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

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1169   **9 December 2005**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Mining and Minerals

Registered by Organising Field 06, Manufacturing, Engineering and Technology, publishes the following qualification and unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address *below and no later than 13 January 2006.* All correspondence should be marked **Standards Setting – SGB for Mining and Minerals** and addressed to

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

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Minerals Surveying

SAQA QUAL ID	QUALIFICATION TITLE		
50082	Further Education and Training Certificate: Minerals Surveying		

SGB NAME	ORGANISING FIELD ID		PROVIDER NAME
SGB Mining and Minerals	6		

QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD
Further Ed and Training Cert	Manufacturing, Engineering and Technology	Fabrication and Extraction

ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	148	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of this qualification is to build knowledge and skill that is required by employees in a minerals surveying environment that would add value to the qualifying learner in terms of enrichment of the person, status and recognition. It provides an opportunity for learners to learn and apply skills in relation to the workplace.

People credited with this qualification are able to:

> Understand and solve problems and understand business principles and their application by being able to communicate in a variety of ways and apply the following principles in practical applications.
> Utilise mathematical and computer science skills.
> Perform Tape Surveys, Plot and Calculate Quantities from Related Observations.
> Construct and Extract Information from Mine Plans.
> Establish the Spatial Position of Survey Points by means of accepted Survey Methods.
> Perform Calculations from Survey Observations and Apply Results.

The qualification is designed to be flexible and accessible so that people are able to demonstrate the competencies in minerals surveying across the mining and minerals sector.

The 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 more efficient service to the customer and make the industry more competitive in the global market.

Rationale:

The Mining & Minerals sector serves the need of the society and the economy. The FETC in Minerals Surveying is designed to benefit both the learner and the employer in the sector and thus contribute to an improved economy by ensuring learner competence and enhanced productivity.

Through its design this qualification will meet the needs of learners in the Mining and Minerals sector (or those wishing to enter the Mining and minerals sector) who require technical expertise and essential knowledge and the qualification will give them the opportunity to balance their practical skills with the essential knowledge needed to earn a formal qualification in minerals surveying. The qualification facilitates access from previously disadvantaged groups and other learners to acquire the technical knowledge and skills that are required.

Persons working in minerals surveying require a sound knowledge of the mining and minerals environment and the capacity to understand minerals surveying operations. The person acquiring this qualification will be able to competently perform traversing, levelling and tape surveying in the mining environment as well as the associated calculations and reports. The person will also be responsible for the health, safety and experiential training of persons under their supervision and will be able to interact with all other mining disciplines.

The FETC: Minerals Surveying will produce proficient learners who are able to contribute to improved productivity and efficiency within the industry. The impact and benefit of the qualification on the learner and the mining industry can be detailed as follows:

> The learner will be able to perform a wider range of tasks in the minerals surveying discipline as well as gain recognition for his/her ability and achievements. The learner will also be able to use the qualification as a means to attain further qualifications. The industry will benefit by having personnel who are proficient in the field of minerals surveying resulting in improved production and a safer working environment.

This qualification will enhance the status, productivity and employability of the learner within the mining and minerals industry as well as contribute to the quality, production rate and growth. This allows for access, progression, portability and mobility within and between the different mining operations areas in the mining and minerals industry.

This qualification will also provide the means for current workers to receive recognition of prior learning, to upgrade their skills and achieve a nationally recognised qualification. The qualification is structured in such a way that it exposes the learner to different aspects of minerals surveying. It is anticipated that this qualification will promote the notion of life long learning. This will lead to competence in the field of work and thereby add value to the industry and improve the economy of the country. It will also lead to a balanced society in that learners will understand how the work they do fits into the greater mining industry.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners are already competent in:

> Communication, Mathematical and Computer Literacy at NQF Level 3.

Recognition of Prior Learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the criteria laid out.

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.

Access to the Qualification:

> There is open access to the qualification.

QUALIFICATION RULES

Level, credits and learning components assigned to the Qualification:

This qualification is made up of a planned combination of learning outcomes that have a defined purpose and will provide the qualifying learners with applied competence and a basis for further learning. The qualification is made up of standards that are classified as Fundamental, Core and Electives for the purpose of this qualification.

Rules of combination:

The qualification provides a learning pathway in a variety of specializations.

Each of the learning pathways will include the compulsory fundamentals of 56 credits as well as compulsory core of 74 credits with a minimum of 18 credits chosen from the electives as follows:

A total of 148 credits are required to obtain the qualification.

Combination of 33 credits related to rock breaking:

> Identify and evaluate the effect of seismic activity on the rock mass and support units.
  > Level 3, 4 credits, ID: 115758

> Identify and evaluate signs of deteriorating ground conditions during the mining process.
  > Level 4, 4 credits, ID: 115756

> Conduct a risk assessment using geotechnical data, and local geotechnical plan.
  > Level 4, 2 credits, ID: 120399

> Explain rock strength deterioration.
  > Level 4, 4 credits, ID: 120415

> Demonstrate an understanding of the role of pillars as a support medium, design considerations and principles.
  > Level 4, 4 credits, ID: 115746

> Explain rock behaviour under various loading conditions.
  > Level 4, 4 credits, ID: 120414

> Demonstrate an understanding of the relationship between geological structures and mining layouts.
  > Level 4, 3 credits, ID: 115678

