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No. 27661



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

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## GOVERNMENT NOTICES

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 539

10 June 2005



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the Standard Generating Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

**Manufacturing and Assembly Processes**

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. The unit standards can be accessed via the SAQA web-site at [www.saqqa.org.za](http://www.saqqa.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 qualification and unit standards should reach SAQA at the address ***below and no later than 11 July 2005***. All correspondence should be marked **Standards Setting – SGB Manufacturing and Assembly Processes** and addressed to

The Director: Standards Setting and Development  
SAQA

*Attention: Mr. Eddie Brown*

Postnet Suite 248

Private Bag X06

Waterkloof

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or faxed to 012 – 431-5144

e-mail: [ebrown@saqa.co.za](mailto:ebrown@saqa.co.za)

  
DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Address safety, health and environmental requirements and hazards in a technical context

SAQA US ID	UNIT STANDARD TITLE		
117701	Address safety, health and environmental requirements and hazards in a technical context		
SGB NAME	NSB 06	PROVIDER NAME	
SGB Manufacturing and Assembly Processes	Manufacturing, Engineering and Technology		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Manufacturing, Engineering and Technology	Engineering and Related Design	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

#### **SPECIFIC OUTCOME 1**

Collect, review and store SHE and technical information related to products, processes, equipment and materials.

#### **SPECIFIC OUTCOME 2**

Analyse information for changes to safety, health and environmental regulations, rules and requirements in a technical environment.

#### **SPECIFIC OUTCOME 3**

Analyse SHE incidents, analyse changes in the technical process and identify areas for improvement or change.

#### **SPECIFIC OUTCOME 4**

Develop an approach to incorporating changes and adapt steps, processes and procedures.

#### **SPECIFIC OUTCOME 5**

Implement changes and ensure adherence to the new requirements and evaluate the effect of changes.

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10 June 2005

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the Standard Generating Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

**Civil Engineering Construction**

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. The unit standards can be accessed via the SAQA web-site at [www.saqa.org.za](http://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 qualification and unit standards should reach SAQA at the address ***below and no later than 11 July 2005***. All correspondence should be marked **Standards Setting – SGB Civil Engineering Construction** and addressed to

The Director: Standards Setting and Development  
SAQA  
*Attention: Mr. Eddie Brown*  
Postnet Suite 248  
Private Bag X06  
Waterkloof  
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or faxed to 012 – 431-5144  
e-mail: [ebrown@saqa.co.za](mailto:ebrown@saqa.co.za)

**DUGMORE MPHUTHING**  
**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Maintain and repair un-surfaced road shoulders

SAQA US ID	UNIT STANDARD TITLE		
119715	Maintain and repair un-surfaced road shoulders		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Apply knowledge of the characteristics and benefits of well maintained road shoulders.

#### **SPECIFIC OUTCOME 2**

Prepare the work area.

#### **SPECIFIC OUTCOME 3**

Conduct the shoulder repair task.

#### **SPECIFIC OUTCOME 4**

Clear worksite on completion of the work.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Plan to conduct, repair and maintain work on un-surfaced road shoulders

SAQA US ID	UNIT STANDARD TITLE		
119716	Plan to conduct, repair and maintain work on un-surfaced road shoulders		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Explain the characteristics and benefits of well maintained gravel road shoulders.

#### **SPECIFIC OUTCOME 2**

Plan to conduct, repair or maintenance work on an un-surfaced road shoulder.

#### **SPECIFIC OUTCOME 3**

Prepare the work areas.

#### **SPECIFIC OUTCOME 4**

Conduct the shoulder repair task.

#### **SPECIFIC OUTCOME 5**

Clear the worksite on completion of work.

No. 541

10 June 2005



*Established in terms of Act 58 of 1995*

### **SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the Standard Generating Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

### **DEMOCRACY, HUMAN RIGHTS, PEACE AND ELECTIONS**

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. The unit standards can be accessed via the SAQA web-site at [www.saga.org.za](http://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 unit standards should reach SAQA at the address *below and no later than 11 July 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. Eddie Brown*

Postnet Suite 248

Private Bag X06

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DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Assist with human rights and democracy advocacy initiatives

SAQA US ID	UNIT STANDARD TITLE		
119660	Assist with human rights and democracy advocacy initiatives		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Democracy, Human Rights, Peace and Elections	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Distribute advocacy materials for human rights and democracy initiatives.

#### **SPECIFIC OUTCOME 2**

Marshall and usher participants during advocacy events.

#### **SPECIFIC OUTCOME 3**

Assist with petitions.

#### **SPECIFIC OUTCOME 4**

Assist with the venue preparation of an advocacy initiative.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Demonstrate awareness of the foundations of human rights and democracy

SAQA US ID	UNIT STANDARD TITLE		
119661	Demonstrate awareness of the foundations of human rights and democracy		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Democracy, Human Rights, Peace and Elections	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Public Policy, Politics and Democratic Citizenship	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Describe the history and struggle for human rights in South Africa.

#### **SPECIFIC OUTCOME 2**

Explain how the Constitution and Bill of Rights promotes and supports human rights and democracy within South Africa.

#### **SPECIFIC OUTCOME 3**

Describe and explain human rights and democratic principles and values in South Africa.

#### **SPECIFIC OUTCOME 4**

Outline the influence of historical events and violations internationally and regionally on the development of universal human rights.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Facilitate community access to human rights services

SAQA US ID	UNIT STANDARD TITLE		
119663	Facilitate community access to human rights services		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Democracy, Human Rights, Peace and Elections	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Public Policy, Politics and Democratic Citizenship	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 2	Regular

#### SPECIFIC OUTCOME 1

Describe and explain the term "community access to human rights services".

#### SPECIFIC OUTCOME 2

Promote awareness of community access to human rights services.

#### SPECIFIC OUTCOME 3

Identify and describe the human rights-related needs of the community.

#### SPECIFIC OUTCOME 4

Identify service providers to meet human rights-related needs of the community.

#### SPECIFIC OUTCOME 5

Facilitate steps for community access to human rights and democratic participation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Demonstrate understanding of the concept of human rights and democracy and its application in society**

SAQA US ID	UNIT STANDARD TITLE		
119665	Demonstrate understanding of the concept of human rights and democracy and its application in society		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Democracy, Human Rights, Peace and Elections	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Public Policy, Politics and Democratic Citizenship	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 5	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate understanding of the different schools of thought in the human rights and democratic field.

#### **SPECIFIC OUTCOME 2**

Provide a historical perspective of human rights and democracy.

#### **SPECIFIC OUTCOME 3**

Describe the instruments that developed in response to human rights violations.

#### **SPECIFIC OUTCOME 4**

Demonstrate understanding of the principles and values of human rights and democracy.

#### **SPECIFIC OUTCOME 5**

Analyse recent responses to human rights violations within the African regional system.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Describe the relevance of human rights and democratic practices in South African society**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119662	Describe the relevance of human rights and democratic practices in South African society		
<b>SGB NAME</b>		<b>NSB 07</b>	<b>PROVIDER NAME</b>
SGB Democracy, Human Rights, Peace and Elections		Human and Social Studies	
<b>UNIT STANDARD TYPE</b>		<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>
Regular		Human and Social Studies	Public Policy, Politics and Democratic Citizenship
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	8	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Describe the transformative significance of human rights and democratic practices.

#### **SPECIFIC OUTCOME 2**

Describe the role of the State in providing and promoting human rights and democratic practices.

#### **SPECIFIC OUTCOME 3**

Describe the role of other actors in providing and promoting human rights and democratic practices.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Conduct an assessment of human rights and democracy practices in communities

SAQA US ID	UNIT STANDARD TITLE		
119664	Conduct an assessment of human rights and democracy practices in communities		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Democracy, Human Rights, Peace and Elections	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Public Policy, Politics and Democratic Citizenship	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 5	Regular

#### **SPECIFIC OUTCOME 1**

Plan and prepare for assessment of human rights and democracy practices.

#### **SPECIFIC OUTCOME 2**

Conduct a situational and needs analysis of the community with respect to human rights and democracy practices.

#### **SPECIFIC OUTCOME 3**

Make recommendations on human rights and democracy practices for sustainability.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Examine law and structures in terms of their promotion of human rights and democracy

SAQA US ID	UNIT STANDARD TITLE		
119659	Examine law and structures in terms of their promotion of human rights and democracy		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Democracy, Human Rights, Peace and Elections	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Public Policy, Politics and Democratic Citizenship	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

#### **SPECIFIC OUTCOME 1**

Examine law in terms of human rights and democratic principles and values.

#### **SPECIFIC OUTCOME 2**

Examine structures in terms of human rights and democratic principles and values.

#### **SPECIFIC OUTCOME 3**

Identify the human rights and democracy gaps in statutory law and structures.

No. 542

10 June 2005



Established in terms of Act 58 of 1995

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the Standard Generating Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

**Generic Management**

publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications and unit standards. The qualifications and unit standards can be accessed via the SAQA web site at [www.saqa.org.za](http://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 qualification and unit standards should reach SAQA at the address *below and no later than 11 July 2005*. All correspondence should be marked **Standards Setting – SGB Generic Management** and addressed to

The Director: Standards Setting and Development  
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ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## QUALIFICATION:

*National Certificate: New Venture Creation (SMME)*

SAQA QUAL ID	QUALIFICATION TITLE		
49648	National Certificate: New Venture Creation (SMME)		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Generic Management	Business, Commerce and Management Studies		
QUAL TYPE	FIELD	SUBFIELD	
National Certificate	Business, Commerce and Management Studies	Generic Management	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	138	Level 2	Regular-Unit Stds Based

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

The purpose of the NQF level 2 New Venture Creation qualification is to provide a qualification that can form the basis for structured programmes for potential and existing entrepreneurs to capitalise on opportunities to start and grow sustainable businesses that form part of the mainstream economy, enabling the learners to tender for business opportunities within both the public and private sectors. This qualification is designed for learners who intend to set up or have already set up own ventures. Assessment of the competencies and knowledge in the qualification needs to be done in the context of the learner's own new venture.

Research has indicated that people working with their own new ventures at this level need the following competencies:

- > Acquisition of an entrepreneurial profile which includes an innovation orientation
- > An understanding of the industry/sector in which they wish to establish a new venture
- > An ability to match new venture opportunities to market needs within a chosen industry/sector
- > An ability to determine and manage the financial requirements of a new venture
- > An ability to match new venture opportunities to market needs
- > An ability to compile and utilise a business plan to manage a new venture and also where relevant, to seek funding for a new venture

**Rationale**

The future of South Africa's economy does not just lie in the formal sector, but within the informal SMME sector too. This is a growing part of South Africa's economy and requires substantial focus from a developmental perspective. Following the success of the implementation of the National Certificate: New Venture Creation (NVC): Level 4 and upon doing further research, it has been established that there is a great demand to equip entrepreneurial learners with knowledge and skills at NQF level 2 so that they can become part of the mainstream economy as they set up and manage new ventures. Whilst the complexity of learning will be simpler at this level, the main outputs, requirements and competences of such entrepreneurs are broadly the same.

The small business sector is growing and it is in light of this that various stakeholders have taken the initiative to provide mentorship programmes that will assist budding entrepreneurs to become a more integral part of the mainstream economy, serving both the public and private sectors. Apart from the formative development that can take place via these programmes, it also provides more importantly for sustainable development.

Thus the design and establishment of an entrepreneurship qualification aims to:

- > Develop appropriate skills and knowledge for the establishment and development of an enterprise.
- > Address the economic/administrative and behavioural barriers that contribute to failures in starting and sustaining an enterprise.
- > Create long-term solutions for job creation and SMME development via the building blocks and structure

of a qualification that practically addresses the learning requirements of budding entrepreneurs.

#### **RECOGNIZE PREVIOUS LEARNING?**

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#### **LEARNING ASSUMED TO BE IN PLACE**

It is assumed that learners are competent in Communication and Mathematical Literacy at NQF Level 1.

Recognition of prior learning

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

This Recognition of Prior Learning may allow for:

- > Accelerated access to further learning at this or higher levels on the NQF
- > Gaining of credits for Unit Standards in this Qualification
- > Obtaining this 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 Certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further learning.

The qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 138 credits is required to complete the qualification.

In this qualification the credits are allocated as follows

- > Fundamental : 36 credits : 27%
- > Core : 70 credits : 50%
- > Electives : 32 credits : 23%
- > Total : 138 credits : 100%

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

#### **Fundamental Component**

Unit Standards to the value of thirty-six credits are allocated to the subject areas of Communication and Mathematical Literacy.

The Communications aspect focuses on basic communication skills required to fulfill entrepreneurial functions and this component caters for twenty credits

Sixteen credits in Mathematical Literacy have also been included in the Fundamental Component, focusing on the fundamental Mathematics and statistics required to complement entrepreneurial financial functions. In addition, the Mathematical component will enable the learner to utilize a range of patterns and functions to solve problems. □

All the Unit Standards are compulsory.

#### **Core Component**

Seventy credits have been allocated to Unit Standards in the Core Component of this Qualification. This is to ensure that the Qualification has a strong New Venture Creation focus. The Unit Standards classified as Core describe entrepreneurial knowledge and skills that are generic to various types of new ventures within varying industries/sectors. They provide an opportunity to develop knowledge of new venture creation through basic research, formal learning and business workplace practice and/or simulated situations. The Unit Standards encourage application of knowledge and skills in real situations, with particular emphasis on developing an entrepreneurial profile, matching new venture to market needs, financial management, business plan implementation, ethics and customer service.

All Unit Standards are compulsory.

#### Elective Component

There are Unit Standards totaling Ninety-one credits in this Component. These Unit Standards develop further the competencies and knowledge contained in the Core Component by focusing on learning areas pertinent to New Venture Creation. They will enable learners to gain specialist knowledge and skills, which are particularly relevant, or of interest to the learner. The Elective Component focuses particularly on teamwork and human resources management, business awareness, administration and records management, information systems, customer and public relations and industry awareness and procurement of new work.

Learners are required to select Electives that add up to at least thirty-two credits. The learner may also select other Unit Standards at the level of the Qualification, not listed in this Qualification, but which would enhance his/her work performance or employability, or which are of particular interest to him/her, with the approval of the relevant ETQA.

#### EXIT LEVEL OUTCOMES

1. Use basic Mathematics in order to fulfill new venture functions effectively.
2. Apply basic Communication skills in new venture creation context.
3. Determine market requirements and manage the relevant marketing and selling processes.
4. Demonstrate an understanding of the sector/industry in which the business operates.
5. Determine financial requirements and manage financial resources of a new venture.
6. Manage business operations.

#### ASSOCIATED ASSESSMENT CRITERIA

- 1
  - > Mathematics is correctly used to perform calculations relating to the various aspects of the new venture.
  - > Mathematical data is interpreted and used to assist with decision-making and problem-solving in the new venture.
- 2
  - > Internal and external clients of the new venture are communicated with using the most appropriate mode of communication for the client and the context.
  - > Written and oral communication is correctly interpreted and understood.
  - > The various forms and reports that are required by legislation and regulation are completed according to requirements.
  - > Language and communication skills are utilised when participating in occupational learning programmes.
- 3
  - > Basic market research is conducted to determine market needs in relation to own business context.
  - > New venture activities, goals, and business plans are appropriately aligned to identified market needs.
  - > Marketing and selling processes are defined in accordance with requirements outlined in basic market research.
  - > Selling processes are relevant to the customer focus required of the new venture.
- 4
  - > The value chain within a business sector is identified in relation to the new venture.
  - > Procurement processes and principles within the sector are identified and applied to the new venture.
  - > Tendering opportunities are identified and pursued according to the new venture capacity and resources.
  - > The legal environment of the selected industry is understood and explained.
  - > Any health and safety requirements that pertain to the sector/industry are applied to the new venture produce/service delivery.
  - > Contracts are administered according to industry/sector requirements.
- 5
  - > Financial and cash flow requirements are determined for the new venture.
  - > Pricing and costing principles are established in line with market needs and financial requirements.
  - > Funding and start-up capital are obtained where required.
  - > Financial controls and accounting procedures are determined to ensure financial efficiency of the new

venture and to be compliant with relevant legislation.

- > Accounts and records are maintained according to generally accepted Accounting principles.
- > Financial statements are used to determine business progress.

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- > The business plan is used as a tool to effectively manage the new venture.
- > Business progress is determined at regular intervals and corrective action taken where necessary.
- > The business plan is constantly reviewed against actual business activities to determine if overall business objectives are being met.
- > Appropriate resources for the new venture are mobilized as and when required.
- > Personal and business productivity is monitored and enhanced on an ongoing basis.

#### Integrated assessment

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

Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated and the learner is encouraged to set up new venture whilst learning is underway so that assessment takes place after new venture has been set up and learning has been practically implemented.

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

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

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

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

Assessment should ensure that all Specific Outcomes, Embedded Knowledge and Critical Cross-Field Outcomes are evaluated. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of Specific Outcomes and Embedded Knowledge.

#### **INTERNATIONAL COMPARABILITY**

The qualification was benchmarked against international standards and qualifications, specifically those of New Zealand, Australia, Scotland and England. New Zealand only had higher, level 4 qualifications in place for 'establishing new enterprises' and was not really comparable to our level 2 qualification. Scotland revealed no qualifications of this kind and nor did Australia, although they do have a government programme for assisting entrepreneurs, but no qualifications or standards aligned to this.

England revealed the most comparable qualification but not at level 2. The qualification relevant here is an ILM Level 3 Certificate in starting your business and the awarding body is the Institute of Leadership and Management. It is registered from 1 June 2001 and up for review on 31 May 2007. Some of the components it includes are:

- > You and your business
- > Customers quality in business
- > Resources for your business
- > Business regulation
- > The business plan

All these elements are included in the South African national Certificate for New Venture Creation Level 2. It would also seem that our Level 2 qualification is more substantial in content than their qualification.

International and South African support for the proposed conceptual framework and content is evidenced in the work of:

- Amos, T.L. & Maas, G. (2001) Developing entrepreneurial students: A proposal of the what and how. University of Rhodes. Paper submitted at the 11th global IntEnt-Conference, 2nd to 4th July 2001, Kruger National Park, South Africa
- Begley, T.M. & Boyd, D.P. (1987). A comparison of entrepreneurs and managers of small business firms. *Journal of Management*, 13, pp. 99-108
- Davies, TA; Fagan, K. (1995). *The Graduate Enterprise Programmes*. Durban, South Africa. Siyakhana Holdings
- Davies, TA; (2001). *Venture Creation : An Innovative Learnership Model for the Self-Employed*. (Technikon Natal, Paper submitted to the IVEATA Conference, 11th - 15th November 2001, Tanzania)
- Gartner, W.B. & Vesper, K.H. (1994). *Experiments in Entrepreneurship Education: Successes and Failures*. *Journal of Business Venturing*. New York
- Gibbs, A. (1992). The enterprise culture and education - understanding enterprise education and its links with small business, entrepreneurship and wider educational goals. *International Small Business Journal*. pp. 24
- Gorman, G.; Hanlon, D.; King, W. (April / June 1997). Some Research Perspectives on Entrepreneurship Education and Education for Small Business Management: A Ten-Year Literature Review. *International Small Business Journal*, pp. 22
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### **ARTICULATION OPTIONS**

This Qualification articulates horizontally with the following Qualifications:

- > The National Certificate in Business Administration Services: Level 2
- > The National Certificate in Call Centre Support: Level 2

Vertical articulation is possible with the following Qualifications:

- > The National Certificate in Business Administration Services: Level 3
- > The National Certificate in Management: Level 3

### **MODERATION OPTIONS**

- > Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.
- > Moderation must include both internal and external moderation of assessments at exit points of the

Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Qualification.

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

#### CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- > A minimum of 2 (two) years' practical, relevant occupational experience in Administration
- > To be registered as an assessor with the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA
- > To be in possession of a Qualification in New Venture Creation, entrepreneurship or management at NQF Level 4 or higher.

#### NOTES

N/A

#### UNIT STANDARDS

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	113924 Apply basic business ethics in a work environment	Level 2	2	Registered
Core	114959 Behave in a professional manner in a business environment	Level 2	4	Registered
Core	114974 Apply the basic skills of customer service	Level 2	2	Registered
Core	119666 Determine financial requirements of a new venture	Level 2	8	Draft - Prep for P Comment
Core	119667 Describe the composition of a selected new venture's industry/sector and its procurement systems	Level 2	8	Draft - Prep for P Comment
Core	119668 Manage business operations	Level 2	8	Draft - Prep for P Comment
Core	119669 Match new venture opportunity to market needs	Level 2	6	Draft - Prep for P Comment
Core	119670 Produce a business plan for a new venture	Level 2	8	Draft - Prep for P Comment
Core	119672 Manage marketing and selling processes of a new venture	Level 2	7	Draft - Prep for P Comment
Core	119673 Identify and demonstrate entrepreneurial ideas and opportunities	Level 2	7	Draft - Prep for P Comment
Core	119674 Manage finances for a new venture	Level 2	10	Draft - Prep for P Comment
Elective	9964 Apply health and safety to a work area	Level 2	3	Reregistered
Elective	14340 Maintain an existing information system in a business environment	Level 2	4	Registered
Elective	14341 Keep informed about current affairs related to one's own industry	Level 2	4	Registered
Elective	14343 Investigate the structure of an organization as a workplace	Level 2	8	Registered
Elective	14346 Process numerical and text data in a business environment	Level 2	2	Registered
Elective	114976 Operate and take care of equipment in an office environment	Level 2	2	Registered
Elective	13912 Apply knowledge of self and team in order to develop a plan to enhance team performance	Level 3	5	Registered
Elective	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
Elective	13929 Co-ordinate meetings, minor events and travel arrangements	Level 3	3	Registered
Elective	13930 Monitor and control the receiving and satisfaction of visitors	Level 3	4	Registered
Elective	13932 Prepare and process documents for financial and banking processes	Level 3	5	Registered
Elective	13933 Plan, monitor and control an information system in a business environment	Level 3	3	Registered
Elective	13934 Plan and prepare meeting communications	Level 3	4	Registered
Elective	13936 Outline the legal environment of a selected industry	Level 3	2	Registered
Elective	117837 Assemble, install and dismantle exhibition stands	Level 3	5	Registered
Elective	119671 Administer contracts for a selected new venture	Level 3	10	Draft - Prep for P Comment

Elective	119712 Tender for business or work in a selected new venture	Level 3	8	Draft - Prep for P Comment
Elective	119713 Apply basic HR principles in a new venture	Level 3	4	Draft - Prep for P Comment
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:

**Describe the composition of a selected new venture's industry/sector and its procurement systems**

SAQA US ID	UNIT STANDARD TITLE		
119667	Describe the composition of a selected new venture's industry/sector and its procurement systems		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Generic Management	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Identify and analyse the value chain within a selected industry or sector.

#### **SPECIFIC OUTCOME 2**

Identify the business principles and processes within a selected sector or industry environment.

#### **SPECIFIC OUTCOME 3**

Demonstrate an understanding of different procurement systems that may apply in specific sector/industry.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

*UNIT STANDARD:***Determine financial requirements of a new venture**

<i>SAQA US ID</i>	<i>UNIT STANDARD TITLE</i>		
119666	Determine financial requirements of a new venture		
<i>SGB NAME</i>		<i>NSB 03</i>	<i>PROVIDER NAME</i>
SGB Generic Management		Business, Commerce and Management Studies	
<i>UNIT STANDARD TYPE</i>		<i>FIELD DESCRIPTION</i>	<i>SUBFIELD DESCRIPTION</i>
Regular		Business, Commerce and Management Studies	Generic Management
<i>ABET BAND</i>	<i>CREDITS</i>	<i>NQF LEVEL</i>	<i>UNIT STANDARD TYPE</i>
Undefined	8	Level 2	Regular

**SPECIFIC OUTCOME 1**

Determine the financial and cash flow requirements of a new venture.

**SPECIFIC OUTCOME 2**

Determine income and expenditure of new venture.

**SPECIFIC OUTCOME 3**

Implement pricing and costing principles.

