPECIFIC OUTCOME 2

Co-ordinate and carry out a GEWE activity.

SPECIFIC OUTCOME 3

Give and receive feedback on the GEWE activity.

SPECIFIC OUTCOME 4

Network and share information with others.



Established in terms of Act 38 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Collect, share and report on information to promote Gender Equality and Women's Empowerment (GEWE)

SAQA US ID	UNIT STANDARD TITLE		
117879	Collect, share and report on information to promote Gender Equality and Women's Empowerment (GEWE)		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Gender Equality and Women's Empowerment	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		People/Human-Centred Development	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB GEWE	Regular	Level 2	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Understand and use basic gender related terminology.

SPECIFIC OUTCOME 2

Collect and prepare information using various mediums within different contexts.

SPECIFIC OUTCOME 3

Establish and develop relationships.

SPECIFIC OUTCOME 4

Report information.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Demonstrate an understanding of the role of media in gender discrimination

SAQA US ID	UNIT STANDARD TITLE		
117896	Demonstrate an understanding of the role of media in gender discrimination		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Gender Equality and Women's Empowerment	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		People/Human-Centred Development	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB GEWE	Regular	Level 2	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain and discuss the practice of gender discrimination in the different communication media.

SPECIFIC OUTCOME 2

Explain and discuss the influence of media on people's attitudes and behaviours regarding gender issues.

SPECIFIC OUTCOME 3

Raise awareness on gender insensitive language and cues used by media in communication.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Demonstrate and apply knowledge and understanding of gender issues to raise awareness and promote change

SAQA US ID	UNIT STANDARD TITLE		
117894	Demonstrate and apply knowledge and understanding of gender issues to raise awareness and promote change		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Gender Equality and Women's Empowerment	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		People/Human-Centred Development	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB GEWE	Regular	Level 2	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand and explain gender concepts.

SPECIFIC OUTCOME 2

Identify and describe the role of gender support structures.

SPECIFIC OUTCOME 3

Apply understanding of gender issues to raise awareness in a specific context.

SPECIFIC OUTCOME 4

Apply knowledge and understanding of gender issues to promote change in a specific context.

SPECIFIC OUTCOME 5

Demonstrate awareness of own practice(s) and apply lessons learnt in future activities.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Engage in dialogue with individuals and small groups within the context of Gender Equality and Women's Empowerment (GEWE)

SAQA US ID	UNIT STANDARD TITLE		
117893	Engage in dialogue with individuals and small groups within the context of Gender Equality and Women's Empowerment (GEWE)		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Gender Equality and Women`s Empowerment	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		People/Human-Centred Development	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB GEWE	Regular	Level 2	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Empower self and others through dialogue on GEWE issues.

SPECIFIC OUTCOME 2

Identify and access information in ways that support GEWE issues.

SPECIFIC OUTCOME 3

Share information in ways that support GEWE issues.

SPECIFIC OUTCOME 4

Demonstrate awareness of own practice(s) in promoting GEWE.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Demonstrate how society and socially constructed roles impact on gender attitudes and behaviours and contribute to women's oppression

SAQA US ID	UNIT STANDARD TITLE		
117895	Demonstrate how society and socially constructed roles impact on gender attitudes and behaviours and contribute to women's oppression		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Gender Equality and Women`s Empowerment	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		People/Human-Centred Development	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB GEWE	Regular	Level 3	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Explain how societal values and norms impact on gender oppression.

SPECIFIC OUTCOME 2

Understand and identify male dominance and women's oppression in a specific context.

SPECIFIC OUTCOME 3

Understand the role of family and institutions in developing gender roles.

SPECIFIC OUTCOME 4

Explain how workplace attitudes and behaviours contribute towards discrimination of women.