> Demonstrate an understanding of the characteristics of different depth environments.
  > Level 4, 4 credits, ID: 120409

> Demonstrate an understanding of mining strategies applicable to the various depth environments.
  > Level 4, 6 credits, ID: 120406

A combination of 26 credits related to Sampling / Valuation:

> Mark off & map face sampling sections for mineral evaluation purposes.
  > Level 4, 11 credits, ID: 9754

> Conduct a grade control investigation.
  > Level 4, 15 credits, ID: 11113

A combination of 18 credits related to Mining / Geology:

> Demonstrate an Understanding of Sedimentary Rocks.
  > Level 4, 6 credits, ID: 115701

> Demonstrate an Understanding of Igneous Rocks.
  > Level 4, 6 credits, ID: 115705

> Demonstrate an Understanding of Metamorphic Rocks.
  > Level 4, 6 credits, ID: 115708

EXIT LEVEL OUTCOMES

1. Communicate and solve problems in a variety of ways and apply business principles.
2. Perform tape surveys, plot and calculate quantities from related observations.
3. Construct and extract information from mine plans.
4. Establish the spatial position of survey points by means of accepted survey methods.
5. Perform calculations from survey observations and apply results.

Critical Cross Field Outcomes supported by Exit Level Outcomes:

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

Equivalent exit level outcomes:

1. Communicate and solve problems in a variety of ways and apply business principles.
3. Construct and extract information from mine plans.

> Working effectively with others as a member of a team, group, organization and community.

Equivalent exit level outcomes:

1. Communicate and solve problems in a variety of ways and apply business principles.
4. Establish the spatial position of survey points by means of accepted survey methods.
5. Perform calculations from survey observations and apply results.

> Organising and managing oneself and one's activities responsibly and effectively.

Equivalent exit level outcomes:

2. Perform tape surveys, plot and cfalculate quantities from related observations.
4. Establish the spatial position of survey points by means of accepted survey methods.
5. Perform calculations from survey observations and apply results.

> Collecting, analyzing, organizing and critically evaluating information.

Equivalent exit level outcomes:

2. Perform tape surveys, plot and cfalculate quantities from related observations.
3. Construct and extract information from mine plans.
4. Establish the spatial position of survey points by means of accepted survey methods.
5. Perform calculations from survey observations and apply results.

> Communicating effectively using visual, mathematical and/or language skills.

Equivalent exit level outcomes:

1. Communicate and solve problems in a variety of ways and apply business principles.
4. Establish the spatial position of survey points by means of accepted survey methods.
5. Perform calculations from survey observations and apply results.

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

Equivalent exit level outcomes:

2. Perform tape surveys, plot and cfalculate quantities from related observations.
3. Construct and extract information from mine plans.
4. Establish the spatial position of survey points by means of accepted survey methods.

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

Equivalent exit level outcomes:

1. Communicate and solve problems in a variety of ways and apply business principles.
3. Construct and extract information from mine plans.
4. Establish the spatial position of survey points by means of accepted survey methods.
5. Perform calculations from survey observations and apply results.

ASSOCIATED ASSESSMENT CRITERIA

1.
> Oral and written communication is successfully engaged in within the minerals surveying environment.
> Related problems are understood and solved to indicate critical and creative thinking.

> Business principles are understood and applied within a business environment.

2.
> Surveying related to minerals surveying is conducted correctly.
> Tape and offset surveying are undertaken as required.
> Linear measurements on a plan are plotted and quantities are calculated correctly.

3.
> Information is obtained from a plan.
> A Cartesian coordinate grid is constructed and points are plotted.
> Survey points are plotted and projected.

4.
> A survey instrument is set up to take observations.
> The position of a survey point is observed.
Range: polar/traversing/forward intersection/tacheometric methods.
> The elevation of a point is determined by levelling.
> Survey control is established and drilling machines are aligned.

5.
> Grade chains are calculated and manufactured.
> The provisional position of a survey point is calculated from polar/traverse observations.
> Tacheometric observations are reduced and a plan is produced.

Integrated Assessment:

Integrated assessment at the level of the qualification provides an opportunity for learners to show they are able to integrate concepts, actions and ideas achieved across a range of unit standards and contexts.

Integrated assessment must evaluate the quality of observable performance as well as the thinking behind the performance, and must be based on a summative assessment guide. The guide will spell out how the assessor will assess different aspects of the performance and will include:

> Observing the learner at work (both in the primary activity as well as other interactions).
> Asking questions and initiating short discussions to test understanding.
> Looking at records and reports in the portfolio and reviewing previous assessments.

In some cases inference will be necessary to determine competence depending on the nature and context within which performance takes place.

It is necessary to ensure that the fundamental part of the qualification is also targeted to ensure that while the competence may have been achieved in a particular context, learners are able to apply it in a range of other contexts and for further learning. The assessment should also ensure that all the critical cross-field outcomes have been achieved.

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes. The assessment process should cover both the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities associated with the tube and pipe manufacturing process.

INTERNATIONAL COMPARABILITY

In terms of these unit standards and qualifications an intensive search was conducted via the internet utilising key words such as unit standard, mining, surface mining, mining environments. National qualification sites on the internet were also explored to determine whether unit standards or qualifications in the Minerals Surveying field existed and if so whether the content would be useful for the development of the unit standards and qualification. The following sites were looked at:

> http://www.rajasthan.gov.in/MINERAL.SHTM - the courses/programmes found here were at an advanced level, which is not the objective of this South African qualification.