**SPECIFIC OUTCOME 4**

Identify resources to obtain start-up capital.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Identify and demonstrate entrepreneurial ideas and opportunities

SAQA US ID	UNIT STANDARD TITLE		
119673	Identify and demonstrate entrepreneurial ideas and opportunities		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Generic Management	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Describe and discuss entrepreneurship.

#### **SPECIFIC OUTCOME 2**

Identify own entrepreneurial strengths and weaknesses in relation to opportunity identified.

#### **SPECIFIC OUTCOME 3**

Identify the characteristics of a typical entrepreneur.

#### **SPECIFIC OUTCOME 4**

Identify entrepreneurial opportunities in own context.

#### **SPECIFIC OUTCOME 5**

Compile entrepreneurial goals and personal growth plan.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

## Manage business operations

SAQA US ID	UNIT STANDARD TITLE		
119668	Manage business operations		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Generic Management	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 2	Regular

**SPECIFIC OUTCOME 1**

Implement an action plan for business operations.

**SPECIFIC OUTCOME 2**

Mobilise resources for a new venture.

**SPECIFIC OUTCOME 3**

Manage own time productively.

**SPECIFIC OUTCOME 4**

Monitor productivity in a business venture.

**SPECIFIC OUTCOME 5**

Implement and manage a basic quality system in a new venture.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Manage finances for a new venture

SAQA US ID	UNIT STANDARD TITLE		
119674	Manage finances for a new venture		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Generic Management	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Explain financial controls for managing a business.

#### **SPECIFIC OUTCOME 2**

Identify and apply accounting practices and procedures.

#### **SPECIFIC OUTCOME 3**

Manage business accounts and maintain business records.

#### **SPECIFIC OUTCOME 4**

Utilise financial statements to identify business progress.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Manage marketing and selling processes of a new venture

SAQA US ID	UNIT STANDARD TITLE		
119672	Manage marketing and selling processes of a new venture		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Generic Management	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 2	Regular

**SPECIFIC OUTCOME 1**

Implement marketing plan.

**SPECIFIC OUTCOME 2**

Negotiate a deal with a customer.

**SPECIFIC OUTCOME 3**

Outline processes and principles for completing basic quotes.

**SPECIFIC OUTCOME 4**

Outline processes and principles for completing tender documents.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Match new venture opportunity to market needs

SAQA US ID	UNIT STANDARD TITLE		
119669	Match new venture opportunity to market needs		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Generic Management	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Identify and describe what marketing is in relation to new venture opportunities.

#### **SPECIFIC OUTCOME 2**

Conduct market research.

#### **SPECIFIC OUTCOME 3**

Identify market segments in relation to own new venture opportunity.

#### **SPECIFIC OUTCOME 4**

Incorporate market research into a marketing plan.

#### **SPECIFIC OUTCOME 5**

Explore product/service life cycle.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Produce a business plan for a new venture**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119670	Produce a business plan for a new venture		
<b>SGB NAME</b>		<b>NSB 03</b>	<b>PROVIDER NAME</b>
SGB Generic Management		Business, Commerce and Management Studies	
<b>UNIT STANDARD TYPE</b>		<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>
Regular		Business, Commerce and Management Studies	Generic Management
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	8	Level 2	Regular

**SPECIFIC OUTCOME 1**

Identify and demonstrate understanding of the elements of a business plan.

**SPECIFIC OUTCOME 2**

Compile an organisation structure for one's own business to determine how a business plan can best be intergrated.

**SPECIFIC OUTCOME 3**

Identify resources and information required to complete own business plan.

**SPECIFIC OUTCOME 4**

Compile business plan.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY



### UNIT STANDARD:

#### Administer contracts for a selected new venture

SAQA US ID	UNIT STANDARD TITLE		
119671	Administer contracts for a selected new venture		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Generic Management	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 3	Regular

**SPECIFIC OUTCOME 1**

Obtain and analyse performance requirement of contract.

**SPECIFIC OUTCOME 2.**

Apply basic risk management techniques in managing performance.

**SPECIFIC OUTCOME 3**

Demonstrate an understanding of contract changes and disputes.

**SPECIFIC OUTCOME 4**

Ensure compliance and administrative close-out of contract.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Apply basic HR principles in a new venture

SAQA US ID	UNIT STANDARD TITLE		
119713	Apply basic HR principles in a new venture		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Generic Management	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Identify and plan for the human resources needs of a new venture.

#### **SPECIFIC OUTCOME 2**

Implement the human resources needs of a new venture.

#### **SPECIFIC OUTCOME 3**

Identify and compile basic employment policies and procedures.

#### **SPECIFIC OUTCOME 4**

Comply with relevant human resources legislation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Tender for business or work in a selected new venture

SAQA US ID	UNIT STANDARD TITLE		
119712	Tender for business or work in a selected new venture		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Generic Management	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Procure and review a tender document.

#### **SPECIFIC OUTCOME 2**

Prepare and complete a tender document.

#### **SPECIFIC OUTCOME 3**

Submit a tender document.

No. 543

10 June 2005



*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, Organising Field 02, Culture and Arts, 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 coordinator 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 Directorate at the address below by not later than **11 July 2005**. All correspondence should be marked **SGB for Culture and Arts** and be addressed to:

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

### **SGB INFORMATION**

As a necessary step in the development and implementation of the National Qualifications Framework, The Directorate of Standards Setting and Development is 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 Directorate;
- 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 the Directorate of Standards Setting and Development.

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 Directorate, 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 Directorate for Standards Setting and Development and the Constituency.
-

**PUBLIC NOTICE BY THE DIRECTORATE FOR STANDARDS SETTING AND DEVELOPMENT OF ITS INTENTION TO ESTABLISH AND REGISTER A STANDARDS GENERATING BODY (SGB) FOR PIANO RESTORATION AND TUNING IN ORGANISING FIELD 02, CULTURE AND ARTS**

The Directorate for Standards Setting and Development, Organising Field 02 has received an application to recognise and register an SGB for Piano Restoration and Tuning for a period of three years from 01 June 2005 until 31 May 2008.

**PROPOSED BRIEF OF THE SGB**

1. Develop learning pathways for potential qualifications and unit standards in the area of Piano Restoration and Tuning from level 4 through to level 5 [*Regulation 24 (1) (e)*].
2. The following qualifications shall be generated:
  - Further Education and Training Certificate: Piano Assembly (NQF level 4)
  - Further Education and Training Certificate: Piano Backframing (NQF level 4)
  - National Certificate: Piano Technology (NQF level 5)
  - National Certificate: Piano Tuning (NQF levels 5)*[Regulation 24 (1) (a)]*
3. Recommend the qualifications and standards generated under 1 and 2 above, to SAQA [*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, as required, where Piano Restoration and Tuning is involved and being considered [ *Regulation 24 (1) (e)* ].
6. Accept and perform other related functions as requested by the Directorate for Standards Setting and Development [ *Regulation 24 (1) (e)* ].

**PROPOSED COMPOSITION OF THE SGB**

NOMINEE	WORKPLACE	NOMINATING BODY	QUALIFICATIONS/ EXPERIENCE
CILLIERS, PHILLIP	Phillip Cilliers Piano tuner	Phillip Cilliers Piano tuner	<ul style="list-style-type: none"> <li>• Four year diploma in piano tuning</li> <li>• Extensive experience in piano tuning and re-building of pianos for over 50 years</li> </ul>
CUGNOLIO, RAYMOND FRANK	C Sharp Music	C Sharp Music	<ul style="list-style-type: none"> <li>• Experienced pianist and guitarist.</li> <li>• Office-bearer-Music Teachers' Association</li> <li>• Chairperson of the following: Nelspruit Standard Bank Eisteddford, Viava Musica and Committee of Songs of Praise</li> </ul>
DAVIS, JPW	Lona's Pianos	Lona's Pianos	<ul style="list-style-type: none"> <li>• Experienced Businessman</li> <li>• Worked for Hans Merensky Civil Engineering Contracting</li> <li>• Estate Agent</li> <li>• Director Lona's Pianos</li> </ul>
DE WET, VOLVAARDT	Independent Consultant – Boland College	South African Association of Piano Tuners	<ul style="list-style-type: none"> <li>• Bachelor of Arts degree; Technical Diploma, National Teachers' Diploma.</li> <li>• 33years experience as an educationist</li> </ul>
FISHER, PAUL	Allen and Fisher Pianos - Piano World	Allen and Fisher Pianos -Piano World	<ul style="list-style-type: none"> <li>• Qualified in piano, violin, clarinet and singing</li> <li>• Trained in London as a piano tuner, repairer and restorer</li> <li>• General manager for Woolwich branch</li> <li>• Worked for Mullers, Bothmers Piano manufacturers</li> <li>• Extensive experience in tuning, servicing, major re-building and restoration of pianos</li> </ul>

GOODWILL, K	Quick Tune	Quick Tune	<p>Qualified as a piano tuner in Tolliacks, Durban</p> <ul style="list-style-type: none"> <li>• Qualified as a registered piano tuner in the USA.</li> <li>• 33years experience in piano tuning business</li> </ul>
GOUWS, M G	M G Gouws Specialised Piano Services - Klerksdorp	M G Gouws Specialised Piano Services - Klerksdorp	<ul style="list-style-type: none"> <li>• 20 years experience in piano tuning and technical services</li> <li>• A member of the South African Association for Professional Piano Tuners.</li> </ul>
HEUNIS, D M	Independent Consultant	Heunis Piano Tuning	<ul style="list-style-type: none"> <li>• Qualified as a piano tuner and technician from Pionier School</li> <li>• Lectured in piano tuning and repairing.</li> <li>• Consultant in piano tuning and repairing.</li> </ul>
KRUGER, M J	Independent Consultant	South African Association for Professional Piano Tuners	<ul style="list-style-type: none"> <li>• Trained at the Pinier Institute.</li> <li>• Worked for Piano Manufactures of South Africa Wellington as a piano tuner.</li> <li>• Established Piano tuner in Bloemfontein and Southern Free State.</li> </ul>
KRUGER, W	Rustenburg Piano Tuning Services	Rustenburg Piano Tuning Services	<ul style="list-style-type: none"> <li>• A qualified piano tuner with extensive experience.</li> <li>• 22years experience in piano tuning.</li> </ul>
LAWSON, B	Lawsonic Pianoforte Services	Lawsonic Pianoforte Services	<ul style="list-style-type: none"> <li>• Registered piano technician</li> <li>• Member of the South African Association of Professional Piano Tuners (SAAPT)</li> <li>• 25 years experience in piano tuning, locally and internationally.</li> </ul>

SCHELL, L	Independent Consultant	Private Practice	<ul style="list-style-type: none"> <li>• German Master piano builder</li> <li>• Constructor and Designer of Grand Pianos</li> <li>• Trained People in Japan, Germany, USA, India and South Korea</li> <li>• Currently assisting China in establishing training in piano construction</li> </ul>
SWANEPOEL, K	Kallie Swanepoel Piano Tuning cc	Kallie Swanepoel Piano Tuning cc	<ul style="list-style-type: none"> <li>• Four year diploma in Piano Tuning – Worcester Pioneer College</li> <li>• 15 years tuning experience which includes tuning at the University of Pretoria and the State Theatre</li> </ul>
VAN DER WALT, L	Lukas Van der Walt Piano Tunists	Lukas Van der Walt Piano Tunists	<ul style="list-style-type: none"> <li>• Piano tunist and marketer for R Muller Music</li> <li>• Piano Instructor for Pioneer School</li> <li>• Piano tunist and technician for John Elford Music and TV and for Lukas Van der Walt Piano Tunists</li> </ul>
VILJOEN, J W	Piano Master cc	Piano Master cc	<ul style="list-style-type: none"> <li>• Graduated from Pioneer School</li> <li>• BAdmin – University of Pretoria</li> <li>• Extensive work experience in piano tuning</li> </ul>

No. 544

10 June 2005



*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, Organising Field 11, **Services**, 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 coordinator 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 Directorate at the address below by not later than **11 July 2005**. All correspondence should be marked **SGB for Real Estate** and be addressed to:

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

### SGB INFORMATION

As a necessary step in the development and implementation of the National Qualifications Framework, The Directorate for Standards Setting and Development is 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 the Directorate;

- 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 the Directorate of Standards Setting and Development.

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 Directorate, 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 Directorate for Standards Setting and Development and the Constituency.
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**PUBLIC NOTICE BY ORGANISING FIELD 11, SERVICES, TO RECOGNISE AND RE-REGISTER AN SGB FOR REAL ESTATE**

Organising Field 11 hereby registers an SGB for Real Estate.

**BRIEF OF THE SGB**

1. Develop learning pathways for potential Qualifications and Unit Standards in the area of Real Estate from level 4 through to level 8 [*Regulation 24 (1) (e)*].
2. The following Qualifications shall be generated:
  - National Certificate in Property Practice at NQF Level 4
  - National Certificate in Real Estate at NQF Level 5
  - National Diploma at NQF Level 6
3. Recommend the Qualifications and Standards generated under 1 and 2 above, to the Directorate for Standards Setting and Development. [*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, as required, where Real Estate is involved or being considered [*Regulation 24 (1) (e)*].
6. Accept and perform other related functions as requested by Organising Field 11, Services [*Regulation 24 (1) (e)*].

**COMPOSITION OF THE SGB**

<b>NAME</b>	<b>WORKPLACE</b>	<b>NOMINATING BODY</b>	<b>QUALIFICATION/ EXPERIENCE</b>
Mrs. Corfield, J	Homenet's Training Academy	Estate Agency Affairs Board	<ul style="list-style-type: none"> <li>• 25 years experience in Residential Real Estate</li> <li>• Member of Executive Committee: Institute of Estate Agents, Durban and Coastal Region</li> <li>• Member of Estate Agency Board and various sub committee.</li> </ul>
Ms Greyvenstein, M C	Valentine Estates	Valentine Estates	<ul style="list-style-type: none"> <li>• 18 years experience in property</li> <li>• Property Selling</li> </ul>
Mrs. Malan, L	The Institute of Estate agents of South Africa	National Institute of Estate Agents of South Africa	<ul style="list-style-type: none"> <li>• Vice-President of the Institute of South Africa</li> <li>• Highly regarded as trainer for 16 years on property related matters</li> <li>• Elected for the 5<sup>th</sup> term as a chairperson for IEA Northern Region (Pta)</li> </ul>

Mr Radebe, K.S	Co-operative Local Economic Development Agencies	Co-operative Local Economic Development Agencies	<ul style="list-style-type: none"> <li>• 4 year experience in both urban, rural as well as community development.</li> <li>• 1994 activities planner –assistant Clerk for Lenasia Local Government</li> <li>• 1995-Managing Property Evaluation Assessment and Marketing for Estate Planning and Development</li> <li>• 2000-2003 Project Leader infrastructure Project a Evaluation and Monitoring for Provincial Department</li> </ul>
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Mr. Shor, M	Real Estate Benchmarking System	Real Estate Benchmarking System	<ul style="list-style-type: none"> <li>• Honours B.Comm(Real Estate)</li> <li>• Lecturing Urban Economics and Property Valuations at Wits University</li> <li>• Lectured property investment at RAU</li> <li>• Developed and launched Certificate Commercial and Industrial Specialist CCIS as the counties first course and qualification for Retail, Industrial and Office property</li> </ul>
Mrs Wall-Smith D.L	South African Institute of Valuers	South African Institute of Valuers	<ul style="list-style-type: none"> <li>• Honours degree in Arts</li> <li>• Certificate in Real Estate Property School</li> <li>• National Diploma in Real Estate (Property Valuation)</li> </ul>
			<ul style="list-style-type: none"> <li>• 1992 until 1994 was employed as Public Relations and Property Broker.</li> <li>• 1994 until present employed as Leasing and Valuation Director for Wall and Smith Property Consultants</li> </ul>

No. 545

10 June 2005

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the Standard Generating Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

**Civil Engineering Construction**

publishes the following 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.sqa.org.za](http://www.sqa.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 qualification and unit standards should reach SAQA at the address *below and no later than 11 July 2005*. All correspondence should be marked **Standards Setting – SGB Civil Engineering Construction** and addressed to

The Director: Standards Setting and Development  
SAQA

Attention: Mr. Eddie Brown

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: [ebrown@saqa.co.za](mailto:ebrown@saqa.co.za)

  
DUGMORE MPHUTHING**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *National Certificate: Construction: Geotechnical*

SAQA QUAL ID	QUALIFICATION TITLE		
49602	National Certificate: Construction: Geotechnical		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	Physical Planning and Construction		
QUAL TYPE	FIELD	SUBFIELD	
National Certificate	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	145	Level 3	Regular-Unit Stds Based

#### **PURPOSE AND RATIONALE OF THE QUALIFICATION**

##### Purpose

This qualification is aimed at people who work or intend to work within a construction context on a site, and who seek recognition for essential skills in construction operations in the geotechnical field.

Recipients of this qualification will have the knowledge and skills to conduct the essential operations associated with efficient and safe work in the geotechnical field.

The qualification is designed to be flexible and accessible so that people are able to demonstrate the competencies required to work safely in construction generally and more specifically in the geotechnical field.

People credited with this qualification are able to:

- > Communicate in a variety of ways
- > Use mathematics in real life situations
- > Work safely on a geotechnical construction site
- > Conduct site administration
- > Supervise work groups
- > Demonstrate knowledge of construction materials
- > Conduct basic setting out

And one of

- > Install geotechnical foundations
- > Apply trenchless technology procedures
- > Apply small diameter boring systems

##### Rationale

The introduction of a unit standard based National Certificate in Construction:Geotechnical at NQF level 3, will allow learners to develop skills required for geotechnical work conditions. The generic competence contained in the Fundamental and Core learning, enhances portability - enabling learners to transfer this competence to other areas of specialisation within the Construction Industry.

The majority of the candidates learning towards this qualification are likely to be working in the construction sector. The qualification will give them the opportunity to balance their practical skills with the essential knowledge needed to earn a formal qualification in construction without formal education becoming an impassable barrier.

There is also a critical need in the industry to identify people who are able to conduct the essential operations associated with efficient and safe construction work in the geotechnical field.

**RECOGNIZE PREVIOUS LEARNING?**

Y

**LEARNING ASSUMED TO BE IN PLACE**

It is assumed that candidates embarking on learning towards this qualification are already competent in the following areas:

- > Communication NQF level 2.
- > Mathematical literacy NQF level 2
- > Basic knowledge of construction works
- > Safe work practices on a construction site
- > Working effectively as part of a team

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 international or previous local qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence should be judged according to the general principles of assessment described in the note to assessors.

**QUALIFICATION RULES**

Fundamental

- > 20 Communications credits from the list specified
- > 16 Mathematical Literacy credits from the list specified

Core

- > All 94 credits from the list of standards generic to construction

Elective

- > Learners are to choose all the unit standards totalling 15 credits in one of the specialist areas.

Summary of credit composition

Fundamental

Level 3 - 36

Total: 36

Core

Level 2 - 18

Level 3 - 58

Level 4 - 18

Total: 94

Elective

Level 3 - 15

Total: 15

Total: 145

**EXIT LEVEL OUTCOMES**

1. Communicate in a variety of ways.
2. Use mathematics in real life situations.
3. Work safely on a geotechnical construction site.
4. Conduct site administration.
5. Supervise work groups.
6. Demonstrate knowledge of construction materials.
7. Conduct basic setting out.
8. Install geotechnical foundations.
9. Apply trenchless technology procedures.
10. Apply small diameter boring systems.

**ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > A critical awareness of language usage is shown
  - > Information is analysed and presented
  - > Communication is appropriate to the purpose and situation
2.
  - > Mathematical methods are interpreted for different contexts
  - > Algebraic notation and terminology is used appropriately
  - > Maps are used to enhance communication methods
  - > Cultural products are analysed in terms of shape, space and time
3.
  - > Work is conducted in accordance with workplace safety requirements
  - > Loads are lifted and moved in accordance with workplace safety requirements
  - > Open holes are made safe prior to workers entering and working therein
  - > Deep excavations are made safe in accordance with workplace safety requirements
4.
  - > Plant and equipment production is recorded in accordance with workplace requirements
  - > Construction drawings are interpreted in terms of original meanings
  - > Reinforcing materials documentation is interpreted in terms of steelfixing requirements
  - > Construction contracts are conducted in accordance with agreed quality standards
5.
  - > Construction plant and equipment is controlled in accordance with workplace requirements
  - > Construction plant and equipment is ensured to be available as and when required on a specific site
  - > Work instructions are communicated to team members
  - > Work is allocated to team members according to their specific skills
  - > Team members are supervised in accordance with workplace requirements
6.
  - > Types of concrete are identified in terms of the common uses
  - > Reasons for using specialised concrete are in accordance with specific work requirements
  - > Different soil types are identified in terms of ease of removal and stability
  - > Ground conditions are identified in terms of workplace safety
7.
  - > Position markers are placed in accordance with workplace requirements
  - > Original survey points are identified and protected in accordance with good survey practices
8.
  - > Knowledge of various foundation applications is demonstrated
  - > Work is prepared in accordance with project requirements
  - > Work is conducted in accordance with project requirements
  - > Work is completed in accordance with project requirements
9.
  - > Knowledge of various trenchless technology applications is demonstrated
  - > Work is prepared in accordance with project requirements
  - > Work is conducted in accordance with project requirements
  - > Work is completed in accordance with project requirements
10.
  - > Knowledge of various small diameter boring systems is demonstrated
  - > Work is prepared in accordance with project requirements
  - > Work is conducted in accordance with project requirements
  - > Work is completed in accordance with project requirement

This qualification addresses the following Critical Cross-Field Outcomes. The way in which the Critical Cross-Field Outcomes are addressed is presented in detail in the unit standards for this qualification.

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

> Working effectively with others as a member of a team, group, organisation, or community

- > Organizing and managing oneself and one's activities responsibly and effectively
- > Collecting, analysing, organizing and critically evaluating information
- > Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion
- > Using science and technology effectively and critically, showing responsibility towards the environment and health of others
- > Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

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.

#### Integrated Assessment

Integrated assessment provides a requirement for learners to display an ability to integrate practical performance, actions, concepts and theory across unit standards to achieve competence in relation to the purpose of this qualification. To be awarded the qualification, learners must demonstrate competence in all the unit standards in the Fundamental, Core and the chosen Elective components as well as in the Exit Level Outcomes of the qualification.

Evidence is further required that the candidate is able to achieve the purpose of the qualification as a whole at the time of the award of the qualification. Evidence of this may be gathered through various assessment activities.

#### Notes for assessors:

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

- > Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in terms of the qualification purpose. Where assessment across titles or at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- > Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.

- > All assessments should be conducted in line with the following well documented principles of assessment as defined below:

#### Principles of assessment:

- > **Appropriate:** The method of assessment is suited to the performance being assessed.
- > **Fair:** The method of assessment does not present any barriers to achievements, which are not related to the evidence. In particular, the method of assessment is sensitive to language diversity.
- > **Manageable:** The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
- > **Integrated into work or learning:** Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- > **Valid:** The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- > **Direct:** The activities in the assessment mirror the conditions of actual performance as closely as possible
- > **Authentic:** The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- > **Sufficient:** The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > **Systematic:** Planning and recording is sufficiently rigorous to ensure that assessment is fair.

- > Open: Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.
- > Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

### **INTERNATIONAL COMPARABILITY**

This qualification and the component unit standards have been compared with similar qualifications from Australia, Europe and the United Kingdom.

The closest match to this qualification is found in the Australian Certificate in Drilling at level 3. The main differences in these qualifications is that the Australian qualification focuses attention on a smaller component, i.e. drilling, and the South African qualification is broader in terms of its scope of coverage.

South Africa is the leader in geotechnical technology on the African continent and this qualification will be useful to construction companies in all of the SADC countries.

### **ARTICULATION OPTIONS**

This qualification has been developed as a progression in specialised or skilled work within the Construction Industry and is intended to facilitate progression to other qualifications in construction, construction related sub-fields and construction supervision. Horizontally it articulates with: Construction Material Manufacturing in particular, this qualification builds on the National Certificate in Construction NQF Level 2 and leads to the Further Education and Training Certificate in the supervision of construction processes.