No. 1456

17 December 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

Generic Management

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

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 16 January 2005***. All correspondence should be marked **Standards Setting – SGB for Generic Management** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: dmphuthing@saga.co.za


EDDIE BROWN

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate (FETC): Management in Manufacturing

SAQA QUAL ID	QUALIFICATION TITLE	
49278	Further Education and Training Certificate (FETC): Management in Manufacturing	
SGB NAME	SGB Generic Management	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-4-National Certificate	National Certificate	Generic Management
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
154	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The purpose of the Qualification is to develop Management and Leadership skills and qualities that enable learners to:

1. Strive for excellence and achieve globally competitive standards in the workplace
2. Meet all work related deadlines through effective use of project and time management skills
3. Adapt to change within a diverse working environment
4. Interact with all key role players to ensure sound communication and effective feedback to all parties
5. Apply the basics of good planning and leadership, organising and management of teams and departments within organisations
6. Be creative and systematic when making decisions and selecting the best-suited methods of problem solving to meet specific organisational needs
7. Effectively and appropriately use information and systems to achieve desired results
8. Demonstrate financial awareness and budgetary control skills in meeting the goals of the organisation, as well as to make motivated decisions on financial expenditure in the best interests of the organisation
9. Be able to manage physical resources efficiently so as to minimise costs and improve, as well as optimise productivity and workflow
10. Set an example of Management and Leadership that others may follow
11. Be able to effectively deal with and manage stress within the work environment
12. Demonstrate negotiation skills
13. Lead meetings

Learners will be able to apply the above competencies to the specific industry in which they are employed.

Rationale for the qualification:

The FETC: Management in Manufacturing at NQF Level 4 is designed to meet the needs of those learners who are already employed at a supervisory or managerial level in the Manufacturing Sector, or who enter the management or supervisory domain. This Qualification is a response to the workplace need for competent managers in the Manufacturing Sector. It will also enable the learner to pursue different career opportunities, as many of its competencies are generic enough to be applicable to other career paths, job roles and sectors.

This Qualification will allow a learner to obtain a nationally recognised Qualification in management. It will set a standard of professionalism within management, which will also assist in attracting and retaining quality learners.

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

- > It facilitates access to, and mobility and progression within education, training and career paths

- > Enhances the quality of education and training
- > Accelerates the redress of past unfair discrimination in education, training and employment opportunities and thereby contributes to the full personal development of each learner and the social and economic development of the nation.

The Qualification is applicable to people who wish to be or are already employed in the Supervisory and/or Management fields within the Manufacturing Sector. The fundamental and core components deal with general management and leadership, managing staff and teams including their development, performance, communication and problem solving. Learners will embrace their tasks and strive to improve themselves and their team members developmentally through various techniques as outlined in the selected Unit Standards. It has a significant 'on-the-job' application component, and has been developed for incorporation in a Learnership.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners should be competent in Communication and Mathematical Literacy at NQF 3 or equivalent.

Recognition of Prior Learning:

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

This Recognition of Prior Learning may allow for:

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

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

QUALIFICATION RULES

The FETC: Management in Manufacturing consists of Unit Standards, which are Fundamental, Core and Elective.

In this Qualification the credits are allocated as follows:

- > Fundamental: 60 Credits
- > Core: 78 Credits
- > Elective: 16 Credits

Motivation for the number of credits assigned to Fundamental, Core and Elective components:

Fundamental Component:

The Fundamental component contains unit standards to the value of:

- > 20 credits in Communication in a first South African language at Level 4
- > 20 credits in Communication at Level 3 in a second South African Language
- > 16 credits in Mathematical literacy at level 4
- > 4 credits in HIV/AIDS Education at Level 3

These Unit Standards will add value to learners both socially and economically in terms of their ability to operate as literate and numerate people and more especially as managers in a global economy. The Communication and Mathematical Literacy components comply with the requirements for an FETC and the qualification should grant learners access to higher education.

All the Fundamental unit standards are compulsory.

Core Component:

There are Unit Standards to the value of 78 credits in the Core component and all are compulsory. They

deal with the core knowledge and skills related to management of people, which can be applied in a manufacturing environment.

Elective Component:

Unit Standards to the value of 88 credits have been listed in this component to enable the learner to gain specialist knowledge and skills in related areas and so advance the quality of work delivered. The learner should select unit standards totalling a minimum of 16 credits for the elective component.