> http://www.ntis.gov.au/cgi- The "National Diploma in Surveying (Level 6) with an optional strand in Mine Surveying" was found. Certain components of this qualification can be found in this proposed South African FETC for example: the requirements for "Plan surveying processes" and "Gather Data" from the New Zealand qualification may be similar to "Perform tape surveys". From this South African certificate.

> Softree engineering - Engineering an easier way http//www.softree.com (CANADA).

The following three-day course was analysed:

  > Surveying and Mapping (3 days).
  > This course targets both novice and experienced users. The course covers entry of survey notes, closing and adjusting traverses, geo-referencing, terrain modelling, contouring, profiles, volumes, drafting functions, and output sheet generation.
   > The elements within this course would be deemed appropriate for training learners towards the FETC.

> http//www.leica-geosystems.com (Training conducted in the USA and Canada).

> Various short programmes are trained. These programmes (combined) could also be deemed appropriate for learning towards this FETC.

In general this qualification and its component unit standards compare well with their international counterparts. The only major differences are in formatting and scope of coverage or focus. South Africa has a world class and highly sophisticated Mining and Minerals Sector. In selecting countries for international comparability it is important to consider countries where mining occurs or in countries where processes that can be used within mines exist. Within this qualification countries that have world-class mineral surveying practices were benchmarked.

ARTICULATION OPTIONS

The qualification allows for horizontal and vertical articulation.

Vertical Articulation:

> National Diploma in Minerals Surveying at NQF Level 5.

Horizontal articulation:

> FETC: Surveying
> FETC: Geomatics
> FETC: Hydrographic Surveying
> FETC: Photogrammetry Surveying

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this unit standard 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 unit standard 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, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in the Unit Standard.

> Anyone wishing to be assessed against this unit standard 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 should be in possession of:

> An appropriate qualification at NQF Level 5 or above and preferably relevant workplace practical experience.
> Registration as an assessor with the relevant ETQA.

NOTES

N/A

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	11111 Calculate and manufacture grade chains	Level 3	3	Registered
Core	11596 Construct a Cartesian co-ordinate grid and plot points	Level 3	4	Reregistered
Core	11637 Set up a survey instrument to take observations	Level 3	4	Reregistered
Core	11694 Undertake tape and offset surveying	Level 3	5	Reregistered
Core	9762 Plot and project survey points	Level 4	8	Reregistered
Core	9763 Establish side-grade pegs in a flat development end	Level 4	7	Reregistered
Core	11117 Plot linear measurements on a plan and calculate quantities	Level 4	4	Registered
Core	11122 Perform tape surveys	Level 4	7	Reregistered
Core	11124 Establish survey control and align drilling machines	Level 4	4	Registered
Core	11598 Determine the elevation of a point by levelling	Level 4	5	Reregistered
Core	11624 Obtain information from a plan	Level 4	4	Reregistered
Core	14235 Observe the position of a survey point by using tacheometric methods	Level 4	4	Reregistered
Core	14236 Observe the position of a survey point by polar / traversing	Level 4	4	Reregistered
Core	14237 Observe the position of a survey point by forward intersection	Level 4	4	Reregistered
Core	14258 Reduce tacheometric observations and produce a plan	Level 4	2	Reregistered
Core	14434 Calculate the provisional position of a survey point from polar/traverse observations	Level 4	5	Reregistered
Elective	115678 Demonstrate basic knowledge and understanding of geology related to mining	Level 2	1	Registered
Elective	11113 Conduct a grade control investigation	Level 3	15	Registered
Elective	115746 Demonstrate an elementary understanding of pillar characteristics, behaviour and function	Level 3	3	Registered
Elective	115758 Identify and evaluate the effect of seismic activity on the rock mass and support units	Level 3	4	Registered
Elective	9244 Plan and conduct meetings	Level 4	4	Reregistered
Elective	9754 Mark off and map face sampling sections for mineral evaluation purposes	Level 4	11	Reregistered
Elective	13949 Apply technical knowledge and skill to align business unit performance to business goals	Level 4	5	Registered
Elective	115701 Demonstrate an understanding of sedimentary rocks	Level 4	6	Registered
Elective	115705 Demonstrate an understanding of igneous rocks	Level 4	6	Registered
Elective	115708 Demonstrate an understanding of metamorphic rocks	Level 4	6	Registered
Elective	115756 Identify and evaluate signs of deteriorating ground conditions during the mining process	Level 4	4	Registered
Elective	120399 Conduct a risk assessment using geotechnical data and a local geotechnical plan	Level 4	2	Draft - Prep for P Comment
Elective	120406 Demonstrate an understanding of mining strategies applicable to the different depth environments	Level 4	6	Draft - Prep for P Comment
Elective	120409 Demonstrate an understanding of the characteristics of different depth environments	Level 4	4	Draft - Prep for P Comment
Elective	120414 Explain rock behaviour under various loading conditions	Level 4	4	Draft - Prep for P Comment
Elective	120415 Explain rock strength deterioration	Level 4	4	Draft - Prep for P Comment
Elective	14214 Evaluate and improve the project team's performance	Level 5	8	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	8971 Analyse and respond to a variety of literary texts	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

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 1

Conduct a risk assessment using geotechnical data and a local geotechnical plan

SAQA US ID	UNIT STANDARD TITLE		
120399	Conduct a risk assessment using geotechnical data and a local geotechnical plan		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Mining and Minerals	6	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Manufacturing, Engineering and Technology	Fabrication and Extraction

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 4	Regular

SPECIFIC OUTCOME   1

Apply the criteria used to assess rock engineering risk from geotechnical plans.