### **MODERATION OPTIONS**

- > Providers offering learning towards achievement of any of the unit standards that make up this qualification must be accredited through the relevant ETQA.
- > Internal moderation of assessment must take place at the point of assessment with external moderation provided by the relevant ETQA according to the moderation guidelines and the ETQA procedures.
- > Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the unit standards that make up this qualification.
- > Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

Assessors wishing to assess candidates against this qualification must have:

- > Registered as an assessor with the relevant ETQA.
- > A relevant qualification in Construction or related industry at NQF level 4 or higher.

### **NOTES**

Range statements

The unit standards provide the details of the ranges within which candidates are required to perform.

### **UNIT STANDARDS**

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

	<b>UNIT STANDARD ID AND TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>	<b>STATUS</b>
Core	9964 Apply health and safety to a work area	Level 2	3	Reregistered
Core	9986 Apply quality principles on a construction site	Level 2	12	Registered
Core	116578 Read and interpret reinforcing materials documentation	Level 2	3	Registered
Core	11694 Undertake tape and offset surveying	Level 3	5	Reregistered
Core	14580 Read and interpret construction drawings and specifications	Level 3	10	Registered
Core	119524 Identify different soil types and ground conditions	Level 3	6	Draft - Prep for P Comment
Core	119526 Implement safety procedures for open hole or deep excavations	Level 3	4	Draft - Prep for P Comment

Core	119527	Lift and move a load on a construction site	Level 3	15	Draft - Prep for P Comment
Core	119531	Maintain production records for plant and equipment on a construction site	Level 3	9	Draft - Prep for P Comment
Core	119533	Supervise and control the use of construction plant and equipment	Level 3	9	Draft - Prep for P Comment
Core	14417	Lead and supervise construction teams	Level 4	8	Registered
Core	15183	Demonstrate knowledge of concrete construction technology	Level 4	10	Registered
Elective	116931	Use a Graphical User Interface (GUI)-based web-browser to search the Internet	Level 2	4	Registered
Elective	9968	Procure materials, tools and equipment	Level 3	6	Registered
Elective	116930	Use a Graphical User Interface (GUI)-based presentation application to enhance presentation appearance	Level 3	5	Registered
Elective	116936	Use a Graphical User Interface (GUI)-based database application to work with simple databases	Level 3	3	Registered
Elective	119534	Supervise the application of trenchless technology procedures	Level 3	15	Draft - Prep for P Comment
Elective	119535	Supervise the installation of foundation applications	Level 3	15	Draft - Prep for P Comment
Elective	119536	Supervise the process of small bore drilling	Level 3	15	Draft - Prep for P Comment
Elective	119520	Conduct acceptance criteria testing for completed geotechnical work	Level 4	8	Draft - Prep for P Comment
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5	Reregistered
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	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2	Reregistered
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	5	Reregistered
Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4	Reregistered



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Identify different soil types and ground conditions

SAQA US ID	UNIT STANDARD TITLE		
119524	Identify different soil types and ground conditions		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Differentiate between types of soils.

#### **SPECIFIC OUTCOME 2**

Identify cohesiveness and stability of soil types.

#### **SPECIFIC OUTCOME 3**

Identify soft and hard rock masses.

#### **SPECIFIC OUTCOME 4**

Identify the presence of ground water.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Implement safety procedures for open hole or deep excavations

SAQA US ID	UNIT STANDARD TITLE		
119526	Implement safety procedures for open hole or deep excavations		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Explain the legal responsibilities for Health & Safety when working in or alongside excavations.

#### **SPECIFIC OUTCOME 2**

Identify unsafe working conditions relating to excavations.

#### **SPECIFIC OUTCOME 3**

Determine methods of achieving health & safety when working in or alongside excavations.

#### **SPECIFIC OUTCOME 4**

Undertake responsibility for safety of self and others.

#### **SPECIFIC OUTCOME 5**

Conduct safe work practices.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Lift and move a load on a construction site

SAQA US ID	UNIT STANDARD TITLE		
119527	Lift and move a load on a construction site		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	15	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Explain the factors critical to lifting and moving loads.

#### **SPECIFIC OUTCOME 2**

Prepare to lift and move a load.

#### **SPECIFIC OUTCOME 3**

Lift and move a load.

#### **SPECIFIC OUTCOME 4**

Make the load available for production purposes.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Maintain production records for plant and equipment on a construction site

SAQA US ID	UNIT STANDARD TITLE		
119531	Maintain production records for plant and equipment on a construction site		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	9	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Confirm recording requirements on site.

#### **SPECIFIC OUTCOME 2**

Complete time, log and production sheets.

#### **SPECIFIC OUTCOME 3**

Monitor performance levels.

#### **SPECIFIC OUTCOME 4**

Store and communicate records.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Supervise and control the use of construction plant and equipment**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119533	Supervise and control the use of construction plant and equipment		
<b>SGB NAME</b>	<b>NSB 12</b>	<b>PROVIDER NAME</b>	
SGB Civil Engineering Construction	Physical Planning and Construction		
<b>UNIT STANDARD TYPE</b>	<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>	
Regular	Physical Planning and Construction	Civil Engineering Construction	
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	9	Level 3	Regular

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of construction plant and equipment.

**SPECIFIC OUTCOME 2**

Prepare for construction activities.

**SPECIFIC OUTCOME 3**

Monitor production.

**SPECIFIC OUTCOME 4**

Monitor lubrication and maintenance programmes.

**SPECIFIC OUTCOME 5**

Complete work activities.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Supervise the application of trenchless technology procedures

SAQA US ID	UNIT STANDARD TITLE		
119534	Supervise the application of trenchless technology procedures		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	15	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate knowledge of various trenchless technology applications.

#### **SPECIFIC OUTCOME 2**

Prepare to conduct trenchless technology procedures.

#### **SPECIFIC OUTCOME 3**

Supervise the conducting of trenchless technology procedures.

#### **SPECIFIC OUTCOME 4**

Complete trenchless technology procedures.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Supervise the installation of foundation applications

SAQA US ID	UNIT STANDARD TITLE		
119535	Supervise the installation of foundation applications		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	15	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate knowledge of various foundation types.

#### **SPECIFIC OUTCOME 2**

Prepare to install foundation applications.

#### **SPECIFIC OUTCOME 3**

Supervise the installation of foundation applications.

#### **SPECIFIC OUTCOME 4**

Complete foundation applications.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Supervise the process of small bore drilling

SAQA US ID	UNIT STANDARD TITLE		
119536	Supervise the process of small bore drilling		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	15	Level 3	Regular

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of small bore drilling.

**SPECIFIC OUTCOME 2**

Prepare to conduct a drilling application.

**SPECIFIC OUTCOME 3**

Supervise the drilling process.

**SPECIFIC OUTCOME 4**

Complete drilling applications.

**SPECIFIC OUTCOME 5**

Explain health and safety measures required on construction sites.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Conduct acceptance criteria testing for completed geotechnical work

SAQA US ID	UNIT STANDARD TITLE		
119520	Conduct acceptance criteria testing for completed geotechnical work		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Civil Engineering Construction	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

**SPECIFIC OUTCOME 1**

Plan to conduct tests.

**SPECIFIC OUTCOME 2**

Prepare to conduct tests.

**SPECIFIC OUTCOME 3**

Conduct tests.

**SPECIFIC OUTCOME 4**

Complete tests.

**SPECIFIC OUTCOME 5**

Explain health and safety measures required on construction sites.

No. 546

10 June 2005

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the Standard Generating Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

**Insurance and Investment**

publishes the following qualifications 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](http://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 qualification and unit standards should reach SAQA at the address **below and no later than 11 July 2005**. All correspondence should be marked **Standards Setting – SGB Administration** and addressed to

The Director: Standards Setting and Development  
SAQA  
*Attention: Mr. Eddie Brown*  
Postnet Suite 248  
Private Bag X06  
Waterkloof  
0145  
or faxed to 012 – 431-5144  
e-mail: [ebrown@saqa.co.za](mailto:ebrown@saqa.co.za)

  
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**DUGMORE MPHUTHING**  
**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## QUALIFICATION:

*Further Education and Training Certificate : Long-term Insurance*

SAQA QUAL ID	QUALIFICATION TITLE		
49649	Further Education and Training Certificate : Long-term Insurance		
SGB NAME		NSB 03	PROVIDER NAME
SGB Insurance and Investment		Business, Commerce and Management Studies	
QUAL TYPE		FIELD	SUBFIELD
National Certificate		Business, Commerce and Management Studies	Finance, Economics and Accounting
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	140	Level 4	Regular-Unit Stds Based

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

## Purpose:

The purpose of the Qualification is to build knowledge and skill required by employees in Long-term Insurance who have had schooling at or below NQF level 4. It serves as a bridging Qualification into Long-term Insurance as learners will not have acquired the necessary knowledge and skills as part of the school curriculum. It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate confidently as individuals in the South African community and to respond to the challenges of the economic environment and changing world of work in the financial services industry. It should add value to the qualifying learner in terms of enrichment of the person, status and recognition.

As a Qualification that covers Long-term Insurance related learning, it provides a framework for learners to develop competencies that will give them insight into the Long-term Insurance sub sector. It introduces a basic understanding of the key terms, rules, concepts and principles of the field that will enable learners to be informed workers in the industry. It provides a balanced learning experience that allows flexible access to life long learning, higher education and to productive employment in Long-term Insurance. It provides an opportunity for learners to learn and apply academic skills in relation to the workplace and will allow for multi-skilling.

The FETC: Long-term Insurance allows the individual to work towards a nationally recognised Qualification. It is flexible enough to accommodate both learners in formal education and learners already employed in the Long-term Insurance sector. The focus is on basic information gathering, analysis, presentation and the ability to apply knowledge of the field to solve routine problems within given frameworks.

Qualifying learners should be knowledgeable about and competent in:

- > Carrying out basic research, information gathering and analysis.
- > Interpreting current affairs and their influence on Long-term Insurance.
- > Communication and mathematical literacy at a level that allows them to operate effectively in the financial services industry.
- > Behaviour and ethics in a work environment and the implications, consequences and liability arising out of non-compliance with relevant legislation.
- > Managing aspects of personal finances.
- > Knowledge of Long-term products including group retirement benefits, life and healthcare.
- > Customer care including internal and external customers.
- > Understanding the key terms, rules, concepts and principles of the Long-term sub-sector in general and their chosen career path in particular.
- > Application of the law of contract in Long-term Insurance.

These Unit Standards are intended as building blocks for the further development of skills that will make the

learner a more fulfilled, informed, efficient and cost effective worker in the industry. This should result, in turn, in more effective and efficient service to the consumer and should make the industry more competitive in the global market.

**Rationale:**

The FETC: Long-term Insurance replaces the National Certificate in Long-term Insurance: NQF Level 4, after review. The National Certificate in Long-term Insurance: NQF Level 4 was previously registered in 2001 to meet the needs of learners in a variety of positions in the Long-term Insurance sub-sector which includes life insurance, retirement and group benefits and Healthcare Benefits Administration. The FETC: Long-term Insurance is a generic Qualification with specialisation in a selected career path in the Long-term Insurance industry.

The original Qualification has been expanded and is now a more holistic Qualification than the previous Qualification. It is a first step for learners who:

- > Have attained the National Certificate in Insurance: Level 3 and wish to continue on a path of life-long learning specialising in Long-term Insurance.
- > 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 Long-term Insurance sub sector for many years, but have no formal Qualifications in their area of specialisation and wish to extend their range of skills and knowledge of the industry so that they can become knowledge workers in the industry.
- > Are in a learnership agreement in the Long-term Insurance sub sector.
- > Have recently taken up a position in Long-term Insurance.

Learners employed in Long-term Insurance at this level may be Administrators, Consultants, Personal Assistants, Secretaries, Service Centre Staff or Category B Intermediaries, Term Broker Consultants, Client Liaison Officers, IT Systems Designers and Analysts in Long-term organisations, Product Developers or Business Analysts in Personal or Corporate Benefits, Marketing or Life Administration. They do work that requires an understanding of the Long-term sub-sector within the context of the Financial Services Industry and some specialisation in their selected career path. They require insurance knowledge at a fundamental level and are required to interpret information and may be required to adjust an application of Scheme/Policy rules. Trustee training has been identified as a necessity by the Department of Finance and the Financial Services Board.

**RECOGNIZE PREVIOUS LEARNING?**

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**LEARNING ASSUMED TO BE IN PLACE**

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

**Recognition of prior learning:**

- > The FETC: Long-term Insurance allows open access. Provision has been made for prior learning to be recognised if a learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Application for Recognition of Prior Learning (RPL) should be made to a relevant accredited ETQA.
- > Credit towards a Unit Standard is subject to quality assurance by a relevant accredited ETQA and is conducted by a workplace assessor.
- > This Qualification can be obtained in part or in whole through Recognition of Prior Learning.
- > RPL will be done using a range of assessment tools and techniques that have been jointly decided upon by the learner and the assessor.
- > The same principles that apply to assessment of the Qualification and its associated Unit Standards apply to RPL.

**QUALIFICATION RULES**

Level, credits and learning components assigned to the qualification:

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

The Qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A

minimum of 140 credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows:

Fundamental - 68 credits

Core - 52 credits

Electives - 20 credits

Total - 140 credits

Fundamental:

Level 3 (Twenty Credits); Level 4 (Forty-eight Credits).

Core:

Level 3 (Twelve Credits); Level 4 (Forty Credits).

Electives:

Level 2 (Two credits); Level 3 (Ninety-eight Credits); Level 4 (One hundred and eighty-four Credits).

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

Fundamental Component

All the Mathematical Literacy and Financial Literacy Unit Standards at Level 4 in the Fundamental Component are compulsory.

There are forty credits allocated to Communication (twenty for the Primary Language at Level 4 and twenty for an additional language at level 3) and sixteen credits to Mathematical Literacy at the level of the Qualification. For the purpose of this Qualification twelve credits are also required for Financial Literacy at Level 4 because of the emphasis on the ability to manage own finances and others' money.

This means that Unit Standards to the value of sixty-eight credits have been included in the Fundamental component. They will add value to learners both socially and economically in terms of:

- > Their ability to operate as literate, numerate and financially literate workers in a global economy.
- > An awareness of the need to avoid the debt spiral that undermines the economy of South Africa.

Four Communication standards at level 4 making up twenty credits are compulsory:

- > Engage in sustained oral communication and evaluate spoken texts.
- > Read, analyse and respond to a variety of texts.
- > Write for a wide range of contexts.
- > Use language and communication in occupational learning programmes.

Four Unit Standards in an alternate South African language at level 3 making up twenty credits are compulsory:

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

Core Component

All the Unit Standards in the Core Component are compulsory.

Fifty-two credits have been allocated to Unit Standards designated as Core for the purpose of this Qualification. These Unit Standards provide the basic insurance knowledge and skills needed across the Long-term Insurance sector. They provide an opportunity to develop industry knowledge through research and the application of study skills and ensure that the Qualification has a strong focus on the assessment of risk. Including only 52 credits in Core allows for learners to select electives to make the Qualification fit for purpose across the industry.

Elective Component

Electives that add up to at least twenty credits should be selected from the allocated list of Electives.

This is to allow for the holistic development of the learner and to ensure that the Qualification is fit for

purpose. The grouping of the Electives does not imply that learners should select Electives from only one specific category. Electives selected may relate directly to the learner's work role in an organisation or may be life skills to enhance employability. The Electives have been grouped under the headings:

- > General Long-term
- > Group Retirement
- > General industry
- > Legislation
- > Computer Literacy
- > Service Centres
- > Sales and marketing
- > Investment
- > Healthcare Benefits Administration
- > Personal Development
- > Management

> Unit Standards for Trustees of Retirement Funds and Medical Schemes, including fiduciary duties have been included for learners elected to such positions.

> Unit Standards from life skills that serve as a means of personal development for learners in a democratic South Africa have also been included as Electives.

> A number of management Unit Standards have been included as electives as learners may be team leaders or supervisors. The standards will add value to the Qualification and ensure that learners in these positions are able to perform their management functions.

#### **EXIT LEVEL OUTCOMES**

The focus of the FETC: Long-term Insurance is on fundamental knowledge of Long-term Insurance and an ability to apply appropriate processes and procedures to solve problems in a familiar context, to adjust applications when required and to motivate the change. Learners are required to apply literacy and numeracy skills to different Long-term Insurance contexts. They are expected to gather, analyse and evaluate information from a range of sources and to present and communicate information reliably and accurately verbally and in writing.

Learners should have the capacity to take responsibility for their own learning within a supervised environment and should be able to evaluate their own performance and address their shortcomings.

#### Exit Level Outcomes

The learner will be capable of:

1. Carrying out basic research tasks and applying literacy and numeracy skills to analyse, interpret and evaluate information from a range of sources related to Long-term Insurance or reinsurance and the assessment of risk.
2. Managing personal finances and risk.
3. Applying knowledge of legislation, ethics, compliance and organisational protocols in the Long-term Insurance environment.

#### Exit Level Outcomes for the Critical Cross-Field Outcomes

The learner can demonstrate ability to:

- > Identify and solve problems in which responses show that responsible decisions using critical thinking have been made in a Long-term environment.
- > Work effectively with others as a member of a team, group, organisation or community. As the Qualification is intended to be part of a learnership it is unlikely that the learner would work alone.
- > Organise and manage oneself and one's activities responsibly and effectively in that it is expected that the learner will be responsible for his/her own learning and for organising his/her own work allocated tasks responsibly in the work environment. Work output is in line with an agreed mandate, relevant service agreements and an organisation's customer service standards within a Long-term Insurance environment. The learner is required to complete research assignments timeously and to apply knowledge of different aspects of Long-term Insurance.

- > Collect, organise and critically evaluate information. These competencies are built into the assessment criteria in many of the Unit Standards and the learner is required to do research projects and analyse information from the media.
- > Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations. These competencies are an integral part of all the Unit Standards and are built into the assessment criteria.
- > Use science and technology effectively and critically showing responsibility towards the environment and the health of others in that the insurance industry is technology driven and very few activities take place without the application of technology. The learner is also expected to access information from electronic media and use a computerised data base.
- > Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in that references are made wherever applicable to the learners' part in the big picture, issues of compliance and how the learner's actions have implications up and down the line.

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

- > Being culturally and aesthetically sensitive across a range of social contexts in dealing with diverse people in the workplace including customers, co-workers and people who are surveyed or interviewed.
- > Participating as a responsible citizen in the life of local, national and global communities by accepting responsibility for own financial wellness and income tax.

Exit points for learners who do not complete a Qualification

- > Learners will be credited with Unit Standards in which they have proved competence.
- > Learners who complete individual Unit Standards but do not complete this Qualification retain their credits. However, should the substance of the Unit Standards change, the validity of the credit towards the Qualification may be reviewed.
- > Learners who change their provider or learning site before completing the Qualification may transfer their credits to the new learning site.
- > An authorised original NLRD record of learning is required as proof of learning before the learner is officially transferred to the new learning site.

#### **ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > Current events and developments that could impact on Long-term Insurance are analysed and discussed and a personal point of view is offered in the discussion indicating ability to anticipate or predict future trends.
  - > Knowledge learnt in various Unit Standards and current events as they occur are integrated with a developing understanding of the Long-term environment in general, and a selected career path in particular, so that knowledge of the industry is applied in authentic situations.
  - > Information is gathered, analysed, summarised, interpreted from a range of sources and presented reliably and accurately. Positions taken are motivated and substantiated.
  - > Different Long-term products are analysed to determine cover.
  - > Important areas of Long-term Insurance are explained with reference Life, Retirement Benefits and Healthcare Benefits Administration in South Africa.
2.
  - > The basic principles and different forms of individual income tax are explained with reference to an individual's liability and duty to pay tax.
  - > Basic financial statements are analysed and used to make a personal financial decision.
  - > Financial risk in own life is analysed and ways to reduce own financial risk are investigated for different types of risk.
  - > The needs of a pensioner are investigated to assess the adequacy of retirement provision.
3.
  - > Methods, procedures and techniques of Long-term Insurance are explained with reference to specific company policy, legislative requirements and industry practices.
  - > Information is gathered, analysed, evaluated, interpreted, recorded and presented and decisions are explained within own authority limits or mandate and with due regard for compliance.

- > The concept of ethics is explained with reference to an organisations code of conduct and an individual's personal and property rights.
- > Knowledge of legislation is applied to Long-term Insurance.
- > Trends and issues in Long-term Insurance that present an abnormal risk are interpreted to anticipate fraud.
- > Risks associated with non-compliance that could result in liability are identified within the context of Long-term Insurance.
- > Knowledge of personality styles and emotional intelligence are applied to customer service.

#### Integrated Assessment:

Assessment practices must be fair, transparent, valid and reliable and should ensure that no learner is disadvantaged. Learners who wish to be assessed against the competencies in the Qualification and/or associated Unit Standards should direct enquiries to the relevant ETQA.

The focus of assessment must be on the assessment of the learning outcomes rather than learning outputs. The Specific Outcomes guide the learning and training process towards the outcomes on a continuous basis. The purpose is to determine whether the outcomes have been attained. Situations should present a wide range of options. Applications should require significant choices from a wide range of procedures and in a number of contexts.

Learning, teaching and assessment are inextricably linked. Where appropriate, assessment of knowledge, skills, attitudes and values indicated in the various Unit Standards should be integrated. Assessment in communication, mathematical literacy and financial literacy should use authentic workplace contexts wherever practical.

Assessment has a formative monitoring function. Formative assessment should be used to assess gaps in the learners' skill and knowledge and to indicate where there is a need for expanded opportunities. The goal is to promote learning and to assess the efficacy of the teaching and learning process. Feedback from assessment informs teaching and learning and allows for the critique of outcomes, methodology and materials. Formative assessment is diagnostic and as such it should guide the learner and the trainer. It is continuous and is used to plan appropriate learning experiences to meet the learner's needs. It provides information about problems experienced at different stages in the learning process. As it is criterion referenced, if the learner has met the assessment criteria, he/she has achieved the outcomes.

Assessment should also have a summative component. Summative assessment may be used on completion of a Unit Standard, but should not be the only form of assessment.

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. Assessment should take place in an authentic context as far as is possible. Where it is not possible to assess competence in the workplace, simulations, case studies and other similar techniques should be used to provide a context appropriate to the assessment.

Integration implies that theoretical and practical components should, where possible, be assessed together. Integrative techniques should be used to assess applied competence. Learners should be required to demonstrate that they can perform the outcomes with understanding and insight.

Assessment should ensure that all Specific Outcomes, embedded knowledge and Critical Cross-Field Outcomes are evaluated. Assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the Specific Outcomes. The Critical Cross-Field Outcomes are implicit in some Unit Standards and programmes should be designed to extend and further reflect the integration.

Before The FETC: Long-term Insurance is awarded learners are required to demonstrate competence in the required Unit Standards and complete a summative assessment based on the exit outcomes of the Qualification.

#### **INTERNATIONAL COMPARABILITY**

Traditionally, the training of employees in Long-term Insurance in South Africa was done in-house by the larger insurers, the Insurance Institute of South Africa and other small private providers. Expertise was accumulated through experience. There were no providers in formal education that offered courses at Level 4 specifically in Long-term Insurance and there was no way of comparing the merit of the various in-house courses. In terms of current SAQA definitions most of the Long-term Insurance courses available in South Africa would be classified as short courses or skills programmes rather than Qualifications. The National Certificate in Long Term Insurance: NQF Level 4 was registered in 2001 to meet the needs of learners in a variety of positions in the Long-term Insurance sub sector. It is a generic Qualification with

specialisation in a selected career path in the Long-term Insurance industry. At the time of registration it was not compared to specific international Qualifications.

This comparison for the FETC: Long Term Insurance is based on the following Qualifications:

> United Kingdom (UK):

Skills Council for Financial Services National Standards: registered on NVQ.