Although there are no specific rules for the selection of elective credits the following guidelines may be useful to learners when making their selection:

For learners who are operating in Production or related areas within a Manufacturing environment the following electives are recommended:

- > Quality Management - (ID No.10053, ID No.14586)
- > Managing Health, Safety and the Environment - (ID No.13950)
- > Managing Resources Efficiently - (ID No.114877)

For learners who are operating in Support areas within a Manufacturing environment the following electives are recommended:

- > Managing Financial Resources - (ID No.13941, ID No.10388)
- > Staff Selection - (ID No.15235)
- > Performance Management - (ID No.13949, ID No.15224)

The following electives would be recommended for learners from either of the above environments:

- > Project Management - 13835, 10145, 10140
- > Negotiation - 13948

The learner may also choose elective unit standards from other learning areas with the permission of the relevant ETQA.

EXIT LEVEL OUTCOMES

The Outcomes are specified in terms of a combination of Specific and Critical Cross-Field Outcomes as defined in the different Unit Standards. On achieving this Qualification, a learner is able to:

1. Improve own and team performance.
2. Manage self and teams.
3. Communicate effectively with peers, clients or within teams/departments/divisions to achieve goals.
4. Apply the various levels of management within an organisation.
5. Improve quality and increase productivity.
6. Manage change.
7. Solve problems and create solutions and strategies to correct problems.
8. Apply effective financial management procedures.
9. Contribute to health, safety and security in the workplace.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Various structured techniques are identified and applied to improve and streamline the workforce and to increase productivity
 - > Teams are empowered through utilising their individual and collective strengths and harnessing diversity
 - > Plans to enhance own and team performance are developed and applied when appropriate

2.
 - > Theories of emotional and spiritual intelligence are applied in daily life
 - > Appropriate opportunities for personal development and growth are applied when the opportunities present themselves
 - > Self-evaluation is applied to monitor own progress
 - > Effective time management and stress management techniques are applied on an on-going basis
 - > Supervision and monitoring techniques are applied to one's own team.
3.
 - > Existing productive working relationships are developed and maintained through effective communication
 - > Oral and written communication with clients is effective through use of appropriate language
4.
 - > The various roles that managers have to play are exercised at all times in the work situation
 - > Levels of authority are acknowledged and decisions are taken at the appropriate level
5.
 - > Customer service levels and satisfaction are measured in relation to customer needs
 - > Resources are efficiently and effectively managed and utilised to increase productivity and to streamline work processes
 - > Stock is efficiently requisitioned, stored and utilised according to organisational policy and procedures
6.
 - > Areas in need of change are identified and plans drawn up to make the change
 - > Change management techniques are applied to manage necessary change processes and situations
7.
 - > Methods that can be used to identify problems and define the causes thereof are identified and applied on an on-going basis
 - > Effective methods to stop recurrence of problems are created and applied on an on-going basis
 - > Effective problem-solving techniques are applied when problems occur
8.
 - > The principles of budgeting including drawing up a budget and ensuring that expenditure remains within the budget are applied to own team/division/section
 - > Expenditure for section is motivated as per organisational policy and procedures
 - > Systems and measures of internal financial control are applied at all times to ensure compliance with organisational and legislative requirements
9.
 - > An understanding of HIV/AIDS within the workplace and its effects on a business are explained to team members
 - > Health and Safety requirements are complied with at all times by the team

Integrated Assessment:

The applied competence (practical, foundational and reflective competencies) of this Qualification will be achieved if a learner is able to achieve all the exit level outcomes of the Qualification. The identification and solving of problems, working in a team, organising self, using data, understanding the implications of actions and reactions in the world as a set of related systems must be assessed using a combination of practical, foundational and reflexive competency assessment methods and tools.

Integrated assessments should assess combinations of practical, applied, foundational and reflective competencies. Formative and summative assessment must be used to determine the development of the whole person and the integration of applied knowledge and skills in the field of management.

Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessors should check that the learner can demonstrate an ability to consider a range of options, make decisions and apply the above listed skills and knowledge in an integrated manner in a management environment.