SPECIFIC OUTCOME   2

Prepare to conduct a risk assessment.

SPECIFIC OUTCOME   3

Conduct a risk assessment.

SPECIFIC OUTCOME   4

Communicate results of the risk assessment.

SAQA

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 2

Demonstrate an understanding of mining strategies applicable to the different depth environments

SAQA US ID	UNIT STANDARD TITLE		
120406	Demonstrate an understanding of mining strategies applicable to the different depth environments		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Mining and Minerals	6		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Manufacturing, Engineering and Technology		Fabrication and Extraction
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	6	Level 4	Regular

SPECIFIC OUTCOME   1

Demonstrate knowledge of different mining strategies and the typical depth environments they are employed.

SPECIFIC OUTCOME   2

Assess the potential risk in the mining environment to be addressed by the mining strategy.

SPECIFIC OUTCOME   3

Interpret the mining strategies employed in deep and ultra-deep mining environments.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 3

Demonstrate an understanding of the characteristics of different depth environments

SAQA US ID	UNIT STANDARD TITLE		
120409	Demonstrate an understanding of the characteristics of different depth environments		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Mining and Minerals	6		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Manufacturing, Engineering and Technology		Fabrication and Extraction
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME   1

Explain how the different depth environments are classified.

SPECIFIC OUTCOME   2

Explain the importance and effect of depth on horizontal and vertical stress to underground excavations.

SPECIFIC OUTCOME   3

Describe the factors controlling the stability of underground excavations in different depth environments.

SPECIFIC OUTCOME   4

Explain the potential rockfall and rockburst hazard in different depth environments.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　　　　　　　　4

Explain rock behaviour under various loading conditions

SAQA US ID	UNIT STANDARD TITLE		
120414	Explain rock behaviour under various loading conditions		

SGB NAME	ORGANISING FIELD ID		PROVIDER NAME
SGB Mining and Minerals	6		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Manufacturing, Engineering and Technology	Fabrication and Extraction	

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Explain the components of a typical load deformation curve for rock.

SPECIFIC OUTCOME 2

Describe rock behaviour under uniaxial loading.

SPECIFIC OUTCOME 3

Describe the effects of rock behaviour under triaxial loading.

SPECIFIC OUTCOME 4

Explain rheological (time dependent) behaviour of rock under various loading conditions.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 5

Explain rock strength deterioration

SAQA US ID	UNIT STANDARD TITLE		
120415	Explain rock strength deterioration		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Mining and Minerals	6		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Manufacturing, Engineering and Technology		Fabrication and Extraction
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME   1

Explain the influence of mineralogical composition on rock strength deterioration.

SPECIFIC OUTCOME   2

Explain rock strength deterioration due to the presence of natural and induced discontinuities.

SPECIFIC OUTCOME   3

Explain rock strength deterioration due to loading.

SPECIFIC OUTCOME   4

Explain the techniques used to estimate deterioration in field strength of rock.

No. 1170   **9 December 2005**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Welding

Registered by Organising Field 06, Manufacturing, Engineering and Technology, publishes the following qualification and unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address *below and no later than 13 January 2006.* All correspondence should be marked **Standards Setting – SGB for Welding** and addressed to

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

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 1

Cut rails of various profiles and grades

SAQA US ID	UNIT STANDARD TITLE		
120438	Cut rails of various profiles and grades		
SGB NAME		**ORGANISING FIELD ID**	**PROVIDER NAME**
SGB Manufacturing and Assembly Processes		6	
UNIT STANDARD TYPE		**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**
Regular		Manufacturing, Engineering and Technology	Manufacturing and Assembly
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	5	Level 2	Regular

SPECIFIC OUTCOME   1

Plan and prepare resources and equipment prior to the cutting of rails.

SPECIFIC OUTCOME   2

Plan and prepare for the cutting of different rail types.

SPECIFIC OUTCOME   3

Cut rails of various profiles and grades.

SPECIFIC OUTCOME   4

Complete the relevant technical documentation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　　　　　　2

Repair 14% cast manganese frogs

SAQA US ID	UNIT STANDARD TITLE		
120439	Repair 14% cast manganese frogs		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Manufacturing and Assembly Processes	6		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Manufacturing, Engineering and Technology		Fabrication and Extraction
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	34	Level 4	Regular

SPECIFIC OUTCOME 1

Plan and prepare machines, equipment and resources prior to the repairing of 14% cast manganese frogs.

SPECIFIC OUTCOME 2

Plan and prepare for the repairing of 14% cast manganese frogs in accordance with permanent way specifications.

SPECIFIC OUTCOME 3

Repair 14% cast manganese frog safely and correctly in accordance with company procedures and specifications.