Functional groups of Unit Standards were downloaded from the Skills Council for Financial Services website. Unfortunately, neither the Financial Services Skills Council nor the Qualification and Curriculum Authority (QCA) websites make the rules of combination clear in terms of selecting the Unit Standards. This comparison is therefore based on the key skills units (fundamentals). The UK Financial Service Skills Council Qualification includes the following functional groups:

- > Accounting and credit control (Standards at level 2)
- > Account Services (Standards at levels 2 and 3)
- > Administration and using IT (Standards at levels 2 and 3)
- > Asset management and arrears (Standards at levels 3 and 4)
- > Call Handling (Standards at levels 2-4)
- > Customer Service (Standards at level 2-4)
- > Health and Safety (Standards at levels 2-4)
- > Insurance Claims (Standards at Levels 2 and 3)
- > Insurance Contracts and Policies (Standards at Levels 2 and 3)
- > Insurance Intermediaries (Standards at Levels 2 and 3)
- > Mortgages and lending (Standards at Levels 3 and 4)
- > Organisation and Resource Management (Standards at levels 2 and 3)
- > Pensions Administration (Standards at level 3 and 4)
- > Providing advice (Standards at level 3)
- > Reinsurance (Standards at level 3)
- > Sales and Marketing (Standards at levels 2 and 4)
- > Self Development (Standards at levels 2-4)
- > Underwriting (Standards at levels 2-3)
- > Working with others - (Standards at levels 2-4)

> Australia (AQF):

> Certificate IV in Financial Services, soon to be registered on Australian Qualification Framework (AQF): Standards for this comparison were obtained from draft documentation sent to the SGB by Gina Hockley, project manager of the task team currently rewriting the Financial Services package in Australia - ghockley@fseaa.com.au For the Certificate IV in Financial Services, learners are required to complete.

> Industry Core Units (Fundamental Skills)

> At least 9 elective units from the following groupings:

- > Industry Capability:
  - > Generic
  - > Account Management
  - > Advice (Include ASIC Tier 2)
  - > Organisational Skills
  - > Customer Relationship
  - > Product Skills
  - > Sales and Marketing
  - > Product Skills
- > Accounting
- > Credit Lending Services
- > Personal Trustees
- > Finance Mortgage Broking
- > Retail Financial Services
- > Financial Markets
- > Financial Planning
- > Banking
- > General Insurance
- > Self Managed Superannuation
- > Superannuation
- > Life Insurance
- > Workers Compensation
- > Compliance
- > Insurance Services

## &gt; Mercantile Agents

Sites researched and/or organisations contacted:

## UK

- > Qualification and Curriculum Authority (UK): The Qualification and Curriculum Authority (QCA) in the United Kingdom are responsible for standards in education and training. Their site covers the schools curriculum, accreditation and monitoring of Qualifications in schools, colleges and work, as well as research and statistics. <http://www.qca.org.uk>
- > Financial Services Skills Council - UK: The Financial Services Skills Council is licensed by the UK government to work in partnership with employers to provide strategic and responsible leadership for training, education and development for the financial services industry in the UK. <http://www.fsnto.org.uk>

## AUSTRALIA

- > Australian Qualifications Authority: <http://www.aqf.edu.au>
- > The National Training Information Service (Australia): The Australian Government's National Training Information Service web site provides information on the Qualifications, Qualification structures and the Unit Standards registered on the AQF. <http://www.ntis.gov.au>
- > National Finance Industry Training Advisor: Through various searches and links, the SGB made contact with the project team responsible for scoping and rewriting the Financial Services Training Package. A training package is an integrated set of nationally endorsed competency standards, assessment guidelines and AQF Qualifications for a specific industry, industry sector or enterprise. <http://www.nfitab.com.au>

## AFRICA

- > Botswana Training Authority (BOTA) BOTA has registered 164 Unit Standards for three sectors (trainers and assessors (practice standards), wholesale and retail and Information and Communications Technology), but has not yet registered standards for their financial services industry. <http://www.bota.org.bw>

## OTHER

Previous comparisons for Financial Services Qualifications at Levels 2 and 3 established that a comparison in a country with an emerging economy is not possible at present. This is because the web sites of the countries considered are either not presented in English or their accreditation systems are based on internal quality management systems and audits and not on alignment with national standards. The web sites considered for these comparisons are:

- > Malaysian Accrediting Body: Lenbaga Akreditasi Negara: <http://www/lan.gov.my/english/index2eng.htm> (English version)
- > Mexican Accrediting Body: COPAES: <http://www.copaes.org.mx>
- > National Assessment and Accreditation Council (India): <http://www.naac-india.com>

Background and rationale for the choice of countries for comparison with the FETC: Long-term Insurance

A search for information for the international comparisons for the FETC: Medical Claims Assessing conducted during September 2004, and the FETC: Long-term Risk Assessment in October 2004 provided information relevant to the international comparison of the FETC: Long-term Insurance. The countries selected for this comparison therefore were motivated by available information and an attempt to maximise resources and minimise time and costs, without losing quality. A document detailing the core Unit Standards level 4 UK Qualifications, as well as the draft version of the Financial Services learning pathway in Australia were obtained as part of the information search for the international comparison of the FETC: Medical Claims Assessing and the FETC: Long-term Risk Assessment. These documents form the basis for this comparison.

Level Descriptors:

UK: Competence at level 4 involves the application of knowledge in a broad range of complex, technical or professional work activities performed in a variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.

AQF: Competence at level 4 involves the following:

- > Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- > Apply solutions to a defined range of unpredictable problems.
- > Identify and apply skill and knowledge areas to a wide variety of contexts with depth in some cases.
- > Identify, analyse and evaluate information from a variety of sources.
- > Take responsibility for own outputs in relation to specified quality standards.
- > Take limited responsibility for the quantity and quality of the output of others.

#### Detailed comparison

#### Fundamentals

#### Mathematical Literacy:

- > NVQ: The UK's Key skill Unit Application of Number - Level 4 has three elements (Specific outcomes)
  - > Develop a strategy for using application of number skills over an extended period of time.
  - > Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving:
    - > Deductive and inferential reasoning
    - > Algebraic modelling.
  - > Evaluate your overall strategy and present the outcomes from your work, including use of charts, graphs and diagrams to illustrate complex data.

The UK standard is similar to the SA standards in that the use of Mathematics is applied to a work or life problem. A hypothesis is stated, and mathematics is used to research and evaluate a work related problem. The UK standard is broader than the three SA standards as it does not state which mathematical strategy or methodology (statistics, algebra, geometry) the learner should use for the problem. It would seem that any of these methods (depending on the research problem) is acceptable whereas the SA learner will have to be competent against a range of mathematical methods.

#### Communication

- > NVQ: The Key Skills Unit Communication Level 4 includes:
  - > Develop a strategy for using communication skills over an extended period of time.
  - > Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in work involving at least:
    - > One group discussion about a complex subject
    - > One document of 1,000 words or more about a complex subject.
  - > Evaluate your overall strategy and present the outcomes from your work, using at least one formal oral presentation. Include a variety of verbal, visual and other techniques to illustrate your points.

There are some synergies with the contextualised communication Unit Standard - Use the writing process to compose texts required in a business environment. The UK standard requires the additional competencies of making a business presentation.

- > AQF: The industry core unit Communicate in the workplace has the following common elements of competence: knowledge of industry and company policies and procedures in regard to customer service, communication, correspondence, receipt of messages and internal administration systems, basic knowledge and understanding of relevant legislation, statutory requirements or industry codes of practice, including, questioning/listening techniques, oral and written communication techniques, industry/company security practices, knowledge of types of correspondence, information and/or reports generated, basic interpersonal and communication skills and referral skills. The AQF standard has additional elements of competency regarding the use of appropriate software, basic keyboard and computer skills, which are not implicitly stated in the SA standard, but are covered in the Computer Literacy standards.

#### Financial Literacy

The financial literacy Unit Standards in the FETC: Long Term Insurance introduce entry-level financial related competencies for learners, and ensure that individuals are able to apply the financial literacy concepts in their own lives to be financially responsible and therefore more productive and responsible employees. i.e. the industry requires financially responsible and empowered employees to work with their client's money and investments.

- > NVQ: No similar Unit Standards were found on the NVQ in the context of Insurance Qualifications, however, financial literacy competencies are embedded in other Unit Standard across the UK Qualification. The application of these competencies does not appear to extend to learners' own lives.

- > AQF: There are draft units (standards) that are soon to be registered on the AQF. They do not form part

of industry core (similar to our fundamental standards) but have been categorised as elective standards. These standards are new units designed to enhance consumer financial literacy, although some have a personal application element.

- > Develop and use a personal budget: addresses the basic knowledge and skills required to develop implement and monitor a personal savings budget. It covers exploring the benefits of budgeting, identifying income and expenses and ways to monitor the budget.

- > Facilitate customer understanding of personal financial statements covers the skills and knowledge to educate customers in understanding and interpreting information contained in personal financial statements. It covers a range of statements including bank and credit card statements.

The two units have a South African equivalent classified as Financial Literacy in the FETC: Long-term Insurance in terms of competencies. However, the SA Qualification has no obvious emphasis on consumer education, as this is not an industry requirement for insurance workers. Note that previous comparisons with the Australian Qualifications have indicated that Financial Literacy concepts are embedded in the Australian core units but do not extend to application in the learners own lives. This is no longer the case at these new standards assist learners to manage finances in their own lives as well as educate clients on relevant financial concepts.

#### Conclusion (Fundamentals)

There are four other key skills units registered at level 4 on the NVQ that do not have South African fundamental counterparts but are covered by the South African critical cross-field outcomes either across the Qualification or by the core and elective Unit Standards in the Qualification:

- > Information and Communication Technology - Level 4
- > Improving own learning and Performance - :Level 4
- > Problem Solving - Level 4
- > Working with Others - Level 4

All the key skills units follow generic formulae: Develop a strategy using the specific competencies, monitor progress, evaluate and present objectives using new skills acquired.

The industry core standards registered on the AQF at certificate 4 level are fundamental and must be demonstrated at diploma or advanced diploma level.

- > Apply principles of professional practice to work in the financial services industry.

- > AQF: Deliver a professional service to customers: Knowledge requirements include the finance industry, customer relations, customer service, organisational product and service knowledge, complaint documentation requirements, relevant industry legislation. Skills requirements include: basic communication skills such as basic questioning, listening, speaking and writing skills and the ability to interpret and demonstrate appropriate non-verbal skills, basic interpersonal/relationship building skills, sales techniques, time management skills, recording skills, problem solving skills, organisational skills such as prioritising, appropriate documentation, and maintaining records.

- > Communicate in the workplace.
- > Use technology in the workplace.
- > Apply health and safety practices in the workplace.

#### Core

- > Explain and apply ethical conduct in a business environment

- > AQF: Apply principles of professional practice to work in the financial services industry and Comply with financial services legislation, industry and professional codes of practice have elements of competency relating to ethical codes of behaviour included in the performance criteria.

- > Analyse the different products available in the Long-term Insurance industry and the benefits of each.

- > AQF: The Product Skills Stream has three Unit Standards that are relevant: Develop and maintain in depth knowledge of products and services used by your organisation or sector; Match financial products to customer needs; Tailor a product/service to meet customer needs.

- > Apply the skills of customer care in a specific work environment.

- > NVQ: Within the Customer Service functional group the following standards have various overlapping outcomes with the South African standard: Maintain and Improve Customer Service Delivery (L3); Develop Customer Relationships and Business Networks (L3); Develop Productive Relationships With Callers (L3), Establish and Maintain Productive Business Relationships (L4); Develop and Maintain Positive Working Relationships With Customers (L3) .

Notes: Analysis of personality styles is unique to the South African standard, although the UK standards do look at the wants and needs of the client and balancing these with the organisational needs. There is a wide choice of customer care standards on the NVQ and some have outcomes that are not specifically addressed, but are embedded in the South African Unit Standard. These are:

- > (US) Address problems and complaints on behalf of customers:
  - > (SO) Deal with problems and queries on behalf of customers
  - > (SO) Deal with complaints
- > (US) Manage and enhance customer service delivery
  - > (SO) Monitor and manage customer service delivery
  - > (SO) Initiate changes to improve customer service delivery

The following standards do not have South African equivalents in this qualification:

- > (US) Establish and maintain productive business relationships
  - > (SO) Identify potential customers, influencers and decision makers
  - > (SO) Develop and enhance positive working relationships with customers (This is met in the SA Standard)
- > (SO) Develop and maintain a network of key contacts

> AQF: The standard Respond to customer enquiries (4) has synergies with the South African standard. Again, analysis of personality styles is unique to the South African standard.

- > Explain insurable risk.
  - > NVQ & AQF: Whilst there are no specific Unit Standards that cover the concept of risk there are various Unit Standards across the groupings that have insurable risk as embedded knowledge.
- > Apply the law of contract to insurance.
  - > NVQ: In the standard, Process New Business as an Intermediary (L3) the outcome, finalise contracts for insurance products and services - (and related performance criteria) at all times comply with the relevant regulatory code indicates an understanding on the law of contract. However, the standard does not require the depth of knowledge required in the South African Unit Standard.
  - > AQF: There is no specific standard relating to the law of contract however, the embedded knowledge in various units require extensive legislative knowledge and the application of compliance.
- > Describe issues of compliance or non-activity that could result in civil or criminal liability in terms of business law.
  - > AQF: The compliance groupings of standards have various standards relating to implementing procedures for non-compliance with knowledge of the results of non-compliance embedded.
- > Describe the control of fraud in Long-term Insurance.
  - > NVQ: Authorise transactions using telecommunications equipment (L2), Settle claims on behalf of the insurer (L3) and Contribute to a safe, secure and effective working environment (L3) have performance criteria relating to identification of fraud but the competence relating to fraud is not as detailed as that in the South African Unit Standard and is not specific to Long-term Insurance.
- > Describe life insurance; Describe disability insurance solutions in the context of financial planning; Investigate dread disease products and their place in wealth management.
  - > NVQ: Sell Financial Products and Services (L4) and Promote the organisations products and services has outcomes that imply understanding of the products mentioned in the South African standards.
  - > AQF: The product groupings: Develop and maintain in depth knowledge of products and services used by your organisation or sector, Match financial products to customer needs, and tailor a product/service to meet customer needs, has knowledge of life insurance embedded (if the learner's industry is life insurance). Note: Since the UK and Australian Qualification are more generic than the South African Qualification, the equivalence of the South African outcomes will only be met, if the learner selects the Long Term Insurance grouping in the AQF Qualification.
- > Describe group insured benefits.
  - > AQF: There are no specific units that correspond to this Unit Standard, however, the knowledge of pensionable benefits (excluding healthcare) is embedded in the Superannuation and Personal trustees functional groupings.
- > Investigate the need to provide financially for own retirement.
  - > AQF: Develop understanding of superannuation is designed to enhance consumer financial literacy and covers the skills and knowledge required to understand the role of superannuation and other longer term investment devices and to make effective and informed decisions about the related products. It covers the purpose of superannuation, the role and range of investment vehicles in the building of personal wealth and the active monitoring of a superannuation scheme's performance over time. It provides competencies to invest for retirement.

No equivalents were found for on the international qualifications research for:

- > Analyse new developments reported in the media that could impact on Long-term Insurance.
- > Describe healthcare cover in South Africa.
- > Indicate the scope of life insurance in South Africa.

#### Group Retirement

NVQ: It is difficult to compare the UK standards to the SA standards as the NVQ standards refer to tasks and not competencies as do the SA standards. Within the Pensions Administration Functional Grouping the following standards indicate overlapping or embedded competencies with the Group Retirement standards of the South African standards: Process applications for early leavers (L3); Process applications for retirement benefits (L3); Process applications for death benefits (L3); Maintain member and scheme records (L4); Communicate pensions information (L4); Determine retirement benefits (L4); Determine death benefits (L4); Determine leavers' benefits (L4); Determine transfers in and transfers out (L4) and Settle benefits (L4).

On the AQF the following units exist relating to superannuation: Process complex superannuation benefits and/or insurance claims; Assist in meeting superannuation compliance requirements; Work within a defined benefit fund, Administer retirement income streams; Establish and customise complex employer accounts; Implement fund review practices; Establish and maintain fund or plan; Assess complex superannuation benefit and/or insurance claims.

#### General Industry

- > Investigate the possibilities of establishing and running a small business enterprise (SMME).
  - > AQF: Manage and maintain small/medium business: This unit requires the application of management, communication and problem solving skills to operate a micro to small business or department. It may be applied to the financial services industry operations.
  - > Develop a business plan for a small business
    - > AQF: Although the standard is for an already established business Grow the practice, has the following overlapping competencies: Knowledge of marketing principles, ability to acquire and interpret relevant data, Skills to: analyse and manipulate data, communicate, negotiate, problem solve, and plan.
    - > Apply knowledge of basic accounting principles to financial services; Explain basic economics
    - > NVQ: Reconcile Accounts (L2) The NVQ Unit Standard focuses on the process, but has the embedded knowledge of accounting principles in order to apply the task of reconciling accounts.
      - > AQF There are standards available in the Accounting Stream that have overlapping competencies.
    - > Manage Risk in own work/business environment.
      - > AQF: Establish, supervise and monitor practice systems to conform with legislation and regulations (L4), Undertake risk identification (L4), Assess risks (L4), Develop and implement risk mitigation plan (L4), Determine and manage risk exposure strategies (L4).
    - > Demonstrate knowledge and understanding of the role, functions and duties of trustees of retirement funds.
      - > NVQ: Communicate Pensions Information (L4); Determine Retirement Benefits (L4);
      - > AQF: Liaise with and support trustees - AQF- (L3).

No explicit standards were found on the NVQ or AQF for the following standards although the standards on both the NVQ and AQF have the several of the underlying competencies embedded across their Qualifications to a greater or lesser extent.

- > Analyse the Financial Services Industry and the role of insurance in a business environment.
- > Explain the structure of the Financial Services Industry in South Africa
- > Indicate how different needs lead to the development of different financial services products.
- > Apply knowledge of HIV/AIDS to a specific business sector and a workplace.
- > Demonstrate ability to use and interpret texts that apply to the role and responsibilities of trustees of retirement funds.
- > Explain fiduciary responsibilities and the associated risks.
- > Demonstrate knowledge and understanding of the role, functions and duties of trustees of medical schemes.

#### Legislation

As regulation is specific to a country the legislation Unit Standards cannot be compared standard for standard. All insurance qualifications do in fact put value on acquisition of competencies relating to the legal environment:

- > AQF: The Compliance standards Conduct individual work within a compliance framework, and Facilitate compliance with statutory, legislative and regulatory requirements via staff education refer to competencies

required to adhere to and comply with the law. In the South African Qualification there are separate Unit Standards for each Act. The Australian Qualification does not have separate standards for each law. The Australian standards measure the learner's ability to comply with the statutory requirements in the Australian system. The underpinning competencies include relevant statutory, legislative and regulatory requirements, relevant codes of practice, organisational policy and procedures, comprehensive knowledge of individual work requirements and practices, ethics, documentation skills, written and oral communication skills. In addition to knowledge of regulation and compliance, there are numerous standards available on the AQF relating to developing compliance standards, training staff about compliance issues, implementing compliance measures and implementing codes relating to breach of compliance measures. Some of these units include but are not limited to, Facilitate compliance with statutory, legislative and regulatory requirements via staff education; Develop and implement compliance systems; Implement processes for the management of breaches in compliance requirements.

#### Computer Literacy

NVQ: The Key skills include information technology. There are further optional units (depending on the learning pathway) that test competence of various computer knowledge and skills. There are equivalent NVQ standards for all the South African Standards in the FETC: Long-term Insurance.

AQF: The industry core unit: Use technology in the workplace as has similarities with the South African Unit Standards. Computer literacy is an embedded competency in the units across the Qualification which indicates the importance of computer literacy in the AQF. Definite synergies were also found for:

- > Use an electronic system as a tool in a financial services context.
- > NVQ: Data processing (L3), Process sales support (L3), Enter and retrieve information using a computer system (L2).
- > Use an electronic system to propose a financial solution.

#### Service Centres

- > Access information to respond to client enquiries in a financial services environment.
- > NVQ: Enter and retrieve information using a computer system (L2).
- > AQF: Collect, assess and use information (L4) - Industry core unit.
- > Communicate verbally with clients in a financial environment.
- > NVQ: Advise customers as an insurance intermediary (L3); Ensure the quality of call handling services (L4); Contribute to developing and maintaining positive caller relationships (L3) Supervising Call Handling (L3), Call Handling Operations (L2); Solve problems for telephone callers (L3), Supervising Call Handling (L3), Develop and maintain supportive relationships with telephone callers (L3).
- > AQF: Liaise with clients, other professionals and third parties (L3).

#### Sales and Marketing

- > Manage a business offering financial advice.
- > AQF: Although not specific to management of an intermediary function, the units at L4: Contribute to resource planning and Work with specialist and outsourced functions and Establish or review human resources (L4) administration and information support (L4) have overlapping competencies.
- > Explore strategies to retain or expand existing business in the insurance/investment industry.
- > NVQ: Identify sales leads for follow up calls (L4), Sell financial products and services (L2-4), Contribute to financial services sales action plans (L4), Provide feedback on financial products and services (L4).
- > AQF: Coordinate, evaluate and improve customer service, (L4) Maintain customer database (L4), Maintain customer relationship (L4), Co-ordinate, evaluate and improve customer service (L4) and Implement a service support system (L4) Establish or review marketing, client services and supplier relationships (L4).
- > Determine risk exposure in order to manage the risk in a specific situation.
- > NVQ: Sell financial products and services (L2-4), Promote the organisations products and services (L3).
- > AQF: Establish client relationship and analyse needs (L4) and Develop, present and negotiate client solutions (L4).
- > Demonstrate skills and techniques required to build a relationship with a client in a financial services environment.
- > NVQ: Sell products and services over the telephone (L2, 3.)
- > AQF: Prospect for new clients (L4).
- > Apply knowledge of the sales cycle in wealth management.
- > NVQ: Sell products and services over the telephone.
- > AQF: Sell financial products and services (L4), Implement a sales plan (L4).

#### Investments

NVQ and AQF: There are no standards in the Qualifications researched for competencies associated with Collective Investment Schemes.

#### Healthcare Benefits Administration

There are no equivalent standards on the NVQ and AQF for the Healthcare Benefits standards.

#### Personal Development

- > Manage time effectively to enhance productivity and enable a balanced lifestyle.
  - > NVQ: Manage personal work priorities and professional development (L2).
- > Manage own work performance in relation to an organisation's performance management system.
  - > NVQ: Contribute to the development of own performance (L2), Manage yourself (L2), Develop your own resources (L4), Maintain own professional development (Level Unspecified) in the Self Development functional grouping all have elements of setting work performance standards, identifying areas for development and improving work performance.
- > Describe how to manage workplace relationships.
  - > NVQ: Maintain business relationships (L3), Develop and maintain business relations with introducers (L4), Establish And Maintain Productive Business Relationships (L4), Develop productive working relationships (L4), Develop positive working relationships with customers and colleagues (L3), Develop and maintain positive working relationships with other members of staff (L3), Develop and maintain positive working relationships with customers (L3), Develop and maintain positive working relationships (L4) and Create effective working relationships (L3) have similar outcomes across the standards.

There do not appear to be any stand-alone standards that matched the following:

- > Research costs associated with marriage, birth, divorce and death in own circumstances.
- > Explain how to manage diversity in the workplace.
- > Apply knowledge of self and own situation to manage the risks resulting from change in the workplace.
- > Explain the impact of personal wellness on work performance.
- > Induct a new member into a team.
- > Apply the principles of situational leadership to a business unit.
- > Apply Return on Investment (ROI) theory and practice to a business unit.
- > Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path.
- > Explain how to manage diversity in the workplace.
- > Identify causes of stress and techniques to manage it in the workplace.