Formative Assessment:

The assessment criteria for formative assessment are described in the various Unit Standards. Formative assessment takes place during the process of learning and assessors should use a range of assessment methods and tools that support each other to assess competence. These tools include the following:

- > On-site (on-the-job) observations
- > Role-play simulations
- > Structured group discussions
- > Knowledge tests, exams, case studies, projects, registers, logbooks, workbooks
- > Verbal report backs (presentations)
- > Portfolios of evidence
- > Projects
- > Experiential learning
- > Working in teams
- > Scenario sketching

Assessment tools must encourage learners to give an account of the thinking and decision making that underpins their demonstrated performance. Some assessments will be of a more practical nature, while others will be more theoretical.

The assessment method and/or tools used by the assessor must be:

- > Fair, so as not to hinder or advantage a specific learner
- > Valid, in that it measures what it intends to measure
- > Reliable, in that it is consistent and delivers the same output across a range of learners
- > Practical, so that it takes into account available financial resources, facilities, equipment and time.

Learners will produce evidence of the following:

- > A developed strategy and an action plan, as well as evidence of application/ implementation
- > A system for implementing, supervising and monitoring the achievement of objectives
- > Interaction with all role players in a documented report
- > A record measuring individual and team performance against the achieved objectives of the team, division or department
- > The effective and appropriate use of information and systems in achieving the objectives of the team, department or division
- > Documented financial records for use in meeting the goals of the organisation
- > Implemented best practice and change strategies within the team, department or division
- > Implemented legislation, code of conduct and current industry trends within the team, department or division

There will need to be a continuous process of evaluation of results achieved which will include the demonstration of all the outcomes in the context where learners carry out their management function.

Summative Assessment:

Summative assessment may be carried out internally by the provider, but in accordance with the guidelines of the relevant ETQA and subject to moderation by the ETQA in question. Summative assessment is used to assess the overall achievement by the learner of the exit level outcomes.

A detailed portfolio of evidence can be used to prove the practical, applied and foundational competencies of the learner as part of both the formative and summative assessment processes.

It is critical that the Fundamental, Core and Elective Unit Standards are integrated in the learner's working context. This overall integration will ultimately show the impact of the Qualification improving management competence.

Co-operation between ETQAs may be required for the assessment and moderation of the Fundamental and Core Competencies, as well as for Elective competencies chosen from the workplace.

INTERNATIONAL COMPARABILITY

The Qualification compares with the UK NVQ (National Vocational Qualification) at Technical and Junior Management Level (UK NVQ Level 3).

Existing South African Unit Standards contributing towards this qualification were chosen to match this UK based NVQ.

ARTICULATION OPTIONS

This qualification articulates horizontally with the following qualifications:

- > FETC: Management (ID No. 23656)
- > FETC: Business Administration Services (ID No. 35928)

It articulates vertically with the following:

- > National Certificate in Management: Level 5 (ID No. 23614)

MODERATION OPTIONS

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

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

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- > Hold a Management Qualification that is minimum NQF Level 5
- > Be registered as an assessor with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

NOTES

N/A

UNIT STANDARDS

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	13914 Conduct a formal meeting	Level 3	3	Registered
Core	13918 Manage time and the work process in a business environment	Level 3	4	Registered
Core	13919 Investigate and explain the structure of a selected workplace or organisation	Level 3	10	Registered
Core	113909 Coach a team member in order to enhance individual performance in work environment	Level 3	5	Registered
Core	13940 Demonstrate knowledge and application of ethical conduct in a business environment	Level 4	4	Registered
Core	13944 Describe the relationship of junior management to the general management function	Level 4	5	Registered
Core	13947 Motivate a team	Level 4	6	Registered
Core	13952 Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit	Level 4	8	Registered
Core	14667 Describe and apply the management functions of an organization	Level 4	10	Registered
Core	14927 Apply problem solving strategies	Level 4	4	Registered
Core	15094 Demonstrate insight into the application of theories of Emotional and Spiritual Intelligence in personal development	Level 5	5	Registered
Core	15096 Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5	Registered
Core	15214 Recognise areas in need of change, make recommendations and implement change in the team, department or division	Level 5	3	Registered