SPECIFIC OUTCOME 4

Complete the relevant technical documentation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 3

Repair battered rail ends

SAQA US ID	UNIT STANDARD TITLE		
120440	Repair battered rail ends		

SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Manufacturing and Assembly Processes		6	

UNIT STANDARD TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Manufacturing, Engineering and Technology	Engineering and Related Design

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	18	Level 2	Regular

SPECIFIC OUTCOME   1

Plan and prepare machines, equipment and resources prior to the repairing of battered rail ends.

SPECIFIC OUTCOME   2

Plan and prepare for the repairing of battered ends.

SPECIFIC OUTCOME   3

Repair battered ends.

SPECIFIC OUTCOME   4

Complete the relevant technical documentation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　　　　　　4

Repair rail-manufactured frogs

SAQA US ID	UNIT STANDARD TITLE		
120442	Repair rail-manufactured frogs		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Manufacturing and Assembly Processes	6	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Manufacturing, Engineering and Technology	Engineering and Related Design

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	23	Level 3	Regular

SPECIFIC OUTCOME　1

Plan and prepare machines, equipment and resources prior to the repairing of rail-manufactured frog.

SPECIFIC OUTCOME　2

Plan and prepare for the repairing of rail-manufactured frogs according to company specifications and procedures.

SPECIFIC OUTCOME　3

Repair rail-manufactured frog.

SPECIFIC OUTCOME　4

Compile the relevant technical documentation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Grind rails of various profiles and grades

SAQA US ID	UNIT STANDARD TITLE		
120445	Grind rails of various profiles and grades		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Manufacturing and Assembly Processes	6		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Manufacturing, Engineering and Technology		Manufacturing and Assembly
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	13	Level 2	Regular

SPECIFIC OUTCOME   1

Plan and prepare resources and equipment prior to the grinding of rails.

SPECIFIC OUTCOME   2

Plan and prepare for the grinding of rails.

SPECIFIC OUTCOME   3

Grind rails of various profiles and grades.

SPECIFIC OUTCOME   4

Complete the relevant technical documentation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 6

Operate rail grinding machine

SAQA US ID	UNIT STANDARD TITLE		
120446	Operate rail grinding machine		

SGB NAME	ORGANISING FIELD ID		PROVIDER NAME
SGB Manufacturing and Assembly Processes	6		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Manufacturing, Engineering and Technology		Engineering and Related Design
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	4	Level 2	Regular

SPECIFIC OUTCOME 1

Prepare to operate a rail-grinding machine.

SPECIFIC OUTCOME 2

Operate grinding machine.

SPECIFIC OUTCOME 3

Perform post-operational procedures.

SPECIFIC OUTCOME 4

Apply safe working procedures.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 7

Repair points blades

SAQA US ID	UNIT STANDARD TITLE		
120447	Repair points blades		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Manufacturing and Assembly Processes	6		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Manufacturing, Engineering and Technology		Engineering and Related Design
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	9	Level 4	Regular

SPECIFIC OUTCOME   1

Plan and prepare machines, equipment, vehicle and resources prior to the repairing of points blades.

SPECIFIC OUTCOME   2

Plan and prepare for the repairing of points blades in accordance with company procedures and permanent way welding specifications.

SPECIFIC OUTCOME   3

Repair points blades.

SPECIFIC OUTCOME   4

Complete the relevant technical documentation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 8

Shear rails of various profiles and grades

SAQA US ID	UNIT STANDARD TITLE		
120448	Shear rails of various profiles and grades		
SGB NAME		**ORGANISING FIELD ID**	**PROVIDER NAME**
SGB Manufacturing and Assembly Processes		6	
UNIT STANDARD TYPE		**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**
Regular		Manufacturing, Engineering and Technology	Engineering and Related Design
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	13	Level 2	Regular

SPECIFIC OUTCOME 1

Plan and prepare resources and equipment prior to the shearing of rails.

SPECIFIC OUTCOME 2

Plan and prepare for the shearing of rails.

SPECIFIC OUTCOME 3

Shear rails of various profiles.

SPECIFIC OUTCOME 4

Compile the relevant technical documentation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 9

Operate hydraulic rail shearing machine

SAQA US ID	UNIT STANDARD TITLE		
120449	Operate hydraulic rail shearing machine		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Manufacturing and Assembly Processes	6		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Manufacturing, Engineering and Technology		Engineering and Related Design
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	4	Level 2	Regular

SPECIFIC OUTCOME   1

Prepare to operate the hydraulic rail-shearing machine.

SPECIFIC OUTCOME   2

Operate hydraulic rail-shearing machine.

SPECIFIC OUTCOME   3

Perform post-operational procedures.

SPECIFIC OUTCOME   4

Apply safe working procedures and instructions.

SPECIFIC OUTCOME   5

Complete the relevant technical documentation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 10

Join rails by means of the exothermic welding process

SAQA US ID	UNIT STANDARD TITLE		
120451	Join rails by means of the exothermic welding process		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Manufacturing and Assembly Processes	6		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Manufacturing, Engineering and Technology		Engineering and Related Design
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	40	Level 3	Regular

SPECIFIC OUTCOME 1

Plan and prepare machines, equipment and resources prior to the exothermic welding of rails.

SPECIFIC OUTCOME 2

Plan and prepare for the exothermic welding process of rails in accordance with company procedures and specifications.