#### Management

There are NVQ and AQF standards that match the following Unit Standards, but they are not packaged in the Qualifications researched. However, to some extent, several of the management competencies of the South African Unit Standards are met across the NVQ and AQF Qualifications:

- > Coach a team member in order to enhance individual performance in a work environment.
  - > Apply the principles of situational leadership to a business unit.
  - > Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path.
  - > Apply ROI theory to a business unit.
  - > Apply the budget function in a business unit.
- > NVQ: Lead the work of teams and individuals to achieve their objectives (L3), Develop teams and individuals to enhance performance (L4), Manage the use of financial resources, Manage the performance of teams and individuals (L4), Select personnel for activities (L4), Contribute to the development of teams and individuals (L4), Coordinate the work activities of others for the achievement of organisational objectives (level unspecified), Contribute to influencing change within the organisation (L4), Manage the use of physical resources (L4), Maintain activities to meet quality standards (L4).
- > AQF: The Organisational Skills Functional group includes standards: Contribute to resource planning with embedded competencies of knowledge requirements include: company policy and procedure, job specifications, work objectives, and responsibilities, relevant guidelines and legislation, observation skills, analysis of data, trend identification, reporting skills, written communication skills, and Work with Specialist and outsourced services which includes the competencies: features, compliance and reporting requirements of the relevant legislation, timeframe requirements for compliance reports for specialist

services, relationship between specialist roles and organisational requirements, general knowledge of the roles of relevant specialists, organisational procedures for ensuring PS146 compliance or relevant legislation, organisational procedures for working with specialist services, communication and documentation requirements of specialists, communication, documentation, ability to assess validity and usefulness of information, teamwork, ability to effectively manage change and integrate new information and procedures.

General long term insurance (life, pension funds, healthcare benefits administration)

> Administer a Long-term claim.

> NVQ: Authorise payments of claims against Long-term contracts (L3), Process claims against a Long-term contract (L2).

> AQF: Process policy payments and terminations (L4) - this unit has various competencies including payment of Long-term claims.

> Administer Long-Term employee benefits and medical scheme membership.

Although the following standards on the NVQ and AQF are task focused there are overlapping competencies with the SA standard.

> NVQ: Process member records (L3), validate and record member options and elections (L3), process applications for retirement benefits (L3), process applications for death benefits (L3), maintain member and scheme records (L4), communicate pensions information (L4), determine retirement benefits (L4), determine death benefits (L4), determine leavers' benefits (L4), settle benefits (L4).

> AQF: Process complex superannuation benefits and/or insurance claims; Assist in meeting superannuation compliance requirements; Work within a defined benefit fund; Administer retirement income streams; Establish and customise complex employer accounts; Implement fund review practices; Establish and maintain fund or plan; Assess complex superannuation benefit and/or insurance claims.

> Note: The standards only overlap as far as employee benefits with regard to pension funds. No standards were found on the AQF with regard to medical scheme membership.

No corresponding standards were found within the qualifications researched for the following standards (Previous comparisons indicate that some of these may well exist, but they have not been packaged for the qualifications researched):

> Explain credit life insurance.

> Describe funeral insurance.

> Demonstrate knowledge and application of the relationships between the Lifestyle Measurements (LSM) and Long-term Insurance.

> Explain the roles of actuaries, underwriters and claims assessors in Long Term Insurance.

#### Conclusion

It is encouraging to note the synergies in terms of the competencies of three Qualifications if learners select a Long-term stream as the international Qualifications are not limited to Long-term Insurance outcomes.

The differences lie primarily in:

The core and key skills of the UK and Australian Qualifications provide skills that are essential in the financial services industry such as communication, team work, using it, etc and the electives branch to areas of specialisation. In the UK and Australia, the Qualifications can lead to competencies including but not limited to, banking, short term, long term, trustee, Pensions, sales and marketing, etc. They do not include competencies in the Healthcare Benefits or funeral funds.

The core of the FETC: Long-term Insurance provides a general overview of the Insurance and Investments areas and then the electives provide specialisation knowledge in one of the eleven fields within the INSETA designations. The SA Qualification does not cover banking or accounting.

Both the NVQ and AQF standards focus on steps in the processes in an insurance environment such as Pay a claim, and Process a new business proposal. The competency-based nature of the SA Unit Standards makes them more sustainable, as processes can become outdated.

There are more electives to choose from the personal development and management basket for South African learners. i.e. the focus is not limited to work based competencies, but to increasing competency of the learner as a whole person.

Overall, the learners who follow the Long Term grouping in the international qualifications will have similar core competencies at similar levels to the learner exiting with this South African Qualification. However, the specialisation of the different UK and Australian fields of learning make the certificates more rigid and there may be a few gaps in terms of specialisation knowledge.

**ARTICULATION OPTIONS**

This Qualification articulates horizontally with:

- > The FETC: Long-term Risk Assessment.
- > The FETC: Medical Claims Assessing.
- > The National Certificate in Wealth Management: Level 4.
- > The National Certificate in Financial Services Management Level 4.

It articulates vertically with:

- > The National Certificate in Wealth Management: Level 5.
- > Management Qualifications at Level 5 depending on the admission requirements of specific Higher Education Institutions.

Fundamental Competencies gained in Communication and Mathematical Literacy in this Qualification should enable the learner to access an appropriate industry Qualifications at NQF Level 5.

**MODERATION OPTIONS**

- > This Qualification will be internally assessed and externally moderated by a moderator registered by a relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA.
- > Moderators, competent at the level of the Qualification, are registered by a relevant accredited ETQA to ensure that the standard across assessors is consistent.
- > Moderators must be registered as assessors with the relevant ETQA.
- > Moderators are required to report to a relevant accredited ETQA.
- > A relevant accredited ETQA will monitor and quality assure moderation and assessment according to guidelines in the Qualification.

**CRITERIA FOR THE REGISTRATION OF ASSESSORS**

This Qualification will be internally assessed by the provider and moderated by a moderator registered by a relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA.

- > Assessors must be registered as assessors with a relevant accredited ETQA.
- > Moderators, competent at the level of the Qualification are registered by a relevant accredited ETQA to ensure that the standard across assessors is consistent.
- > Providers of the FETC: Medical Claims assessing must be accredited as providers with a relevant accredited ETQA.
- > Assessors should be in possession of a relevant insurance Qualification at NQF level 5 or higher.

**NOTES**

N/A

**UNIT STANDARDS**

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	114960 Investigate the need to provide financially for own retirement	Level 3	3	Registered
Core	114983 Describe life insurance	Level 3	3	Registered
Core	117141 Describe healthcare cover in South Africa	Level 3	2	Registered
Core	117146 Indicate the scope of life insurance in South Africa	Level 3	4	Registered
Core	12326 Analyse new developments reported in the media that could impact on long term insurance	Level 4	10	Reregistered
Core	13940 Demonstrate knowledge and application of ethical conduct in a business environment	Level 4	4	Registered
Core	14979 Describe issues of compliance or non-activity that could result in civil or criminal liability in terms of business law	Level 4	2	Registered
Core	14991 Apply the law of contract to insurance	Level 4	2	Registered
Core	14994 Demonstrate knowledge and understanding of insurable risk	Level 4	2	Registered
Core	113910 Describe disability insurance solutions in the context of financial planning	Level 4	4	Registered
Core	113913 investigate dread disease products and their place in wealth management	Level 4	2	Registered
Core	117137 Describe group insured benefits	Level 4	2	Registered

Core	119261	Describe the control of fraud in Long-term Insurance	Level 4	3	Recommended
Core	119478	Analyse the different products available in the Long-term Insurance industry and the benefits of each	Level 4	5	Recommended
Core	119676	Apply the skills of customer care in a specific work environment	Level 4	4	Draft - Prep for P Comment
Elective	114966	Explain the types of compulsory statutory insurance in South Africa	Level 2	2	Registered
Elective	8990	Describe collective investment schemes	Level 3	2	Reregistered
Elective	9000	Indicate how collective investment scheme portfolios are reported	Level 3	2	Reregistered
Elective	9001	Explain basic transactions in the collective investment industry	Level 3	2	Reregistered
Elective	9302	Access information in order to respond to client enquiries in a financial services environment	Level 3	2	Reregistered
Elective	9303	Communicate verbally with clients in a financial environment	Level 3	3	Reregistered
Elective	12547	Demonstrate knowledge and understanding of the role, functions and duties of trustees of Group Retirement Funds	Level 3	4	Registered
Elective	12548	Demonstrate ability to use and interpret texts that apply to the role and responsibilities of trustees of Group Retirement Funds	Level 3	4	Registered
Elective	12550	Demonstrate knowledge and understanding of the role functions and responsibilities of Trustees of Medical Schemes	Level 3	4	Registered
Elective	113907	Explain the impact of personal wellness on work performance	Level 3	2	Registered
Elective	113909	Coach a team member in order to enhance individual performance in work environment	Level 3	5	Registered
Elective	113911	Use an electronic system as a tool in a financial services context	Level 3	2	Registered
Elective	113922	Explain the structure of the financial services industry in South Africa	Level 3	3	Registered
Elective	114932	Explain how to manage diversity in the workplace	Level 3	2	Registered
Elective	114941	Apply knowledge of HIV/AIDS to a specific business sector and a workplace.	Level 3	4	Registered
Elective	114943	Describe how to manage workplace relationships	Level 3	2	Registered
Elective	114946	Identify causes of stress and techniques to manage it in the workplace	Level 3	2	Registered
Elective	114956	Describe funeral insurance	Level 3	2	Registered
Elective	114972	Explain healthcare benefits administration in South Africa	Level 3	2	Registered
Elective	114975	Use a web browser in a business environment	Level 3	3	Registered
Elective	114977	Use a spreadsheet package to produce and manage business documents	Level 3	3	Registered
Elective	114978	Use a word processing package to produce business documents	Level 3	3	Registered
Elective	114979	Operate a computer workstation in a business environment	Level 3	2	Registered
Elective	114980	Use a presentation package to produce business documents	Level 3	3	Registered
Elective	114984	Manage electronic mail in a business environment	Level 3	2	Registered
Elective	114985	Indicate how different needs lead to the development of different Financial Service products	Level 3	4	Registered
Elective	116966	Apply knowledge of self and own situation to manage risks resulting from change in the workplace	Level 3	3	Registered
Elective	117104	Administer a long term claim	Level 3	2	Registered
Elective	117111	Apply knowledge of basic accounting principles to financial services	Level 3	4	Registered
Elective	117124	Administer basic asset related transactions in a Retirement Fund	Level 3	3	Registered
Elective	117128	Investigate the upside and downside business risk in hand held electronic devices.	Level 3	3	Registered
Elective	117132	Explain basic economics	Level 3	3	Registered
Elective	117133	Manage own work performance in relation to an organisation's performance management system	Level 3	2	Registered
Elective	117136	Administer long term employee benefits and medical scheme membership	Level 3	3	Registered
Elective	117171	Manage time effectively to enhance productivity and enable a balanced lifestyle	Level 3	2	Registered
Elective	119681	Research costs associated with marriage, birth, divorce and death in own circumstances	Level 3	4	Draft - Prep for P Comment
Elective	12153	Use the writing process to compose texts required in the business environment	Level 4	5	Registered
Elective	12154	Apply comprehension skills to engage oral texts in a business environment	Level 4	5	Registered
Elective	12155	Apply comprehension skills to engage written texts in a business environment	Level 4	5	Registered
Elective	12164	Demonstrate knowledge and insight of the Financial Advisory and Intermediary Services Act (FAIS) (Act 37 of 2002)	Level 4	2	Reregistered
Elective	12166	Demonstrate knowledge and insight into the Collective Investment Schemes Act, 45 of 2003 (CICSA)	Level 4	2	Reregistered
Elective	12167	Demonstrate knowledge and insight into the Capital Gains Tax Legislation as it applies to insurance and investment	Level 4	2	Reregistered

Elective	12318 Describe managed care as it is applied in Healthcare Benefits Administration in South Africa	Level 4	6	Reregistered
Elective	12325 Research the Healthcare Benefits Administrator sub-sector in South Africa	Level 4	5	Reregistered
Elective	13941 Apply the budget function in a business unit	Level 4	5	Registered
Elective	13953 Apply the principles of situational leadership to a business unit	Level 4	5	Registered
Elective	14315 Demonstrate knowledge and insight into the Income Tax Act (58 of 1962 and the accompanying regulations) as amended as it applies to insurance and investment products	Level 4	2	Registered
Elective	14319 Explore strategies to retain or expand existing business in the insurance/investment industry	Level 4	3	Reregistered
Elective	14506 Explain the Finance Intelligence Centre Act, Act 38 of 2001 and its implications to clients	Level 4	3	Registered
Elective	15008 Determine risk exposure in order to manage the risk in a specific situation	Level 4	2	Registered
Elective	113903 Demonstrate skills and techniques required to build a relationship with a client in a financial services environment	Level 4	3	Registered
Elective	113912 Use an electronic system to propose a financial solution	Level 4	3	Recommended
Elective	113914 Investigate the range of options available for wealth management	Level 4	5	Registered
Elective	113916 Explain basic investment principles	Level 4	3	Registered
Elective	113917 Explain the basic principles of asset management that apply to financial markets and insurance	Level 4	4	Registered
Elective	113919 Explain the options available for post retirement healthcare funding	Level 4	3	Registered
Elective	113920 Investigate possible funding options for investors exiting a group retirement fund	Level 4	2	Registered
Elective	113921 Apply knowledge of the sales cycle in wealth management	Level 4	3	Registered
Elective	113923 Explain fiduciary responsibilities and the associated risks	Level 4	1	Registered
Elective	113927 Analyse the proposed National Health policy as a means of providing healthcare for the nation	Level 4	4	Registered
Elective	113928 Explain the application of the Promotion of Access to Information Act, 2 of 2002 and the Electronic Transactions and Communications Act, 25 of 2002, in Wealth Management	Level 4	2	Registered
Elective	113930 Apply industry knowledge to develop an investment strategy for a group retirement fund or medical scheme	Level 4	2	Registered
Elective	113931 Describe the main aspects of pre and post retirement planning	Level 4	2	Registered
Elective	113932 Explain the Medicines and Related Substances Control Amendment Act, 59 of 2003, as it impacts on medical schemes	Level 4	2	Registered
Elective	114209 Apply Return on Investment (ROI) theory and practice to a business unit	Level 4	6	Registered
Elective	114215 Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path	Level 4	3	Registered
Elective	117118 Apply knowledge of the current Medical Schemes Act and the accompanying regulations	Level 4	3	Registered
Elective	117120 Analyse the Pension Funds Act as it applies to the administration of retirement funds	Level 4	3	Registered
Elective	117122 Analyse the role of group retirement benefits in the insurance industry	Level 4	2	Registered
Elective	117123 Analyse different group retirement products	Level 4	2	Registered
Elective	117126 Apply knowledge and insight into aspects of the Long Term Insurance Act, Act 52 of 1998	Level 4	2	Registered
Elective	117129 Apply the regulations for disclosure that are required as part of the financial sales process	Level 4	2	Registered
Elective	117131 Explain the legislation relating to marriage, divorce and maintenance as it applies to retirement benefits	Level 4	2	Registered
Elective	117149 Apply knowledge and insight into the statutory cover afforded under the Compensation for Occupational Injuries and Diseases Act, 130 of 1993, as amended (COIDA)	Level 4	3	Registered
Elective	117155 Explain the scope of the Compensation for Occupational Injuries and Diseases Act 130 of 1993 (COIDA)	Level 4	2	Registered
Elective	117215 Explain the use of coding in Healthcare Benefits Administration	Level 4	4	Registered
Elective	117241 Develop a business plan for a small business	Level 4	5	Registered
Elective	117244 Investigate the possibilities of establishing and running a small business enterprise (SMME)	Level 4	3	Registered
Elective	118014 Explain the cycle of a medical claim	Level 4	2	Registered
Elective	118018 Describe the control of fraud in Healthcare Benefits Administration	Level 4	8	Registered
Elective	119259 Explain the roles of actuaries, underwriters, claims assessors and reinsurers in Long-term insurance	Level 4	3	Recommended
Elective	119260 Explain credit life insurance	Level 4	2	Recommended

Elective	119262 Demonstrate knowledge and application of the relationship between Life Style Measurement (LSM) and Long-term insurance	Level 4	6	Recommended
Elective	119264 Identify and explain trends and issues in the Long-term insurance market that present an abnormal risk	Level 4	4	Recommended
Elective	119265 Manage risk in own work environment	Level 4	2	Recommended
Elective	119675 Advise and manage financial aspects of a business	Level 4	2	Draft - Prep for P Comment
Elective	119677 Analyse healthcare funding in South Africa and the role of intermediaries in the sector	Level 4	4	Draft - Prep for P Comment
Elective	119678 Explain and apply the basic principles of the Estate Duty Act (45 of 1955)	Level 4	2	Draft - Prep for P Comment
Elective	119679 Analyse the Financial Services industry and the role of insurance in a business environment	Level 4	9	Draft - Prep for P Comment
Elective	119680 Indicate how different needs lead to the development of different investment products	Level 4	5	Draft - Prep for P Comment
Elective	119682 Demonstrate knowledge and application of the Value Added Tax (VAT) Act 89 of 1991 as amended as it applies to insurance policies	Level 4	2	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	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Reregistered
Fundamental	117127 Describe and apply the basic principles of personal income tax	Level 4	3	Registered
Fundamental	117156 Interpret basic financial statements	Level 4	4	Registered
Fundamental	117158 Investigate ways of managing financial risk in own lives	Level 4	5	Registered



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Research costs associated with marriage, birth, divorce and death in own circumstances

SAQA US ID	UNIT STANDARD TITLE		
119681	Research costs associated with marriage, birth, divorce and death in own circumstances		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Insurance and Investment	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Explore the financial implications of the different forms of marriage contract that are legal in South Africa.

#### **SPECIFIC OUTCOME 2**

Explain the financial implications of having a family.

#### **SPECIFIC OUTCOME 3**

Explain the financial implications of divorce.

#### **SPECIFIC OUTCOME 4**

Explain the need for a Will and financial planning in the event of death.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Advise and manage financial aspects of a business**

SAQA US ID	UNIT STANDARD TITLE		
119675	Advise and manage financial aspects of a business		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Insurance and Investment	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 4	Regular

**SPECIFIC OUTCOME 1**

Describe a local financial sales environment.

**SPECIFIC OUTCOME 2**

Manage the financial aspects of a business by offering financial advice.

**SPECIFIC OUTCOME 3**

Quantify earnings of a business to determine income.

**SPECIFIC OUTCOME 4**

Schedule daily duties to achieve set targets.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Analyse healthcare funding in South Africa and the role of intermediaries in the sector

SAQA US ID	UNIT STANDARD TITLE		
119677	Analyse healthcare funding in South Africa and the role of intermediaries in the sector		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Insurance and Investment	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

**SPECIFIC OUTCOME 1**

Explain the management of risk in the healthcare environment in South Africa.

**SPECIFIC OUTCOME 2**

Indicate the role of intermediaries in the marketing of medical cover.

**SPECIFIC OUTCOME 3**

Select a product according to a client profile.

**SPECIFIC OUTCOME 4**

Analyse the regulatory environment applicable to Medical Scheme Administration.

**SPECIFIC OUTCOME 5**

Explain how the healthcare sector contains costs.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Analyse the Financial Services industry and the role of insurance in a business environment**

SAQA US ID	UNIT STANDARD TITLE		
119679	Analyse the Financial Services industry and the role of insurance in a business environment		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Insurance and Investment	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	9	Level 4	Regular

**SPECIFIC OUTCOME 1**

Analyse the different services that are classified as financial.

**SPECIFIC OUTCOME 2**

Demonstrate knowledge and understanding of the kinds of insurance that are important in a business venture.

**SPECIFIC OUTCOME 3**

Explain a contract of insurance in a business entity.

**SPECIFIC OUTCOME 4**

Negotiate an insurance contract to meet the needs of a selected business enterprise.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Apply the skills of customer care in a specific work environment

SAQA US ID	UNIT STANDARD TITLE		
119676	Apply the skills of customer care in a specific work environment		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Insurance and Investment	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Explain the principles of impressive customer service in the context of a specific industry and organisation.

#### **SPECIFIC OUTCOME 2**

Apply knowledge of personality styles to respond appropriately to a customer.

#### **SPECIFIC OUTCOME 3**

Analyse information in order to provide customer service.

#### **SPECIFIC OUTCOME 4**

Suggest innovative solutions to respond to queries and improve customer service.

#### **SPECIFIC OUTCOME 5**

Manage client relationships to retain customers.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

**Demonstrate knowledge and application of the Value Added Tax (VAT) Act 89 of 1991 as amended as it applies to insurance policies**

SAQA US ID	UNIT STANDARD TITLE		
119682	Demonstrate knowledge and application of the Value Added Tax (VAT) Act 89 of 1991 as amended as it applies to insurance policies		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Insurance and Investment	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 4	Regular

**SPECIFIC OUTCOME 1**

Explain the purpose of VAT legislation.

**SPECIFIC OUTCOME 2**

Apply knowledge of VAT legislation to the premium trail and self insured funds.

**SPECIFIC OUTCOME 3**

Explain the application of VAT to cross border trade.

**SPECIFIC OUTCOME 4**

Apply knowledge of VAT legislation to the claims trail.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Explain and apply the basic principles of the Estate Duty Act (45 of 1955)**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119678	Explain and apply the basic principles of the Estate Duty Act (45 of 1955)		
<b>SGB NAME</b>	<b>NSB 03</b>	<b>PROVIDER NAME</b>	
SGB Insurance and Investment	Business, Commerce and Management Studies		
<b>UNIT STANDARD TYPE</b>	<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	2	Level 4	Regular

**SPECIFIC OUTCOME 1**

Explain the purpose of the Estate Duty Act.

**SPECIFIC OUTCOME 2**

Analyse the property and deemed property in an estate.

**SPECIFIC OUTCOME 3**

Calculate the duty on an estate.

**SPECIFIC OUTCOME 4**

Explain the possible impact of the Estate Duty Act on financial services products.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

Indicate how different needs lead to the development of different investment products

SAQA US ID	UNIT STANDARD TITLE		
119680	Indicate how different needs lead to the development of different investment products		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Insurance and Investment	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

**SPECIFIC OUTCOME 1**

Survey opinions on the need for investments in two different socio economic communities.

**SPECIFIC OUTCOME 2**

Compare the different investment products in South Africa for a short term, Long term and medium term investments.

**SPECIFIC OUTCOME 3**

Match the needs of potential investors with available investment products.

**SPECIFIC OUTCOME 4**

Interpret statistical information to determine investments most valued by the two socio economic communities.

No. 547

10 June 2005



*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, Organising Field 04, Communication Studies and Language, 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 coordinator 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 curricular vitae.**

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

Comment should reach the Directorate at the address below by not later than **11 July 2005**. All correspondence should be marked **SGB for Library and Information Studies** and be addressed to:

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

### **SGB INFORMATION**

As a necessary step in the development and implementation of the National Qualifications Framework, The Directorate of Standards Setting and Development is 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 Directorate;

- 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 the Directorate of Standards Setting and Development.

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 Directorate, 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 Directorate for Standards Setting and Development and the Constituency.
-

**PUBLIC NOTICE BY THE DIRECTORATE STANDARDS SETTING AND  
DEVELOPMENT OF ITS INTENTION TO RE-REGISTER A STANDARDS  
GENERATING BODY (SGB) FOR LIBRARY AND INFORMATION STUDIES FIELD 04,  
COMMUNICATION STUDIES AND LANGUAGE**

The Directorate Standards Setting and Development (Organising Field 04) intends to re-register an SGB for Library and Information Studies for a period of three years from 10 June 2005 until 09 June 2008.

**PROPOSED BRIEF OF THE SGB**

1. Develop learning pathways for potential qualifications and unit standards in the area of Library and Information Studies from level 1 through to level 6 [Regulation 24 (1) (e)].
2. Generate the qualifications and unit standards outlined below in the field of Library and Information Studies [Regulation 24 (1) (a)]:
  - Unit standards for Library and Information Studies (NQF levels 1-5)
  - National Certificate in Library and Information Studies (NQF level 4)
  - National Diploma in Library and Information Studies (NQF level 5)
  - First Degree in Library and Information Studies (NQF level 6)
2. Recommend the qualifications and standards generated under 2 above, to the Directorate Standards Setting and Development [Regulation 24 (1) (c)].
3. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24 (1) (d)].
4. Liaise with any other SGBs, as required, where Library and Information Studies is involved or being considered [Regulation 24 (1) (e)].
5. Accept and perform other related functions as requested by Organising Field 04, Communication Studies and Language [Regulation 24 (1) (e)].