Core	15233 Harness diversity and build on strengths of a diverse working environment	Level 5	3	Registered
Core	15238 Devise and apply strategies to establish and maintain relationships	Level 5	3	Registered
Elective	13911 Induct a new member into a team	Level 3	3	Registered
Elective	10140 Apply a range of project management tools	Level 4	8	Registered
Elective	10388 Interpret basic financial statements	Level 4	3	Registered
Elective	13835 Contribute to project initiation, scope definition and scope change control	Level 4	9	Registered
Elective	13941 Apply the budget function in a business unit	Level 4	5	Registered
Elective	13948 Negotiate an agreement or deal in an authentic work situation	Level 4	5	Registered
Elective	13949 Apply technical knowledge and skill to align business unit performance to business goals	Level 4	5	Registered
Elective	13950 Apply technical knowledge and skill in order to manage risk in occupational health and occupational hygiene	Level 4	8	Registered
Elective	14586 Monitor and control quality control practices in a manufacturing/engineering environment	Level 4	8	Registered
Elective	114877 Formulate and implement an action plan to improve productivity within an organisational unit	Level 4	8	Registered
Elective	10053 Manage customer requirements and needs and implement action plans	Level 5	8	Registered
Elective	14214 Evaluate and improve the project team's performance	Level 5	8	Registered
Elective	15224 Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	Level 5	4	Registered
Elective	15235 Prepare and conduct staff selection interviews	Level 5	3	Registered
Elective	15237 Build teams to meet set goals and objectives	Level 5	3	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8972 Interpret a variety of literary texts	Level 3	5	Reregistered
Fundamental	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	4	Registered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Reregistered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Reregistered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Reregistered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	12153 Use the writing process to compose texts required in the business environment	Level 4	5	Registered
Fundamental	12417 Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4	Reregistered