SPECIFIC OUTCOME 3

Join rails by means of the exothermic welding process safely and correctly in accordance with laid down procedures and specifications.

SPECIFIC OUTCOME 4

Complete the relevant technical documentation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 11

Repair rail bound frogs

SAQA US ID	UNIT STANDARD TITLE		
120452	Repair rail bound frogs		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Manufacturing and Assembly Processes	6		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Manufacturing, Engineering and Technology		Engineering and Related Design
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	42	Level 4	Regular

SPECIFIC OUTCOME   1

Plan and prepare machines, equipment and resources prior to the repairing of rail bound frogs.

SPECIFIC OUTCOME   2

Plan and prepare for the repairing of rail bound frogs.

SPECIFIC OUTCOME   3

Repair rail bound frogs.

SPECIFIC OUTCOME   4

Compile the relevant technical documentation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 12

Weld wheel spin burns

SAQA US ID	UNIT STANDARD TITLE		
120453	Weld wheel spin burns		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Manufacturing and Assembly Processes	6	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Manufacturing, Engineering and Technology	Engineering and Related Design

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	15	Level 2	Regular

SPECIFIC OUTCOME   1

Plan and prepare machines, equipment and resources prior to repairing of wheel-spin burns.

SPECIFIC OUTCOME   2

Prepare for repairing wheel-spin burns.

SPECIFIC OUTCOME   3

Weld wheel-spin burns.

SPECIFIC OUTCOME   4

Compile the relevant technical documentation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 13

Operate petrol- air pre heating machine

SAQA US ID	UNIT STANDARD TITLE		
120454	Operate petrol- air pre heating machine		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Manufacturing and Assembly Processes	6		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Manufacturing, Engineering and Technology	Engineering and Related Design	

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 2	Regular

SPECIFIC OUTCOME   1

Prepare to operate a petrol-air preheating machine.

SPECIFIC OUTCOME   2

Operate the petrol-air preheating machine.

SPECIFIC OUTCOME   3

Perform post-operational procedures.

SPECIFIC OUTCOME   4

Apply safe working procedures and instructions.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 14

Operate rail disc-cutting machine

SAQA US ID	UNIT STANDARD TITLE		
120455	Operate rail disc-cutting machine		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Manufacturing and Assembly Processes	6		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Manufacturing, Engineering and Technology		Engineering and Related Design
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	6	Level 2	Regular

SPECIFIC OUTCOME   1

Prepare to operate rail disc-cutting machine.

SPECIFIC OUTCOME   2

Operate the rail disc-cutting machine.

SPECIFIC OUTCOME   3

Perform post-operational procedures.

SPECIFIC OUTCOME   4

Apply safe working procedures and instructions.

SPECIFIC OUTCOME   5

Complete the relevant technical documentation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 15

Weld ferrous and non-ferrous materials with the gas tungsten arc welding in all positions

SAQA US ID	UNIT STANDARD TITLE		
120497	Weld ferrous and non-ferrous materials with the gas tungsten arc welding in all positions		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Manufacturing and Assembly Processes	6		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Manufacturing, Engineering and Technology		Manufacturing and Assembly
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	20	Level 5	Regular

SPECIFIC OUTCOME   1

Describe and explain the gas tungsten arc welding equipment.

SPECIFIC OUTCOME   2

Select, assemble and conduct pre operational checks of gas tungsten arc welding equipment.

SPECIFIC OUTCOME   3

Prepare plate and pipes prior to welding.

SPECIFIC OUTCOME   4

Weld workpieces.

SPECIFIC OUTCOME   5

Inspect welded workpieces for defects.

SPECIFIC OUTCOME   6

Care and store welding consumables and equipment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 16

Weld workpieces with the gas tungsten arc welding process in the down-hand position

SAQA US ID	UNIT STANDARD TITLE		
120498	Weld workpieces with the gas tungsten arc welding process in the down-hand position		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Manufacturing and Assembly Processes	6		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Manufacturing, Engineering and Technology		Manufacturing and Assembly
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	15	Level 3	Regular

SPECIFIC OUTCOME 1

Describe and explain the gas tungsten arc welding equipment.

SPECIFIC OUTCOME 2

Select, assemble and conduct pre operational checks of gas tungsten arc welding equipment.

SPECIFIC OUTCOME 3

Prepare work pieces prior to welding.

SPECIFIC OUTCOME 4

Weld workpieces.

SPECIFIC OUTCOME 5

Inspect welded work piece for defects.

SPECIFIC OUTCOME 6

Care and store welding consumables and equipment.

No. 1171   **9 December 2005**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Visible Policing

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

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

Comment on the unit standards should reach SAQA at the address *below and no later than 13 January 2006*. All correspondence should be marked **Standards Setting – Visible Policing** and addressed to

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

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Bachelor: Policing Practices

SAQA QUAL ID	QUALIFICATION TITLE		
50194	Bachelor: Policing Practices		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Visible Policing	8	

QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD
National First Degree	Law, Military Science and Security	Safety in Society

ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	360	Level 6	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification will enable managers within the Safety in Society environment to improve professionalism and enhance the quality of service delivery. It will also contribute to the further development of learners within Safety in Society by providing articulation, recognition and further mobility within a dynamic, changing environment. A learner acquiring this qualification will be able to plan, organize, lead, manage and control human, financial, physical and information resources in a Safety in Society environment in order to achieve the objectives of the organisation. The skills, knowledge and understanding demonstrated within this qualification are essential for social and economic transformation and contribute to the upliftment and economic growth within the Safety in Society environment.