## PROPOSED COMPOSITION OF THE SGB

Member Name & Surname	Workplace	Nominating Body	QUALIFICATIONS/ EXPERIENCE
DE KLERK M A T	National Library of South Africa	National Library of South Africa	<ul style="list-style-type: none"> <li>• B.BI, Hons.B.BI, HED.</li> <li>• Project Leader – Bibliographic Standards</li> <li>• 21 years experience in Library and Information Studies</li> </ul>
FOURIE INA	University of Pretoria	University of Pretoria	<ul style="list-style-type: none"> <li>• B.BI; B.BI (Hons); M.BI; Dlitt et Phil</li> <li>• Senior Librarian and Acting Head for International Nuclear Information System</li> <li>• Librarian-Armskor</li> <li>• Senior Lecturer – University of South Africa</li> <li>• Associate Profesor – University of Pretoria</li> <li>• 22 years experience in Library and Information Science</li> </ul>
HART G C	University of Cape Town	University of Cape Town	<ul style="list-style-type: none"> <li>• BA; STD; H.Dipl. B. BI.;BA Hons; M.ED (Library and Information Science)</li> <li>• Senior Lecturer and Acting Chairperson of the Department of Library and Information Science</li> <li>• 20 years experience in Lecturing and Library and Information Science</li> </ul>

JUGDAV S	City of Johannesburg	City of Johannesburg	<ul style="list-style-type: none"> <li>• BA, H. Dipl. in Library and Information Science</li> <li>• Diploma in Small Business Management</li> </ul>
MOLEPO C	University of Johannesburg	University of Johannesburg	<ul style="list-style-type: none"> <li>• BA, HDE, PGDLIS</li> <li>• Education Librarian</li> <li>• 13 years experience in Library and Information Science</li> </ul>
OCHOLLA D N	University of Zululand	University of Zululand	<ul style="list-style-type: none"> <li>• PhD</li> <li>• Professor and Head of Department for Library and Information Science</li> <li>• 22 years experience in Library and Information Science</li> </ul>
SATGOOR U	Library and Information Association of South Africa (LIASA)	Library and Information Association of South Africa (LIASA)	<ul style="list-style-type: none"> <li>• BA Hons, PDHDipLIS</li> <li>• Project Manager for Centre for Career Development</li> <li>• 15 years experience in Library and Information Science</li> </ul>

SELEMATSELA D	University of South Africa	University of South Africa	<ul style="list-style-type: none"> <li>• B A; Post Graduate Diploma; B,BI (Hons); M.Information Science</li> <li>• Librarian – University of South Africa</li> <li>• Skills Development Facilitator – University of South Africa</li> <li>• Head User Education Services</li> </ul>
SENTOO N	Durban Institute of Technology	Durban Institute of Technology	<ul style="list-style-type: none"> <li>• Doctor of Philosphy</li> <li>• Senior lecturer Durban Institute of Technology</li> <li>• 18 years experience in Library and Information Studies</li> </ul>
THOMAS G M E	Gauteng Environs Library and Information Consortium National Office	Gauteng Environs Library and Information Consortium National Office	<ul style="list-style-type: none"> <li>• BA; DipLIS; Honours B.BI: M.Bibl</li> <li>• 23 years experience in Library and Information Science</li> </ul>

UNDERWOOD P	University of Cape Town	University of Cape Town	<ul style="list-style-type: none"><li>• Fellow of the Chartered Institute of Library and Information Professionals</li><li>• Professor of Librarianship and Director of the Centre for Information Literacy – University of Cape Town.</li></ul>
WALKER C M	University of Witwatersrand	University of Witwatersrand	<ul style="list-style-type: none"><li>• BA; BA Hons; HDipLIS; B.BI. Hons; M.BI.</li><li>• Deputy University Librarian</li><li>• 32 years experience in Library and Information Science</li></ul>



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, **Organising Field 05, Education, Training and Development** invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

**In addition, the coordinator 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 Directorate at the address below by not later than **11 July 2005**. All correspondence should be marked **SGB for Educators in Schooling** and be addressed to:

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

### SGB INFORMATION

As a necessary step in the development and implementation of the National Qualifications Framework, The Directorate of Standards Setting and Development is 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 Directorate;
- 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 the Directorate of Standards Setting and Development.

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 Directorate, 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 Directorate for Standards Setting and Development and the Constituency.
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**PUBLIC NOTICE BY ORGANISING FIELD 05, EDUCATION, TRAINING AND DEVELOPMENT OF THE REREGISTRATION OF THE SGB FOR EDUCATORS IN SCHOOLING**

The Directorate for Standards Setting and Development hereby reregisters the SGB for Educators in Schooling for a period of three years from 1 June 2005 to 31 May 2008.

**BRIEF OF THE SGB**

1. Identify the integration, quality and equity priorities in Schooling ETD practice.  
*[Regulation 24 (1) (e)]*
2. Identify the competence necessary to produce ETD practice outcomes addressing 1, above, and distinguish the competencies that will be generic to the field from those specific to schooling ETD practice.  
*[Regulation 24 (1) (e)]*
3. Design learning pathways for Schooling ETD practice within the learning pathways for the field.  
*[Regulation 24 (1) (e)]*
4. Generate qualifications in accordance with the Authority requirements for competencies in Schooling ETD practice that complement and/or supplement the already-existing qualifications: Higher Certificate in Education, Diploma in Education, Further Diploma in Education, and Bachelor of Education (Honours) and align them with Higher Education Qualifications requirements, namely: Advanced Certificate in Education in History, Mathematics, Science and Technology.  
*[Regulation 24 (1) (a)]*
5. Generate unit standards in accordance with the Authority requirements for competencies in Schooling ETD practice that complement and/or supplement the already-existing unit standards: mentoring for educators in schooling; and assessment for educators in schooling.  
*[Regulation 24(1)(a)]*
6. Recommend the qualifications generated under 4, above, to the Directorate: Standards Setting and Development.  
*[Regulation 24 (1) (c)]*
7. Review qualifications, taking into account recommendations from stakeholders and legislative changes.  
*[Regulation 24 (1) (d)]*
8. Recommend criteria for the registration of assessors and moderators or moderating bodies for schooling ETD.  
*[Regulation 24 (1) (d)]*

## PROPOSED MEMBERSHIP

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS/ EXPERIENCE
Blunt, Richard John Scawen	Nelson Mandela Metropolitan University (NMMU)	Nelson Mandela Metropolitan University	D Ed, M Ed, BA Hons, BA, B Ed, NHED, Director of Academic Development; Associate Professor
Davin, Reda Johanna	University of South Africa	University of South Africa	D Ed, M Ed, FDE, HNED, BA, Senior Lecturer
Euvrard, George (Prof)	Rhodes University	Rhodes University	D Litt, MA, BA Hons, BA, HDE, Dean of Faculty, Head of Department, Lecturer, School Counsellor, Teacher
Fata, Danny Dumisani Meshack (Mr)	National Institute for Higher Education	South African Democratic Teachers' Union	B Ed Hons candidate, Advanced Certificate in Education, Senior Primary Teachers' Diploma, Lecturer, Teacher
Gerber, Robert Eugene (Dr)	Nelson Mandela Metropolitan University	Port Elizabeth Technikon	BA, BA Hons, B Ed, M Ed, D Tech, STD, Acting Head of Department: Education Studies, Senior Lecturer, Lecturer, Teacher
Greyling, Laetitia (Dr)	Nelson Mandela Metropolitan University	Port Elizabeth Technikon	D Ed, M Ed, B Ed, BA Ed, STD, Special Diplomas: Junior Primary, School Librarianship, Remedial Teaching, Gifted Education, Academic Campus Manager, Lecturer, Researcher, Teacher
Harcombe, Elaine (Ms)	University of the Witwatersrand	University of the Witwatersrand	M Ed (Ed Psychology), HDE, Lecturer, Teacher, Materials Developer, Research supervisor
Hibbert, Liesel (Dr)	University of the Western Cape	University of the Western Cape	Ph D, M Phil, BA Hons, BA, PTD, Senior Lecturer, Lecturer, Teacher
Hlatshwayo, Thamsanqa Ephraim (Mr)	Sawela Senior Primary School	South African Democratic Teachers' Union	FDE Management, Primary Science Certificate, Senior Teachers' Diploma, Deputy Principal
Hodges, Merle H (Mrs)	Peninsula Technikon	Peninsula Technikon	B Sc, B Sc Hons, B Ed, M Ed, Ph D candidate, Coordinator of International Affairs, Tertiary Education Linkages Manager, Lecturer, Teacher, Materials Developer

Jantjes, Edith (Prof)	His People Institute	His People Institute	Ph D, M Ed, MA, BA Hons, Ass Professor, Senior Lecturer, Lecturer, HoD, Teacher, Member of ETD Organising Field, Member of Ethical Foundations SGB
Jasson, Avril	READ Educational Trust	READ Educational Trust	HED, PTC, Reading, Writing, Assessment, Communication, Teacher
Katz, Jenny	READ Educational Trust	READ Educational Trust	BA Hons, BA, Teachers Licentiate Diploma, Materials Developer, Literacy Trainer, Project Manager, Teacher, Tutor
Malgas, Winston Burton	Education, Training and Development Sector Education Training Authority (ETDP SETA)	ETDP SETA	D Ed, M Ed, BA, Diploma in Education, HOD Learnerships and Skills Programmes, Institutional Development and Support Officer, Principal, Teacher
Maphumulo, Vincent Bekelakhe (Mr)	South African Democratic Teachers' Union	South African Democratic Teachers' Union	M Ed, P-G Diploma in Education, B Ed Hons, FDE Management, B Ped, Senior Secondary Teachers' Diploma, Teacher, Regional Education Convenor, Member of SADTU Board, SADTU Teacher Development Task Team
May, Basil F (Mr)	Lexia International	Lexia International	M Sc, B Ed, BA, PHTC, PTC, Executive Director of Committee of College of Education Rectors of South Africa, Rector, Principal, Teacher
Mncube, Busisiwe Pinkie	South African Democratic Teachers' Union	South African Democratic Teachers' Union	Teacher, Executive Committee Member of NSB 05, Chairperson of National Skills Authority, Member of ETDP Seta Board, Chairperson of Budget Chamber of ETDP Seta, Member of Hedcom subcommittee, SADTU Gauteng Provincial Education Convenor, Member of Ministerial Committee on NQF Review

Mokgalane, Ella (Ms)	South African Council for Educators	South African Council for Educators	M Ed, B Ed, B Prim Ed, Human Resource Management, Professional Development Manager, Deputy Chief Education Specialist, Coordinator for Teacher Appraisal, Junior Lecturer
Muller, Catherine Susanna (Ms)	National Professional Teachers' Organisation of South Africa	National Professional Teachers' Organisation of South Africa	B Ed, HDE, B Sc, Director of NAPTOSA, Lecturer, Subject Advisor, Researcher, Examiner, Moderator, Curriculum Developer
Odendaal, Rene M	University of South Africa	University of South Africa	D Ed, M Ed, B Ed, BA Hons, BA, HED, Lecturer, Teacher in Primary and Secondary Education
Park, Tom (Prof)	University of Stellenbosch	University of Stellenbosch	D Ed, M Ed, B Ed, HED, B Sc, Dean of Education Faculty, Professor, Senior Lecturer, Lecturer, Teacher
Ralenala, Francis (Prof)	University of the North	University of the North	Ph D, M Sc, M Ed, Head of Department, Senior Lecturer, Lecturer, Teacher
Steyn, H J (Prof)	Potchefstroom University	Potchefstroom University	D Ed, M Ed, B Ed, BA, UED, Dean of Education, Rector, Professor, Senior Lecturer, Teacher
Van Niekerk, Louis Johannes (Prof)	University of South Africa	National Association of Distance Education	D Ed, M Ed, FDE, BA, Ass Professor, Senior Lecturer, Lecturer, Researcher, Teacher
Van Schalkwyk, Alena (Dr)	University of South Africa	University of South Africa	D Ed, M Ed, B Ed, BA Hons, HED, BA, Archivist, Teacher, Lecturer, Senior Lecturer
Wilmot, Pamela Dianne	Rhodes University	Rhodes University	Ph D candidate, M Ed, B Ed, Dip Ed, BA, Lecturer, Head of Department (School), Teacher

No. 549

10 June 2005



*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, Organising Field 05, Education, Training and Development, invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

**In addition, the coordinator 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 Directorate at the address below by not later than **11 July 2005**. All correspondence should be marked **SGB for Educators in Basic Adult Education and Training (ABET)** and be addressed to:

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

### **SGB INFORMATION**

As a necessary step in the development and implementation of the National Qualifications Framework, The Directorate of Standards Setting and Development is 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 the Directorate;

- 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 the Directorate of Standards Setting and Development.

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 Directorate, 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 Directorate for Standards Setting and Development and the Constituency.
-

**PUBLIC NOTICE BY ORGANISING FIELD 05: EDUCATION, TRAINING AND DEVELOPMENT OF THE RE-REGISTRATION OF THE SGB FOR EDUCATORS IN BASIC ADULT EDUCATION AND TRAINING (ABET)**

The Directorate for Standards Setting and Development hereby reregisters the SGB for Educators in Adult Basic Education and Training for a period of three years from 1 July 2005 to 30 June 2008.

**BRIEF OF THE SGB**

1. Identify the integration, quality and equity priorities in ABET ETD.  
*[Regulation 24 (1) (e)]*
2. Identify the competence necessary to produce ETD practice outcomes addressing 1, above, and distinguish the competencies which will be generic to the field from those specific to ABET ETD practice. Although this was done with the establishment of the SGB in 2000, there is a need to keep abreast of developments in the field.  
*[Regulation 24 (1) (e)]*
3. Design learning pathways for ABET ETD practice within the learning pathways for the field. Although this has been done, there is need for further scoping of the ABET field to determine the needs of the sector and identify gaps in the qualifications and unit standards.  
*[Regulation 24 (1) (e)]*
4. Further generation of Qualifications and Unit standards to fill the gaps in the competencies in ABET ETD practice to supplement the following: Higher Certificate Education, Training and Development (ETD): Specialisation; Diploma Education, Training and Development (ETD): Specialisation.  
*[Regulation 24 (1) (a)]*
5. Recommend the qualifications and unit standards generated under 4, above to the Directorate for Standards Setting and Development.  
*[Regulation 24 (1) (c)]*
6. Review expiring qualifications and unit standards, taking into account recommendations from stakeholders and legislative changes.  
*[Regulation 24(1)(d)]*
7. Recommend criteria for the registration of assessors and moderators or moderating bodies in ABET ETD practice.  
*[Regulation 24 (1) (d)]*

## PROPOSED MEMBERSHIP

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS/EXPERIENCE
Baatjes, Ivor Gerald	University of Natal	University of Natal	PhD (In progress), MA, Bachelor of Science Education, Senior Lecturer, Chief Consultant and Researcher, Standards Setting and Materials Developer, External Examiner, Evaluator
Bleke, Peta Ruth	University of South Africa	University of South Africa	Doctor of Ministry, MA, Dip in Theology, Natal Teachers' Diploma, Senior Lecturer, SA literacy Campaign
Botha, Deborah Joan	READ Educational Trust	READ Educational Trust	BA, HED, Materials Development Manager, Educational Consultant and Writer, Lecturer, Teacher
Da Vinci, Vincent Segwai	ABEDT MATTERS	Adult Basic Learning Education and Development Association	Advanced Diploma in ETDP; ETDP Certificate; Project Manager, Branch Manager, Project Coordinator, Marketing Consultant; Voter Educator; Board Member of: ETDP SETA, Adult Learning Network, Moral Regeneration Movement, Commission for the Rights of Cultural, Religious and Linguistics Communities
Goba, Theodora Busisiwe (Ms)	Tembaletu Community Centre	Tembaletu Community Centre	BA Hons, BA, STD, SDF, Assessor, Mentor, HoD Human and Social Sciences, ABET Facilitator, Project Coordinator, ABET Practitioner Trainer
Gula, Thabani	ETDP SETA	ETDP SETA	Prim Education Cert, Adult Basic Education Cert, Cert in Management, Diploma in Project Management, Programme Evaluation Coordinator, Curriculum Development Specialist,

			Assessment Design Coordinator, Principal Training Consultant, Teacher
Khumalo, Yvonne Thandiwe	READ Educational Trust	READ Educational Trust	BA, Advanced University Diploma in Adult Education, ABET Certificate, Trainer, Lecturer, Teacher
Land, Sandra Jane	University of KwaZulu-Natal	University of KwaZulu-Natal	Ma, BA Hons, HED, Coordinator of Adult Basic Education, Tutor, Teacher, Researcher, Materials Developer
Le Roux, Steven	Project Literacy	Project Literacy	Master of Arts (coursework), HDE, BA Hons, BA, Director of Quality Assurance, Senior Skills Manager, Principal Training Consultant, ETDP registered Assessor, ETDP accredited Moderator and Facilitator
Marota, Moss	Eskom	Eskom	Diploma in Training Management, Joint Management Development, ETDP Certificate in Adult Learning, ETDP Advanced Diploma in Adult Learning, ETD Assessment, Moderation and Evaluation, ETD Management, ETD Quality Management.
McKay, Veronica	University of South Africa	University of South Africa	D Litt et Phil, MA, BA Hons, BA, Professor, Director of Institute for Adult Basic Education and Training, Researcher
Masilela, Lilian Sonto	South African Non- Governmental Coalition	South African Non- Governmental Coalition	Cert in Community Development Programmes, Cert in ECD, Cert in Comm Leader Development Programmes, Courses in: Financial Management, Advocacy, Comm Leadership, Public Finance Management, Provincial coordinator, Field coordinator, Community Development Worker, Health Advisor

Oliphant, Ipeleng Emily	ABLEDA	ABLEDA	Educational Management Certificate, Cert in Adult Basic Education, Higher Diploma in Adult Basic Education, Cert for Education, Training and Development, HoD, Educationist, Centre Manager, Supervisor Teacher
Rangiah, Richard Udhayakumar	Tembaletu Community Education Centre	Tembaletu Community Education Centre	M Ed (candidate), B Sc, Project Planning and Management, Design and Writing educational materials, Strategic Management, Executive Director, Facilitator, Project Manager, Tutor
Semuli, Kitchner Qhobela	University of the North West	University of the North West	M Ed, B Ed, BA, Cert of Education, Primary Higher Teachers' Certificate, Lecturer, Teacher, Research Assoc.
Strydom, Adrian Enrico	Peninsula Technikon	Peninsula Technikon	MBA (Incomplete), BA Hons, BA, National Teachers' Diploma, National Diploma for Surveyors and Draftsmen, Director of Centre for Continuing Education, Senior Lecturer, Coordinator, Lecturer, Technical Teacher, Civil Engineering Technician
Thusi, Zama	Bulktrans	Bulktrans	MA (Adult Education), PGDE, BA, Manager of Training and Staff Development, Chief Education Specialist, National coordinator, Project Manager
Tuchten, Gwyneth Myfanwy	ABET Consultant	ABET Consultant	M Ed, Higher Diploma Librarianship, BA, Assessor for ABET Practitioner Learnerships, Educational Advisor, Researcher, External Examiner, Supervisor of Masters Research Projects, Lecturer

No. 550

10 June 2005

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the Standard Generating Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

**Ornamental Horticulture and Landscape**

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 full qualification and unit standards can be accessed via the SAQA web site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 11 July 2005***. All correspondence should be marked **Standards Setting – SGB for Ornamental Horticulture and Landscape** and addressed to

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

  
DUGMORE MPHUTHING  
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *General Education and Training Certificate: Horticulture*

SAQA QUAL ID	QUALIFICATION TITLE		
49668	General Education and Training Certificate: Horticulture		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
QUAL TYPE	FIELD	SUBFIELD	
National Certificate	Agriculture and Nature Conservation	Horticulture	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	131	Level 1	Regular-Unit Stds Based

#### **PURPOSE AND RATIONALE OF THE QUALIFICATION**

##### Purpose:

This qualification provides learners with a firm foundation of portable skills with which to enter the horticultural industry in its broadest sense, or if already employed in the industry, be able to look forward to a career path in any sector of the industry.

A Learner achieving this qualification will be able to work effectively and productively within the field of horticulture knowing:

- > The basic differences between the various plants.
- > How plants are categorized.
- > How to prepare the soil for planting.
- > How to grow, handle and care for plants.
- > How to apply water to planted areas correctly.

The principles of health and safety are embedded in all the learning aspects of the qualification.

The qualification addresses an urgent industry needs to skill its workforce, to produce and maintain high quality plants and landscapes.

One of the first impressions that a tourist has of a country, is the beauty of its parks, gardens and sports facilities. This qualification aims to introduce and consolidate world class standards of horticultural excellence to enhance South Africa as a tourist destination. The resultant spin-offs will have a positive impact on job creation and economic empowerment in the country.

##### Rationale:

This qualification is aimed at those people with limited formal education. It represents a strategic development in the career and learning pathway of individuals, both from a vocational point of view, as well as from a learning point of view.

For those wishing to enter the industry, whether they are unemployed or as an Entrepreneur, this qualification offers a solid foundation of all aspects in the horticultural industry including:

- > Landscape construction and maintenance
- > Amenity horticulture
- > Sportsturf
- > Arboriculture
- > Plant propagation
- > Interior plantscaping
- > Retail nurseries

## &gt; Floristry

As the core is generic to all the above sectors of the horticultural industry, the qualification embodies the principle of portability and forms the base for any future learning. Accordingly, this will facilitate the employment of learners within the industry.

This qualification addresses both the current and future needs of horticulture in South Africa

The qualification is accessible to the learner, in both the urban and rural environs. The varied scope illustrates the multiple vocations that are available.

**RECOGNIZE PREVIOUS LEARNING?**

Y

**LEARNING ASSUMED TO BE IN PLACE**

The industry will encourage potential Learners to embark on this qualification as it has universal relevance to the industry and is nationally recognized. Learners who would like to access this qualification should have demonstrated competency in Communication and Numeracy at ABET Level 3.

Recognition of prior learning

The qualification may be achieved in part or as a whole through the Recognition of Prior Learning.

**QUALIFICATION RULES**

This qualification consists of a minimum of 131 credits, composed of:

- > Fundamental: 41
- > Core: 65
- > Electives: 25

**EXIT LEVEL OUTCOMES**

1. Apply the principles of health and safety in the horticultural environment.
2. Understand the structure of plants and the functions of their various components.
3. Demonstrate an understanding of the necessity of water for plant growth.
4. Describe the amount of water to be applied at the most suitable frequency to ensure the healthy growth and development of plants.
5. Identify the soil types that commonly occur in landscaped areas.
6. Propagate ornamental plants from seed.
7. Conduct the care of ornamental seedlings.
8. Plant and establish ornamental plants from containers into open ground.
9. Mulch and enrich the soil in established landscapes.

**ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > The provisions of the health and safety act, as they relate to horticulture are described.
  - > The duties and responsibilities of employers and employees to provide and maintain a safe working environment are explained.
2.
  - > The role of the leaf in the structure and growth of a plant is explained.
  - > The functions of the roots and stems, in the structure and development of a plant are described.
  - > The role that the flower has in the reproductive process of a plant is explained.
3.
  - > The necessity of water for the growth and development of plants is described.
  - > The factors that affect the water requirements of plants are described.
  - > The importance of watering seedlings and newly transplanted material is explained.
- 4.

- > The ideal times and rates of application for watering are described.
- > The scheduling of watering to meet the seasonal and climatic conditions are explained.

5.

- > The classifications of topsoil and subsoil are explained.
- > The various soil types are described.
- > The necessity of tilling and enriching the soil before planting is explained.

6.

- > The preparation of the seed bed and the manual sowing of seed are demonstrated.
- > The monitoring and controlling of the germination environment is described.

7.

- > The maintenance and 'growing on' of seedlings is described.
- > The 'pricking out' of seedlings and the cultural care, prior to the transplanting stage is described.

8.

- > The procedures for the preparation and planting of ornamentals are described.
- > The backfilling, firming and leveling of the soil is described.
- > The initial care that the plants require is explained.
- > The procedures for the preparation and planting of annual is described.

9.