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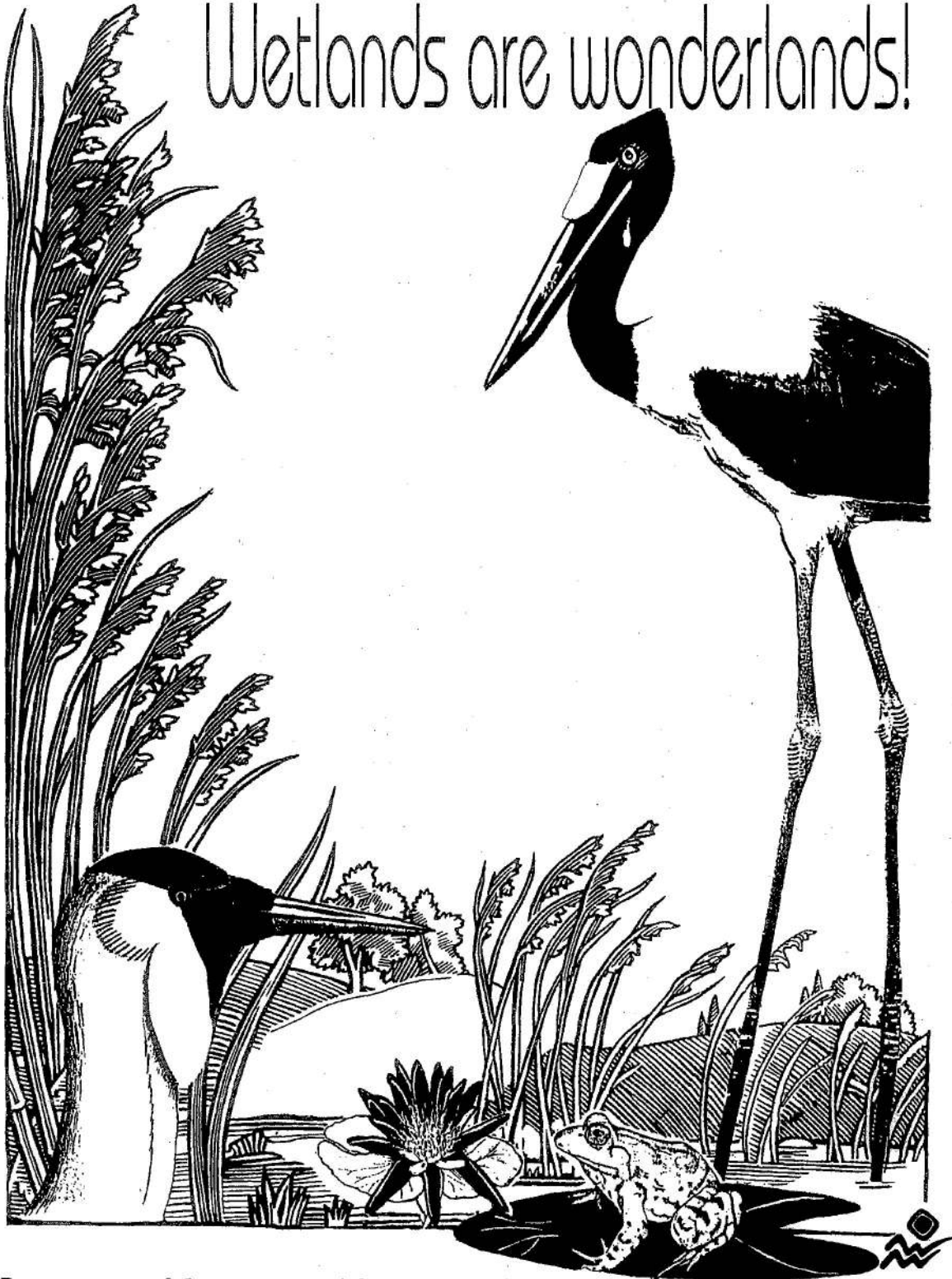
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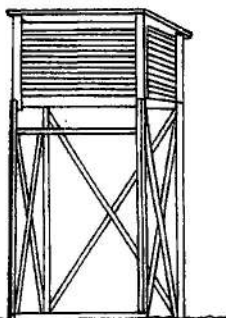
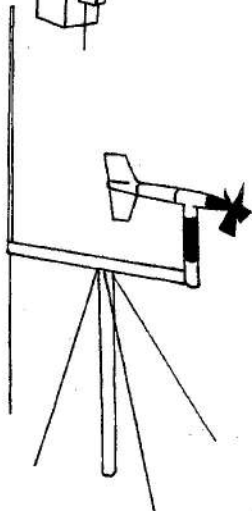
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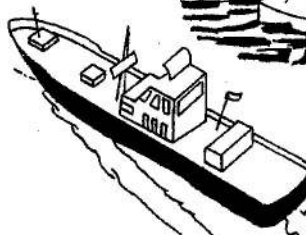
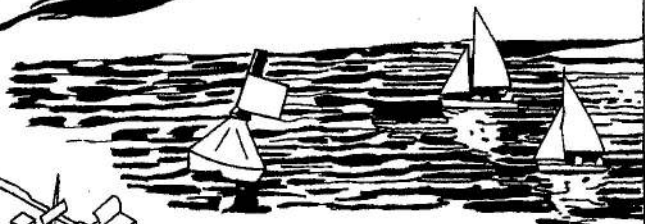
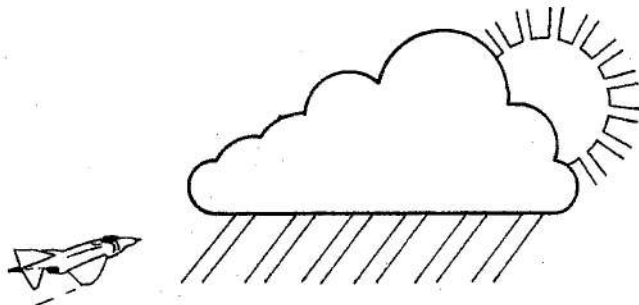


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