Qualifying learners will be able to show responsibility, and independently and effectively manage themselves and policing management processes. In addition, the learner will be able to perform their line function with specific reference to:

Fundamental: (155 credits)
> Strategically lead and manage human, financial, physical and information resources through effective organisational relations and practices to achieve strategic goals.

Core: (219 credits)
> Manage crime prevention by utilising specialised management skills in order to function strategically and effectively within a range of situations.
> Manage crime detection by utilising specialised management skills in order to function strategically and effectively within a range of situations.
> Manage Community Service Centres by utilising specialised management skills in order to function strategically and effectively within a range of situations.
> Manage the provision of protection, security and crime intelligence services for a safe and secure environment within the Republic of South Africa.

Elective: (20)
> Manage the provision of training and assessment within a policing environment with emphasis on creating competent officials.
> Manage internal quality management systems to enable the organisation to reflect on whether organisational needs have been met.

The qualification aims at developing a competent and professional cadre of managers to ensure the effective delivery of relevant and appropriate policing services.

Rationale:

This qualification is for learners who are pursuing management careers within the Safety in Society sub-field and is one of several in a learning pathway that has been created. It provides learners with opportunities for professional development and career advancement within the broader constituencies of the Safety in Society community that will contribute to providing a safe and secure environment for all the people in the Republic of South Africa.

This qualification reflects the need and demand within the policing environment for officials who are/will be able to perform managerial and leadership functions with more complex managerial knowledge, skills and attributes of organisational processes and procedures contextualised within the Safety in Society environment. This qualification will provide a vehicle through which to develop competent managers that can stay abreast with the changing and dynamic environment of policing as well as create an atmosphere for life-long learning opportunities. The occupations, jobs or areas of activity in which the qualifying learners that will typically operate are in the areas of crime prevention, crime detection, community service centres and support in the Safety in Society environment. Through the availability of this qualification managers within the policing environment will be able to provide top class service, improve professionalism and enhance the quality of service delivery thereby contributing to the creation of public trust and achieving the vision of the sector.

This qualification opens up access for historically disadvantaged incumbents as well as other learners in the Safety in Society environment for further development through vertical mobility to higher-level qualifications and horizontally to qualifications on the same level but in a different discipline. The level of flexibility within the range of electives will also allow the individual to pursue further specialisation within the Safety in Society sector.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

> Communicate technical, supervisory and general management information effectively, both orally and in writing, using appropriate language structures, styles and graphical support. L5
> Demonstrate supervisory and management skills by professionally executing daily functions and maintaining community relations. L5
> Manage human and physical resources through monitoring and improve employer/employee practices, by leading and developing a team of people and applying industrial relations concepts and processes appropriately. L5
> Implement a document management system by producing documentation on information gathered and summarized from a range of sources. L5
> Plan, implement and assess operations and duties. L5
> Conduct inspections and control activities by ensuring a smooth running unit/centre.
> Co-ordinate and uphold the execution of the Constitution of South Africa and the Law of Evidence by ensuring compliance with the requirements as stated in relevant legislations. L5
> Identify, assess and solve problems while performing tasks related to the area of specialization. L5

All competencies reflected in the learning assumed to be in place could be achieved through the recognition of prior learning.

Recognition of prior learning

The structure of this non-unit standards-based qualification makes the Recognition of Prior Learning possible through challenging the associate Exit Level Outcomes. This qualification may therefore be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. The learner should be thoroughly briefed on the mechanism to be used and support and guidance should be provided. Care should be taken that the mechanism used provides the learner with an opportunity to demonstrate competence and is not so onerous as to prevent learners from taking up the RPL option towards gaining a qualification.

If the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification the appropriate credits should be assigned to the learner. Recognition of Prior Learning will be done by means of Integrated Assessment as mentioned above.

This Recognition of Prior Learning may allow:

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

Access to the Qualification

> Open to learners who have completed the National Diploma in Policing or equivalent level 5 qualification relevant to the field of Safety and Society.

QUALIFICATION RULES
N/A

EXIT LEVEL OUTCOMES

Qualifying learners are able to:

1. Strategically lead and manage human, financial, physical and information resources through effective organisational relations and practices to achieve strategic goals.
2. Manage crime prevention by utilising specialised management skills in order to function strategically and effectively within a range of situations.
Range: Includes security and protection interventions as well as crowd control and management interventions.
3. Manage crime detection by utilising specialised management skills in order to function strategically and effectively within a range of situations.
4. Manage Community Service Centres (CSC) by utilising specialised management skills in order to function strategically and effectively within a range of situations.
5. Manage the provision of protection, security and crime intelligence services for a safe and secure environment within the Republic of South Africa.
6. Manage the provision of training and assessment within a policing environment with emphasis on creating competent officials.
7. Manage internal quality management systems to enable the organisation to reflect on whether organisational needs have been met.

Additional elective exit level outcomes may be added to the qualification as they are developed.