- > The materials used in mulching and the benefits derived are described.
- > The role that organic material plays in soil enrichment is explained.
- > The function of chemical fertilizers in soil enrichment of established plantings is explained.

Integrated assessment:

The integrated assessment allows the Learners the opportunity to show that they are able to utilize concepts, ideas and actions across unit standards. This will allow Learners to achieve competency that is in keeping with the purpose of the qualification.

An integrated assessment will indicate how theoretical learning is demonstrated in a practical environment in such a way that the application of the work learnt becomes second nature.

In conducting an assessment, the quality of the performance must also be evaluated i.e. both the performance and the thinking behind the action must be qualitative.

The assessment should include both formative and summative options and should use various assessment tools i.e. not by observation only. It is suggested that a Portfolio of Assessment form part of the summative assessment, with practical outcomes being demonstrated in a simulated or real work place situation.

A broad range of task-orientated and theoretical tools may be used, with the distinction between practical knowledge and disciplinary knowledge being maintained.

Unit Standards in the qualification must be used to assess the specific and Critical Cross Field Outcomes. It is recommended that the assessment tools give Learners the opportunity to account for their decision-making and problem solving in line with the Specific Outcomes and related Assessment Criteria.

As a result of this qualification being generic in forming the foundation for a career in horticulture, Learners should be assessed in occupational contexts and activities. The assessment should ensure that the foundational skills are portable and prepare them for further learning, whatever career path they may choose.

### **INTERNATIONAL COMPARABILITY**

Comparisons of the unit standards from the United Kingdom, Australia and New Zealand, indicate similarities in general horticultural practices. However, given the climatic conditions relative to the countries from which the comparisons were done, deviations in content are unavoidable.

The qualifications in these countries begin at level 2. Accordingly, South Africa will be 'breaking new ground' with the advent of a level 1 qualification.

Examples of comparable qualifications from the United Kingdom include :  
Amenity horticulture: L2 reference 100 / 2393 / 8

Production horticulture: L2 reference 100 / 2392 / 6  
 Certificate in horticulture: L2 reference 100 / 4284 / 2  
 Certificate in gardening: L2 reference 100 / 4231 / 3

### ARTICULATION OPTIONS

The generic nature of this qualification and the focus on multi-skilling, will allow articulation within the horticultural industry sectors of :

Amenity Horticulture, Landscaping, Interior Plantscaping, Garden Design, Sports, Turf, Arboriculture, Floristry, Floriculture, Plant Propagation, Retail Nurseries and Landscape Irrigation.

As the basics of Agriculture and horticulture are parallel, articulation in the fields of Agronomy, Fruit and Vegetable Production, Nature Conservation and Forestry are possible.

### MODERATION OPTIONS

Anyone assessing a learner against these unit standards must be registered as an assessor with the relevant ETQA and have experience or in depth knowledge of the horticultural industry.

Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA. Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the qualification and the agreed ETQA procedure.

Therefore anyone wishing to be assessed against these unit standards may apply to be assessed by any assessment agency, assessor or provider institution which is accredited by the relevant ETQA.

### CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors must:

- > Be accredited as an assessor by the relevant ETQA.
- > Have experience or in depth knowledge of the horticultural industry, specifically as it relates to ornamental aspects.
- > Meet any other requirements that may be stipulated by the relevant ETQA.
- > Hold a qualification in Horticulture or Agriculture at NQF Level 2 or higher.

### NOTES

N/A

### UNIT STANDARDS

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	119686 Cares for ornamental seedlings	Level 1	4	Draft - Prep for P Comment
Core	119687 Demonstrate a basic understanding of the horticultural industry	Level 1	2	Draft - Prep for P Comment
Core	119689 Identify the major categories of ornamental plants	Level 1	6	Draft - Prep for P Comment
Core	119694 Control weeds manually in plant propagation and landscaping	Level 1	4	Draft - Prep for P Comment
Core	119695 Apply fertilizers to ornamental plants and landscapes	Level 1	3	Draft - Prep for P Comment
Core	119696 Identify and prepare soils for landscaped planting	Level 1	4	Draft - Prep for P Comment
Core	119697 Mow lawns in landscaped areas	Level 1	3	Draft - Prep for P Comment
Core	119698 Utilise growth media for ornamental plant containers	Level 1	3	Draft - Prep for P Comment
Core	119702 Apply water to landscaped areas	Level 1	3	Draft - Prep for P Comment
Core	119703 Mulch and enrich the soil of established landscaped areas	Level 1	5	Draft - Prep for P Comment
Core	119704 Propagate ornamental plants from seed	Level 1	5	Draft - Prep for P Comment
Core	119706 Plant and establish ornamental plants from containers into open ground	Level 1	5	Draft - Prep for P Comment
Core	119707 Apply health and safety principles in horticulture	Level 1	3	Draft - Prep for P Comment

Core	119708 Identify and report common pests and diseases in plant propagation and landscapes	Level 1	4	Draft - Prep for P Comment
Core	119710 Prune and shape ornamental shrubs	Level 1	4	Draft - Prep for P Comment
Core	119711 Demonstrate an understanding of the basic structure of ornamental plants	Level 1	4	Draft - Prep for P Comment
Core	119714 Demonstrate an understanding of the role and requirements of water in plants	Level 1	3	Draft - Prep for P Comment
Elective	119688 Maintain optimal environmental conditions for floristry arrangements	Level 2	5	Draft - Prep for P Comment
Elective	119690 Establish an area of turf with grass sods	Level 2	6	Draft - Prep for P Comment
Elective	119691 Backfill compact and replant grass sods and plants in irrigation trenches	Level 2	5	Draft - Prep for P Comment
Elective	119692 Apply basic tree climbing principles	Level 2	6	Draft - Prep for P Comment
Elective	119693 Treat floristry plant material	Level 2	7	Draft - Prep for P Comment
Elective	119699 Excavate irrigation trenches in established landscapes	Level 2	5	Draft - Prep for P Comment
Elective	119700 Install irrigation piping in trenches	Level 2	10	Draft - Prep for P Comment
Elective	119701 Create an awareness of environmental protection	Level 2	4	Draft - Prep for P Comment
Elective	119705 Handle floristry plant material	Level 2	5	Draft - Prep for P Comment
Elective	119709 Maintain and conserve the flora in nature areas	Level 2	5	Draft - Prep for P Comment
Fundamental	7447 Working with numbers in various contexts	Level 1	6	Reregistered
Fundamental	7449 Critically analyse how mathematics is used in social, political and economic relations	Level 1	2	Reregistered
Fundamental	7451 Collect, analyse, use and communicate numerical data	Level 1	2	Reregistered
Fundamental	7461 Use maps to access and communicate information concerning routes, location and direction	Level 1	1	Reregistered
Fundamental	7463 Describe and represent objects and the environment in terms of shape, space, time and motion	Level 1	2	Reregistered
Fundamental	7464 Analyse cultural products and processes as representations of shape, space and time	Level 1	2	Reregistered
Fundamental	12203 Demonstrate knowledge of issues relating to HIV and AIDS	Level 1	2	Registered
Fundamental	12462 Engage in a range of speaking and listening interactions for a variety of purposes	Level 1	6	Registered
Fundamental	12469 Read and respond to a range of text types	Level 1	6	Registered
Fundamental	12470 Write for a variety of different purposes	Level 1	6	Registered
Fundamental	12471 Explore and use a variety of strategies to learn (revised)	Level 1	5	Registered
Fundamental	14084 Demonstrate an understanding of and use the numbering system	Level 1	1	Registered



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Apply fertilizers to ornamental plants and landscapes**

SAQA US ID	UNIT STANDARD TITLE		
119695	Apply fertilizers to ornamental plants and landscapes		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 1	Regular

**SPECIFIC OUTCOME 1**

Recognise the various types of fertilizers that are utilized in plant production and landscapes and the benefits to the plants.

**SPECIFIC OUTCOME 2**

Demonstrate an understanding of the role of the 3 macro elements in synthetic general fertilizers.

**SPECIFIC OUTCOME 3**

Describe how the life span of macro elements are affected when introduced to the soil.

**SPECIFIC OUTCOME 4**

Apply fertilizer to various horticultural and landscape situations.

**SPECIFIC OUTCOME 5**

Clean and care of fertilizer applicators and storage of unused fertilizers.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Apply health and safety principles in horticulture**

SAQA US ID	UNIT STANDARD TITLE		
119707	Apply health and safety principles in horticulture		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 1	Regular

**SPECIFIC OUTCOME 1**

Explain the relevant sections of the health and safety act that affect learners in the workplace.

**SPECIFIC OUTCOME 2**

Demonstrate an understanding of the duties and responsibilities of employers to provide a safe working environment.

**SPECIFIC OUTCOME 3**

Explain the duties and responsibilities of employees.

**SPECIFIC OUTCOME 4**

Demonstrate an understanding of the requirements for the safe transporting of staff and equipment.

**SPECIFIC OUTCOME 5**

React in an emergency situation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

## Apply water to landscaped areas

SAQA US ID	UNIT STANDARD TITLE		
119702	Apply water to landscaped areas		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 1	Regular

**SPECIFIC OUTCOME 1**

Select the most appropriate time of day, or conditions to conduct watering.

**SPECIFIC OUTCOME 2**

Select and demonstrate the use of watering equipment to affect an application rate that suits various soil conditions.

**SPECIFIC OUTCOME 3**

Show an understanding of the seasonal water requirements of plants.

**SPECIFIC OUTCOME 4**

Modify the frequency and quantity of watering to suit the evapotranspiration and rainfall.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Cares for ornamental seedlings

SAQA US ID	UNIT STANDARD TITLE		
119686	Cares for ornamental seedlings		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 1	Regular

**SPECIFIC OUTCOME 1**

Maintain newly germinated seedlings.

**SPECIFIC OUTCOME 2**

Growing on of seedlings.

**SPECIFIC OUTCOME 3**

Prick out seedlings.

**SPECIFIC OUTCOME 4**

Grow on plants to transplanting maturity.

**SPECIFIC OUTCOME 5**

Control pests in seedlings.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Demonstrate a basic understanding of the horticultural industry

SAQA US ID	UNIT STANDARD TITLE		
119687	Demonstrate a basic understanding of the horticultural industry		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 1	Regular

#### **SPECIFIC OUTCOME 1**

Show an understanding of the history and development of the horticultural industry.

#### **SPECIFIC OUTCOME 2**

Indicate the importance that horticulture plays in providing beauty and functionality to the environment.

#### **SPECIFIC OUTCOME 3**

Describe the role that horticulture and landscaping have in enhancing South Africa as a tourist destination.

#### **SPECIFIC OUTCOME 4**

Outline the role players within the industry and their relationships.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Control weeds manually in plant propagation and landscaping**

SAQA US ID	UNIT STANDARD TITLE		
119694	Control weeds manually in plant propagation and landscaping		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 1	Regular

**SPECIFIC OUTCOME 1**

Demonstrate an understanding of the objectives of weed control.

**SPECIFIC OUTCOME 2**

Select the tools and equipment for manual weed removal.

**SPECIFIC OUTCOME 3**

Select the personal protective equipment needed to remove weeds by hand.

**SPECIFIC OUTCOME 4**

Identify common weeds and their regenerative processes.

**SPECIFIC OUTCOME 5**

Demonstrate a knowledge of the preparation and procedures for effective removal of weeds.

**SPECIFIC OUTCOME 6**

Conduct effective weed disposal.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Demonstrate an understand of the basic structure of ornamental plants**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119711	Demonstrate an understand of the basic structure of ornamental plants		
<b>SGB NAME</b>	<b>NSB 01</b>	<b>PROVIDER NAME</b>	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
<b>UNIT STANDARD TYPE</b>	<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>	
Regular	Agriculture and Nature Conservation	Horticulture	
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	4	Level 1	Regular

**SPECIFIC OUTCOME 1**

Explain the role of the leaf in the structure and growth of a plant.

**SPECIFIC OUTCOME 2**

Indicate the functions of the root in the structure and development of a plant.

**SPECIFIC OUTCOME 3**

Identify the functions of the stem in the structure and development of a plant.

**SPECIFIC OUTCOME 4**

Explain the role of the flower in the reproductive process of a plant.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Demonstrate an understanding of the role and requirements of water in plants

SAQA US ID	UNIT STANDARD TITLE		
119714	Demonstrate an understanding of the role and requirements of water in plants		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 1	Regular

#### **SPECIFIC OUTCOME 1**

Describe the role that water plays in the growth and development of plants.

#### **SPECIFIC OUTCOME 2**

Identify the water requirements of the major plant types.

#### **SPECIFIC OUTCOME 3**

Show an understanding of the importance of watering seedlings and newly transplanted plants.

#### **SPECIFIC OUTCOME 4**

Recognise the factors that influence evapotranspiration.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Identify and prepare soils for landscaped planting

SAQA US ID	UNIT STANDARD TITLE		
119696	Identify and prepare soils for landscaped planting		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 1	Regular

#### **SPECIFIC OUTCOME 1**

Recognise the differences between topsoil and sub soil and explain why topsoil should be conserved.

#### **SPECIFIC OUTCOME 2**

Identify the three main soil types and their characteristics.

#### **SPECIFIC OUTCOME 3**

Demonstrate an understanding of the importance of tilling and digging an area prior to planting.

#### **SPECIFIC OUTCOME 4**

Demonstrate an understanding of the importance of adding soil enrichments to the ground before planting.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Identify and report common pests and diseases in plant propagation and landscapes

SAQA US ID	UNIT STANDARD TITLE		
119708	Identify and report common pests and diseases in plant propagation and landscapes		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 1	Regular

#### **SPECIFIC OUTCOME 1**

Identify pests and describe the consequences of their presence.

#### **SPECIFIC OUTCOME 2**

Recognise the presence of a disease and describe the consequences.

#### **SPECIFIC OUTCOME 3**

Apply preventative procedures to minimise pest and disease occurrence.

#### **SPECIFIC OUTCOME 4**

Demonstrate an understanding of the methods to control pests and diseases that occur in the horticultural environment.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Identify the major categories of ornamental plants

SAQA US ID	UNIT STANDARD TITLE		
119689	Identify the major categories of ornamental plants		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 1	Regular

#### **SPECIFIC OUTCOME 1**

Categorize the major types of trees and identify 10 of these.

#### **SPECIFIC OUTCOME 2**

Categorize the basic types of shrubs and identify 15 of these.

#### **SPECIFIC OUTCOME 3**

Categorize the different types of groundcovers and identify 5 of these.

#### **SPECIFIC OUTCOME 4**

Categorize different types of bedding plants and identify 10 of these.

#### **SPECIFIC OUTCOME 5**

Categorize the different types of herbaceous plants and identify 10 of these.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Mow lawns in landscaped areas

SAQA US ID	UNIT STANDARD TITLE		
119697	Mow lawns in landscaped areas		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 1	Regular

#### **SPECIFIC OUTCOME 1**

Identify the different types of mowers and their methods of operation.

#### **SPECIFIC OUTCOME 2**

Conduct the necessary preparations for mowing.

#### **SPECIFIC OUTCOME 3**

Apply the correct procedures and operating techniques for mowing.

#### **SPECIFIC OUTCOME 4**

Demonstrate an understanding of the importance of mower maintenance and correct storage.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Mulch and enrich the soil of established landscaped areas

SAQA US ID	UNIT STANDARD TITLE		
119703	Mulch and enrich the soil of established landscaped areas		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 1	Regular

#### **SPECIFIC OUTCOME 1**

Show an understanding of the benefits of mulching.

#### **SPECIFIC OUTCOME 2**

Select suitable material for mulching.

#### **SPECIFIC OUTCOME 3**

Recognise the importance of using organic material when conducting regular cultivation in established plantings.

#### **SPECIFIC OUTCOME 4**

Recognise the importance of regular applications of fertilizers to the soil of established plantings.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

## Plant and establish ornamental plants from containers into open ground

SAQA US ID	UNIT STANDARD TITLE		
119706	Plant and establish ornamental plants from containers into open ground		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 1	Regular

**SPECIFIC OUTCOME 1**

Select plants from stockholding or the nursery and prepare for planting.

**SPECIFIC OUTCOME 2**

Arrange plants in the areas where they are to be planted.

**SPECIFIC OUTCOME 3**

Prepare a suitable hole to receive the plant.

**SPECIFIC OUTCOME 4**

Remove the plant from its container and place it in the hole at the correct level.

**SPECIFIC OUTCOME 5**

Backfill and complete planting.

**SPECIFIC OUTCOME 6**

Prepare bedding area and plant annuals.



**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**



**UNIT STANDARD:**

**Propagate ornamental plants from seed**

SAQA US ID	UNIT STANDARD TITLE		
119704	Propagate ornamental plants from seed		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 1	Regular

**SPECIFIC OUTCOME 1**

Prepare for seed sowing.

**SPECIFIC OUTCOME 2**

Sow seed manually.

**SPECIFIC OUTCOME 3**

Apply water to sown seed.

**SPECIFIC OUTCOME 4**

Maintain the germination environment and monitor the process.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Prune and shape ornamental shrubs

SAQA US ID	UNIT STANDARD TITLE		
119710	Prune and shape ornamental shrubs		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 1	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate an understanding of the effects of pruning and the reasons why this should be conducted.

#### **SPECIFIC OUTCOME 2**

Select the appropriate tools for various pruning procedures.

#### **SPECIFIC OUTCOME 3**

Maintain pruning tools.

#### **SPECIFIC OUTCOME 4**

Effect the correct pruning cuts for various plants and shrubs.

#### **SPECIFIC OUTCOME 5**

Demonstrate an understanding of the principles of hedge pruning.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Utilise growth media for ornamental plant containers**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119698	Utilise growth media for ornamental plant containers		
<b>SGB NAME</b>	<b>NSB 01</b>	<b>PROVIDER NAME</b>	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
<b>UNIT STANDARD TYPE</b>	<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>	
Regular	Agriculture and Nature Conservation	Horticulture	
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	3	Level 1	Regular

**SPECIFIC OUTCOME 1**

Identify the components that may be used to create a growing medium for containers.

**SPECIFIC OUTCOME 2**

Identify the porosity of various growth media.

**SPECIFIC OUTCOME 3**

Blend growth media for containers.

**SPECIFIC OUTCOME 4**

Mix growing media for containers.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Apply basic tree climbing principles

SAQA US ID	UNIT STANDARD TITLE		
119692	Apply basic tree climbing principles		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Identify the basic range of climbing equipment and describe the safety procedures.

#### **SPECIFIC OUTCOME 2**

Identify the range and importance of personal protective equipment worn by a climber.

#### **SPECIFIC OUTCOME 3**

Demonstrate an understanding of the importance of performing a hazard evaluation before ascending a tree.

#### **SPECIFIC OUTCOME 4**

Demonstrate a knowledge of the construction of climbing rope knots utilized as a climber.

#### **SPECIFIC OUTCOME 5**

Ascend and descend a tree using climbing equipment.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Backfill compact and replant grass sods and plants in irrigation trenches**

SAQA US ID	UNIT STANDARD TITLE		
119691	Backfill compact and replant grass sods and plants in irrigation trenches		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 2	Regular

**SPECIFIC OUTCOME 1**

Backfill trenches after the irrigation equipment has been installed.

**SPECIFIC OUTCOME 2**

Describe the compaction of backfill in the trenches.

**SPECIFIC OUTCOME 3**

Demonstrate a knowledge of the replacement of sods in the trenches.

**SPECIFIC OUTCOME 4**

Demonstrate a knowledge of the replacement of plants in the trenches.

**SPECIFIC OUTCOME 5**

Demonstrate a knowledge of the procedures for the 'clean-up' and care of the replanted lawn and plants.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Create an awareness of environmental protection

SAQA US ID	UNIT STANDARD TITLE		
119701	Create an awareness of environmental protection		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate an understanding of the extent of environmental pollution.

#### **SPECIFIC OUTCOME 2**

Show an understanding of the dangers posed by water pollution.

#### **SPECIFIC OUTCOME 3**

Demonstrate a knowledge of the causes of air pollution and its effects on man and the environment.

#### **SPECIFIC OUTCOME 4**

Recognize the potential for pollution that littering, dumping and waste accumulation have on the general environment.

#### **SPECIFIC OUTCOME 5**

Identify the various sources of pollution in the work place.

#### **SPECIFIC OUTCOME 6**

Demonstrate an understanding of the need for recycling and the various materials that can be recycled.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

## Establish an area of turf with grass sods

SAQA US ID	UNIT STANDARD TITLE		
119690	Establish an area of turf with grass sods		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 2	Regular

**SPECIFIC OUTCOME 1**

Cultivate and prepare the soil for the establishment of turf grass.

**SPECIFIC OUTCOME 2**

Conduct the final grading/leveling of the area to receive grass sods.

**SPECIFIC OUTCOME 3**

Apply the base dressing fertilizers to the soil.

**SPECIFIC OUTCOME 4**

Inspect and receive the sods on site.

**SPECIFIC OUTCOME 5**

Lay sods on the prepared area.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Excavate irrigation trenches in established landscapes

SAQA US ID	UNIT STANDARD TITLE		
119699	Excavate irrigation trenches in established landscapes		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Demonstrate the manual sodding of established lawns, in preparation for the excavation of trenches.

#### **SPECIFIC OUTCOME 2**

Demonstrate a knowledge of the storage and care of sods during the irrigation installation.

#### **SPECIFIC OUTCOME 3**

Remove plants in preparation for the excavation of irrigation trenches.

#### **SPECIFIC OUTCOME 4**

Describe the storage and care of plants during the irrigation installation.

#### **SPECIFIC OUTCOME 5**

Excavate trenches to the required depth and demonstrate the preparation of a suitable bedding for the irrigation piping.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

## Handle floristry plant material

SAQA US ID	UNIT STANDARD TITLE		
119705	Handle floristry plant material		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 2	Regular

**SPECIFIC OUTCOME 1**

Receiving floristry plant material.

**SPECIFIC OUTCOME 2**

Demonstrate a knowledge of the need for adequate stock rotation.

**SPECIFIC OUTCOME 3**

Recognize the importance of the shelf-life of various plant materials.

**SPECIFIC OUTCOME 4**

Demonstrate a knowledge of stock level controlling.

**SPECIFIC OUTCOME 5**

Demonstrate a knowledge of the correct procedures for the handling and delivery of floral products.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

## Install irrigation piping in trenches

SAQA US ID	UNIT STANDARD TITLE		
119700	Install irrigation piping in trenches		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 2	Regular

**SPECIFIC OUTCOME 1**

Demonstrate an understanding of the basic principles of hydraulics and their application in irrigation.

**SPECIFIC OUTCOME 2**

Identify the pressure rating of irrigation piping and understand how the ratings are achieved.

**SPECIFIC OUTCOME 3**

Show an understanding of the characteristics of LDPE piping, the fittings used for connections and the application in irrigation.

**SPECIFIC OUTCOME 4**

Show an understanding of the characteristics of HDPE piping, the fittings used for connections and the application in irrigation.

**SPECIFIC OUTCOME 5**

Show an understanding of the characteristics of PVC piping, the fittings used for connections and the application in irrigation.

**SPECIFIC OUTCOME 6**

Show an understanding of the characteristics of copper and polycop piping, the fittings used for connections and the application in irrigation.

**SPECIFIC OUTCOME 7**

Show an understanding of the characteristics of galvanized steel piping, the fittings used for connections and the application in irrigation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Maintain and conserve the flora in nature areas**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119709	Maintain and conserve the flora in nature areas		
<b>SGB NAME</b>	<b>NSB 01</b>	<b>PROVIDER NAME</b>	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
<b>UNIT STANDARD TYPE</b>	<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>	
Regular	Agriculture and Nature Conservation	Horticulture	
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	5	Level 2	Regular

**SPECIFIC OUTCOME 1**

Identify common indigenous trees, shrubs or herbaceous plants from the region.

**SPECIFIC OUTCOME 2**

Show an understanding of the impact that alien and invasive vegetation have on nature areas.

**SPECIFIC OUTCOME 3**

Recognize and identify alien vegetation in a nature area.

**SPECIFIC OUTCOME 4**

Removal of alien vegetation from nature areas.

**SPECIFIC OUTCOME 5**

Demonstrate a knowledge of the various techniques to prevent the regrowth of alien vegetation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Maintain optimal environmental conditions for floristry arrangements

SAQA US ID	UNIT STANDARD TITLE		
119688	Maintain optimal environmental conditions for floristry arrangements		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Monitoring the quality of water for the maintenance of plant material.

#### **SPECIFIC OUTCOME 2**

Maintaining the optimal temperature range for the floristry materials.

#### **SPECIFIC OUTCOME 3**

Application of lighting principals.

#### **SPECIFIC OUTCOME 4**

Demonstrate an understanding of the need of monitoring the ventilation in floristry premises.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

## Treat floristry plant material

SAQA US ID	UNIT STANDARD TITLE		
119693	Treat floristry plant material		
SGB NAME	NSB 01	PROVIDER NAME	
SGB Ornamental Horticulture and Landscape	Agriculture and Nature Conservation		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Agriculture and Nature Conservation	Horticulture	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 2	Regular

**SPECIFIC OUTCOME 1**

Demonstrate a knowledge of the removal of excess foliage and thorns prior to commencing the floral arrangement.

**SPECIFIC OUTCOME 2**

Demonstrate a knowledge of the removal of foliage and thorns that will be below water level.

**SPECIFIC OUTCOME 3**

Demonstrate a knowledge of the removal of broken stems, flowers and foliage.

**SPECIFIC OUTCOME 4**

Explain the use of personal protective equipment and tools.

**SPECIFIC OUTCOME 5**

Demonstrate a knowledge of the need for re-cutting plant material.

**SPECIFIC OUTCOME 6**

Utilize chemical conditioners and drying agents for the preservation of floral material.

**SPECIFIC OUTCOME 7**

Demonstrate an understanding of the importance of conditioning plant material to ensure longevity.

**SPECIFIC OUTCOME 8**

Demonstrate an understanding of the need for the refrigeration of plant material to ensure longevity.

No. 551

10 June 2005



Established in terms of Act 58 of 1995

### SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the Standard Generating Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

#### Financial Services

publishes the following qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards. The unit standards can be accessed via the SAQA web site at [www.saqqa.org.za](http://www.saqqa.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 11 July 2005**. All correspondence should be marked **Standards Setting – SGB Financial Services** and addressed to

The Director: Standards Setting and Development  
SAQA  
*Attention: Mr. Eddie Brown*  
Postnet Suite 248  
Private Bag X06  
Waterkloof  
0145  
or faxed to 012 – 431-5144  
e-mail: [ebrown@saqa.co.za](mailto:ebrown@saqa.co.za)

  
DUGMORE MPHUTHING  
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Describe the characteristics of Burial Societies in South Africa**

SAQA US ID	UNIT STANDARD TITLE		
119720	Describe the characteristics of Burial Societies in South Africa		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Financial Services	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Identify the main characteristics of Burial Societies operating in South Africa.

#### **SPECIFIC OUTCOME 2**

Explain the management of risk in a Burial Society.

#### **SPECIFIC OUTCOME 3**

Identify the basic administrative functions in a Burial Society.

#### **SPECIFIC OUTCOME 4**

Investigate the benefits and functions of a selected Burial Society.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY



### UNIT STANDARD:

Describe the characteristics of Friendly Societies in South Africa

SAQA US ID	UNIT STANDARD TITLE		
119719	Describe the characteristics of Friendly Societies in South Africa		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Financial Services	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Identify the main characteristics of Friendly Societies operating in South Africa.

#### **SPECIFIC OUTCOME 2**

Explain the management of risk in a Friendly Society.

#### **SPECIFIC OUTCOME 3**

Identify the basic administrative functions in a Friendly Society.

#### **SPECIFIC OUTCOME 4**

Investigate the benefits and functions of a selected Friendly Society.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Describe the workings of Burial Societies**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119718	Describe the workings of Burial Societies		
<b>SGB NAME</b>		<b>NSB 03</b>	<b>PROVIDER NAME</b>
SGB Financial Services		Business, Commerce and Management Studies	
<b>UNIT STANDARD TYPE</b>		<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>
Regular		Business, Commerce and Management Studies	Finance, Economics and Accounting
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	2	Level 2	Regular

**SPECIFIC OUTCOME 1**

Explain how Burial Societies are established.

**SPECIFIC OUTCOME 2**

Explain how membership is managed and the role of members in a Burial Society.

**SPECIFIC OUTCOME 3**

Explain how Burial Societies manage their finances.

**SPECIFIC OUTCOME 4**

Explain the governance of Burial Societies.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Describe the workings of a Friendly Society in the context of the Friendly Societies Act, 25 of 1956**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119717	Describe the workings of a Friendly Society in the context of the Friendly Societies Act, 25 of 1956		
<b>SGB NAME</b>		<b>NSB 03</b>	<b>PROVIDER NAME</b>
SGB Financial Services		Business, Commerce and Management Studies	
<b>UNIT STANDARD TYPE</b>		<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>
Regular		Business, Commerce and Management Studies	Finance, Economics and Accounting
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	2	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Explain how the workings of a Friendly Society are regulated.

#### **SPECIFIC OUTCOME 2**

Outline the governance of a Friendly Society in the context of the Act.

#### **SPECIFIC OUTCOME 3**

Identify practices that are restricted or prohibited by the Act.

#### **SPECIFIC OUTCOME 4**

Compare the recruitment of members to the marketing of insurance products.

No. 552

10 June 2005



Established in terms of Act 58 of 1995

### SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the Standard Generating Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

#### Victim Empowerment

publishes the following 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](http://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 unit standards should reach SAQA at the address **below and no later than 11 July 2005**. All correspondence should be marked **Standards Setting – SGB Victim Empowerment** and addressed to

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ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *National Certificate: Early Interventions in Victim Empowerment*

SAQA QUAL ID	QUALIFICATION TITLE		
49688	National Certificate: Early Interventions in Victim Empowerment		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Victim Empowerment	Human and Social Studies		
QUAL TYPE	FIELD	SUBFIELD	
National Certificate	Human and Social Studies	People/Human-Centred Development	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	127	Level 3	Regular-Unit Stds Based

#### **PURPOSE AND RATIONALE OF THE QUALIFICATION**

##### **Purpose:**

This Qualification follows on from the registered National Certificate: Victim Empowerment and Support, at NQF level 2 (SAQA ID 49279), and is the second within the Victim Empowerment career pathway. The qualifying learner will apply an in-depth understanding of the Victim Empowerment Sector specifically with regard to implementing early interventions that focus on individuals, groups and communities. The learner is required to work under supervision of a registered mental health professional. The acquisition of the related skills in the field of Human and Social Studies will increase the pool of competent human resources for the sector. The core knowledge, skills and attitudes of this Qualification for the Victim Empowerment workplace is intended to achieve 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 provide early intervention services in Victim Empowerment Organisations.
- > Use mathematics and mathematical thinking to solve every day problems for him/herself, organisations and victims in the community.
- > Use interpersonal skills to support victims.
- > Use Victim Empowerment knowledge, skills and attitudes to provide early interventions to all categories of victims.
- > Provide early intervention and support for particular categories of victims.
- > Understand community development interventions and preventative strategies in dealing with victims.
- > Use generic workplace knowledge, skills and attitudes to deliver early interventions in Victim Empowerment under supervision.

##### **Rationale:**

Crime affects everyone. Victims of crime and violence suffer emotionally, physically, and financially and require medical attention, legal assistance and mental health care services to cope with the consequences of victimisation, and participate effectively in the Criminal Justice process. However, only a fraction of the people requiring these services actually receives the relevant assistance at any time. There are many reasons for this, such as a limited number of mental health professionals, the lack of mental health services - particularly in rural areas, the inaccessibility of the Criminal Justice System, and the fact that victims/survivors suffer secondary victimisation at the hands of service providers.

In response to the need for accessible mental health services, especially in poor and traditionally under resourced communities, South Africa has in the past 10-15 years seen an explosion of Non-Governmental Organisations (NGOs) and Community-Based Organisations (CBOs) providing counselling and other support services to victims of crime and violence, trauma, HIV/AIDS, mental health, adjustment problems,

early childhood development etc. The majority of these services are provided by volunteers and lay counsellors working under the auspices of NGOs and/or mental health professionals, such as psychologists and social workers, while others are provided by Faith-Based Organisations (FBOs) and CBOs. These organisations have evolved essentially within a needs driven context, rather than a theoretical one.

This qualification will address the need for accessible services to victims of crime and violence and other forms of victimisation. It will equip existing and potential service providers in Government, NGOs, CBOs and FBOs with the necessary knowledge, attitudes and skills to deliver a more effective and efficient service to address the needs and rights of victims, as highlighted in the South African Victims Charter and other policies and legislation.

The underlying philosophy that is applied is a Public Health and Social Justice approach, which considers crime to be a complex social, rather than legal, problem. It emphasises the need for community development, advocacy, prevention and early interventions, multi-agency and multidisciplinary co-operation and acknowledges the resourcefulness and resilience of individuals and communities, rather than focusing exclusively on pathology. It also subscribes to the principles of restorative philosophy and practices.

The National Certificate: Early Interventions in Victim Empowerment will enable individuals to gain formal recognition for their knowledge and skills, and enable them to gain access to the field of victim empowerment, and related sectors such as community development, ancillary health care, auxiliary social work etc.

Ultimately, this qualification will benefit victims of crime, violence, and human rights abuses by empowering them in order to participate effectively in the Criminal Justice process, overcome the consequences of victimisation, break the cycle of violence and participate optimally in society.

This qualification will also give insight into the goals and objectives of working with the perpetrators as an effective strategy of breaking the cycle of violence. It introduces the learner to current programmes for perpetrators in South Africa.

#### **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 2
- > Mathematical Literacy at NQF level 2

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 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 - 77 Credits.
- > Elective Unit Standards - 14 of 28 Credits.
- > Total Credits - 127 Credits.

#### **EXIT LEVEL OUTCOMES**

1. Communicate in a variety of ways to provide early intervention services in a Victim Empowerment organisation.
2. Use mathematics and mathematical thinking to solve every day problems for him/herself, the organisations and victims in the community.
3. Use interpersonal skills to support victims.

4. Use Victim Empowerment knowledge, skills and attitudes to provide early interventions to all categories of victims.
5. Provide early intervention and support for particular categories of victims.
6. Understand community development interventions and preventative strategies in dealing with victims.
7. Use generic workplace knowledge, skills and attitudes to deliver early intervention in Victim Empowerment.

#### **ASSOCIATED ASSESSMENT CRITERIA**

1:

- > Oral communication is maintained and adapted to meet victims' needs and expectations.
- > Texts are interpreted and responded to in writing using a range of contexts in Victim Empowerment.
- > Language and communication is 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 understand the financial aspects of personal and community life.

3:

- > Knowledge of oneself and one's role in a diverse South African community is applied, with appropriate strategies, to make life and workplace decisions.
- > Problem-solving processes and techniques, as well as active listening skills, are applied in a caring and supportive manner and environment to support victims.
- > Knowledge of stress and stressors is applied to manage stress in the provision of early Victim Empowerment intervention and support.

4:

- > Public education, community awareness and knowledge of STI's and HIV/AIDS is increased and support is provided for affected individuals and groups.
- > Reactions arising from a traumatic event are managed by applying appropriate support strategies.
- > Volunteer activities are co-ordinated to achieve goals and objectives of early interventions in Victim Empowerment from a public health perspective.

5:

- > Early intervention and support is provided to victims of crime, violence, human rights abuses, domestic violence, and sexual offences as practiced in the Victim Empowerment sector.
- > Early intervention and support is provided for children and youth victims of abuse and neglect.
- > Early intervention and support is provided for marginalised, "at risk" and vulnerable individuals and groups.

6:

- > Restorative Justice practices are promoted using appropriate methodologies and interventions in different contexts.
- > The support services and appropriate referrals available to victims within the Criminal Justice system are identified and applied based on the need.
- > The development and implementation of public awareness and advocacy campaigns is undertaken in South African communities.

7:

- > A plan to enhance team performance is developed which enables learners to be coached and the necessary records maintained in order to enhance overall work performance.
- > Basic research is conducted and assistance provided to achieve the identified project plan.
- > A computer workstation is efficiently operated to achieve workplace objectives and targets.

Integrated assessment:

Integrated assessment at the level of the 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, Victim Empowerment workplace skills) of this Qualification at NQF Level 3 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: Early Intervention in Victim Empowerment at NQF level 3, although for a South African context, has been compared with Qualifications from these countries:

- > Australia.
- > New Zealand.
- > United Kingdom.

While there are instances of NGOs 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.

Based on research it can be confirmed that there are no registered qualifications in Victim Empowerment (VE) at NQF levels 2-4 in Africa/SADC countries. Even at higher levels there appear to be no formal qualifications, although VE related issues such as gender violence, child abuse and refugee issues appear to be included in criminology, law and social work qualifications.

Training which is provided is limited to Criminal Justice officials such as police, prosecutors, health care and social workers. These programmes usually focus only on the provision of counselling and medico-legal services to victims of domestic violence, sexual offences and child abuse.

The South African Government is in process of fostering relations with other Criminal Justice agencies to enhance co-operation in the SADC region. The National Prosecuting Authority (NPA) for example received international donor funding to train SA Criminal Justice personnel in domestic violence, on condition that 5 prosecutors from SADC countries could participate in the training.

Vista University also conducted a series of 5-day workshops for prosecutors, police officials, health care and social workers as part of a partnership to expand the concept of specialised Sexual Offences Courts in the SADC region.

The African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN) also have a Regional Office based in Kenya which co-ordinates the provision of training and promotes good practice within the medical, legal, teaching, police and social work provisions, in their contacts with children.

In addition the focus is also on building capacity at the level of service providers and communities so that they can themselves address issues of child abuse and neglect.

### ARTICULATION OPTIONS

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

- > FET Certificate: Social Auxiliary Work (SAQA ID: 23993)
- > FET Certificate: Community Health Work (SAQA ID: 49131)

An example of horizontal articulation with this Qualification:

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

### 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 qualification in the field of Human and Social Studies at a minimum of NQF level 4.

### 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	11813 Apply knowledge of self in order to make a life decision	Level 2	3	Registered
Core	114932 Explain how to manage diversity in the workplace	Level 3	2	Registered
Core	114937 Explain and apply ways of contributing towards community development	Level 3	5	Registered
Core	114942 Describe how to manage reactions arising from a traumatic event	Level 3	2	Registered
Core	114946 Identify causes of stress and techniques to manage it in the workplace	Level 3	2	Registered
Core	114952 Apply problem-solving techniques to make a decision or solve a problem in a real life context	Level 3	2	Registered
Core	116987 Apply active listening skills in the care and support environment	Level 3	6	Registered
Core	119722 Provide early intervention services to child and youth victims of abuse and neglect	Level 3	4	Draft - Prep for P Comment
Core	119723 Understand Victim Empowerment from a public health perspective	Level 3	6	Draft - Prep for P Comment
Core	119724 Provide early interventions for victims of crime, violence and human rights abuses	Level 3	4	Draft - Prep for P Comment
Core	119725 Provide support to victims of sexual offences	Level 3	4	Draft - Prep for P Comment
Core	119726 Participate in public education and advocacy campaigns in communities	Level 3	4	Draft - Prep for P Comment
Core	119730 Co-ordinate volunteer activities	Level 3	4	Draft - Prep for P Comment
Core	119731 Assist victims in their interaction with the Criminal Justice System	Level 3	4	Draft - Prep for P Comment
Core	119732 Provide support to assist victims of domestic violence	Level 3	4	Draft - Prep for P Comment
Core	119733 Promote community participation in and awareness of Restorative Justice	Level 3	3	Draft - Prep for P Comment

Core	114491	Educate and work closely with the community with regard to sexually transmitted infections (STIs) including Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS)	Level 4	10	Registered
Core	119721	Provide early intervention for marginalised, "at risk" and vulnerable individuals and groups	Level 4	8	Draft - Prep for P Comment
Elective	8418	Do basic research	Level 2	4	Reregistered
Elective	10150	Provide assistance in implementing and assuring project work is conducted in accordance with the project quality plan	Level 3	6	Reregistered
Elective	13912	Apply knowledge of self and team in order to develop a plan to enhance team performance	Level 3	5	Registered
Elective	13914	Conduct a formal meeting	Level 3	3	Registered
Elective	13916	Identify and keep the records that a team manager is responsible for keeping	Level 3	4	Registered
Elective	114979	Operate a computer workstation in a business environment	Level 3	2	Registered
Elective	117877	Perform one-to-one training on the job	Level 3	4	Registered
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5	Reregistered
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	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2	Reregistered
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	5	Reregistered
Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4	Reregistered



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Provide early intervention for marginalised, "at risk" and vulnerable individuals and groups**

SAQA US ID	UNIT STANDARD TITLE		
119721	Provide early intervention for marginalised, "at risk" and vulnerable individuals and groups		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Victim Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Understand the issues facing marginalised, "at risk" and vulnerable individuals and groups.

#### **SPECIFIC OUTCOME 2**

Provide early intervention to victims of human rights abuses and state sponsored violence, including refugees and victims of human trafficking.

#### **SPECIFIC OUTCOME 3**

Provide early intervention to illegal immigrants and sex workers as victims.

#### **SPECIFIC OUTCOME 4**

Provide early intervention to victims of hate crimes and hate speech.

#### **SPECIFIC OUTCOME 5**

Provide early intervention to the elderly and people affected by physical and/or mental disabilities.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Provide early intervention services to child and youth victims of abuse and neglect**

SAQA US ID	UNIT STANDARD TITLE		
119722	Provide early intervention services to child and youth victims of abuse and neglect		
SGB NAME		NSB 07	PROVIDER NAME
SGB Victim Empowerment		Human and Social Studies	
UNIT STANDARD TYPE	FIELD DESCRIPTION		SUBFIELD DESCRIPTION
Regular	Human and Social Studies		People/Human-Centred Development
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Understand the social context within which child and youth victimisation takes place.

#### **SPECIFIC OUTCOME 2**

Define and describe child abuse and neglect in the South African context.

#### **SPECIFIC OUTCOME 3**

Identify and describe South African legislation and policies on child abuse and neglect.

#### **SPECIFIC OUTCOME 4**

Provide early intervention services to victims of child abuse and neglect.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Understand Victim Empowerment from a public health perspective

SAQA US ID	UNIT STANDARD TITLE		
119723	Understand Victim Empowerment from a public health perspective		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Victim Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Describe Victim Empowerment and its principles.

#### **SPECIFIC OUTCOME 2**

Describe the importance of a public health perspective on crime and violence for service delivery.

#### **SPECIFIC OUTCOME 3**

Identify and explain the benefits of a public health approach for addressing victims' needs and rights.

#### **SPECIFIC OUTCOME 4**

Demonstrate an understanding of the multidisciplinary, inter-sectoral approach to the provision of Victim Empowerment services.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

Provide early interventions for victims of crime, violence and human rights abuses

SAQA US ID	UNIT STANDARD TITLE		
119724	Provide early interventions for victims of crime, violence and human rights abuses		
SGB NAME		NSB 07	PROVIDER NAME
SGB Victim Empowerment		Human and Social Studies	
UNIT STANDARD TYPE	FIELD DESCRIPTION		SUBFIELD DESCRIPTION
Regular	Human and Social Studies		People/Human-Centred Development
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 3	Regular

**SPECIFIC OUTCOME 1**

Describe the Public Health Care principle of the "continuum of care".

**SPECIFIC OUTCOME 2**

Explain the methods of "care for the care-giver" and "self-care" in Victim Empowerment early intervention.

**SPECIFIC OUTCOME 3**

Assess the needs of victims for early and further intervention.

**SPECIFIC OUTCOME 4**

Identify the relevant resources available for victims and the appropriate referral process within Victim Empowerment early intervention.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Provide support to victims of sexual offences

SAQA US ID	UNIT STANDARD TITLE		
119725	Provide support to victims of sexual offences		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Victim Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Understand the historical context in which sexual offences occur in South Africa.

#### **SPECIFIC OUTCOME 2**

Define the different offences which may be categorised as "sexual offences".

#### **SPECIFIC OUTCOME 3**

Provide support using appropriate referral systems for victims of sexual offences.

#### **SPECIFIC OUTCOME 4**

Apply relevant strategies of "self care" to support victims of sexual offences.

#### **SPECIFIC OUTCOME 5**

Understand strategies and programmes aimed at perpetrators of sexual offences.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Participate in public education and advocacy campaigns in communities**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119726	Participate in public education and advocacy campaigns in communities		
<b>SGB NAME</b>	<b>NSB 07</b>	<b>PROVIDER NAME</b>	
SGB Victim Empowerment	Human and Social Studies		
<b>UNIT STANDARD TYPE</b>	<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>	
Regular	Human and Social Studies	People/Human-Centred Development	
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	4	Level 3	Regular

**SPECIFIC OUTCOME 1**

Describe the role of awareness and advocacy campaigns in South African communities.

**SPECIFIC OUTCOME 2**

Understand the development of public education and advocacy campaigns.

**SPECIFIC OUTCOME 3**

Facilitate the implementation of public education and advocacy campaigns and evaluate its success.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Co-ordinate volunteer activities

SAQA US ID	UNIT STANDARD TITLE		
119730	Co-ordinate volunteer activities		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Victim Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 3	Regular

**SPECIFIC OUTCOME 1**

Understand volunteerism in South Africa.

**SPECIFIC OUTCOME 2**

Distinguish between the roles and responsibilities of volunteers and paid staff.

**SPECIFIC OUTCOME 3**

Describe the roles and responsibilities of organisations/agencies utilising volunteers.

**SPECIFIC OUTCOME 4**

Co-ordinate and implement volunteer activities to a prescribed volunteer programme plan.

**SPECIFIC OUTCOME 5**

Apply organisational procedures in co-ordinating volunteer activities.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Assist victims in their interaction with the Criminal Justice System**

SAQA US ID	UNIT STANDARD TITLE		
119731	Assist victims in their interaction with the Criminal Justice System		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Victim Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 3	Regular

**SPECIFIC OUTCOME 1**

Understand the structures, functions, procedures and protocols within the Criminal Justice System in South Africa as it relates to Victim Empowerment.

**SPECIFIC OUTCOME 2**

Explain the rights and responsibilities of victims within the Criminal Justice System.

**SPECIFIC OUTCOME 3**

Describe the relevant support services and appropriate referrals for victims to access the Criminal Justice System.

**SPECIFIC OUTCOME 4**

Explain the role of Restorative Justice practices in the Criminal Justice System and its relationship to Victim Empowerment in South Africa.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

Provide support to assist victims of domestic violence

SAQA US ID	UNIT STANDARD TITLE		
119732	Provide support to assist victims of domestic violence		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Victim Empowerment	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	People/Human-Centred Development	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 3	Regular

**SPECIFIC OUTCOME 1**

Understand the social context within which domestic violence occurs in South Africa.

**SPECIFIC OUTCOME 2**

Apply relevant legislation and policies in respect of domestic violence.

**SPECIFIC OUTCOME 3**

Provide support services to victims of domestic violence.

**SPECIFIC OUTCOME 4**

Understand programmes aimed at perpetrators of domestic violence.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Promote community participation in and awareness of Restorative Justice**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119733	Promote community participation in and awareness of Restorative Justice		
<b>SGB NAME</b>		<b>NSB 07</b>	<b>PROVIDER NAME</b>
SGB Victim Empowerment		Human and Social Studies	
<b>UNIT STANDARD TYPE</b>		<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>
Regular		Human and Social Studies	People/Human-Centred Development
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	3	Level 3	Regular

**SPECIFIC OUTCOME 1**

Explain the origins, philosophy, goals and principles of Restorative Justice.

**SPECIFIC OUTCOME 2**

Describe the functioning and effectiveness of Restorative Justice for individuals and communities in the Criminal Justice System.

**SPECIFIC OUTCOME 3**

Describe Restorative Justice practices with its different methodologies and interventions in various contexts.

**SPECIFIC OUTCOME 4**

Identify Restorative Justice practitioners and the appropriate roles and skills required to achieve the goals of Restorative Justice.



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**Tel: (012) 334-4653**  
**Cell: 083 640 6121**

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