ASSOCIATED ASSESSMENT CRITERIA

1.
> Organisational policies and procedures are managed in planning, implementation and quality control practices to support decision-making.
> Strategic plans, goals and objectives are set, monitored, measured and reviewed against actual developments using a sound methodological rationale.
> Diversity is harnessed to promote teams for effective performance to achieve set goals and objectives and ensure quality service delivery.
> The utilisation of information systems are optimised to improve service delivery.
> Communication techniques are applied to optimise the impact and effectiveness of the management approach for quality service delivery.
> On the job training is conducted in order to achieve strategic objectives.
> Generic management functions are implemented daily for consistency and efficiency.

2.
> The utilisation of information systems are optimised to effectively combat crime.
> Different approaches are utilised, reviewed and revised against actual developments in the crime prevention environment.
> Operational plans are compiled to direct and optimise the utilisation of resources during operations.
> Targeted interventions are executed/implemented to ensure reduction in crime in accordance with operational strategies and concepts.
> Integrated strategies are developed to ensure a multi-disciplinary approach towards crime reduction.
> Monitoring systems are utilised to ensure the effectiveness of operational planning and execution processes.

3.
> Specialised managerial skills are optimally utilised in accordance with legislation and policies to manage the crime detection process.

> Information and intelligence are strategically and effectively managed and filtered to enhance crime detection.
> The collection and preservation of evidence for forensic and other purposes are managed in accordance with relevant applicable policies.
> Case dockets are critically analysed in order to give individual guidance for investigations and problem solving.
> Media liaison in matters relating to crime detection is managed in accordance with prescribed organisational policies.

4.
> Information is captured and utilised in order to activate the judicial process.
> Activities within the CSC are synergised in line with the strategic objectives and policies.
> Quality service is rendered to the community reflecting the Batho Pele principles.
> Organisational procedures regarding custody, property and financial management are managed to reduce losses and claims within the environment.
> The activities of members are managed to enhance quality performance.

5.
> The utilisation of information systems are optimised to effectively provide crime intelligence services.
> Information is gathered, analysed, interpreted and disseminated to provide accurate crime intelligence for the safety and security of the Republic of South Africa.
> Different approaches are utilised, reviewed and revised against actual developments in the port of entry environment.
> Operational plans are compiled to direct and optimise the utilisation of resources during borderline patrols.
> Targeted interventions are executed/implemented to ensure the protection and security of dignitaries and diplomats in accordance with organisational strategies.
> Integrated strategies are developed to ensure a multi-disciplinary approach towards crime intelligence.
> Monitoring systems are utilised to ensure the effectiveness of interventions planned and executed.

6.
> Training needs are analyzed in order to ensure that the organization is able to better service delivery to clients.
> Assessment methods, tools and practical needs are evaluated in order to align the organization with accepted standards.
> The training and development activities in the organisation is managed and aligned to support the organisations transformation objectives.
> The training and development processes and activities reflect the human resources development requirements in accordance with the human resources strategy of the organisation.
> Education, training and development activities and processes promotes the competence of officials to coordinate government communication activities.

7.
> Quality management systems currently used are analysed in order to ascertain weaknesses and strengths in line with the needs of the organization.
> Future quality management systems are drafted in line with organizational needs.
> Government communication processes are applied in order to demonstrate a positive effect on the organisation and its relationship with its stakeholders.
> Principles, regulations and legislation underlying supply chain management are applied in accordance with the procedures and protocols of the public sector.
> Operational management principles and techniques are implemented in accordance with organisational quality management requirements.

Integrated Assessment

> Assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, so that an integrated approach to assessment is incorporated into the qualification.
> Learning, teaching and assessment are inextricably interwoven. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.
> Assessment of communication and mathematical literacy should be integrated as far as possible with other aspects and should use practical administration 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 or will work. 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 a range of formative and summative assessment tools methods and assess combinations of practical, applied, foundational and reflective competencies.

> Assessors must 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 in an integrated manner.

INTERNATIONAL COMPARABILITY

> The International comparison focussed on the specific needs of middle managers in a policing environment.

> International comparison was conducted by means of questionnaires based on the Exit Level Outcomes and Associated Assessment Criteria, Research on the Internet and staff reports compiled by SAPS Officials visiting various police forces and interviews with their training staff.

The following countries were chosen for the international comparison.

Botswana.
> Botswana is known to have a well-developed police service and the South African Government has a bi-lateral agreement with the Botswana Government regarding cross border policing activities.

The United Kingdom
> The United Kingdom has a well-established police service and is renowned for their experience in national and international operations.

Comparisons

Botswana
> The Botswana Police Service provides an in-house three-year programme at the Botswana Police College. It is equated equivalent to a national diploma. The programme covers leadership skills, management skills, managing crime, managing crime prevention, Community Service Centres, finances and disasters.

Conclusion
> The proposed Bachelor in Policing covers all the objectives of the Botswana programme and is at least on par with the Botswana qualification.

United Kingdom.
> The comparison was conducted through the Internet based on the unit standards making up the qualifications.

The United Kingdom has four National qualifications registered on the NVQ, namely:

> National Vocational Qualifications Level 5 NVQ in Police Strategic Management.
> National Vocational Qualification Level 5 in Police Operational Management.
> National Vocational Qualification Level 4 in Police Organizational Management.
> National Vocational Qualification Level 4 in Police Operational Management.

The listed qualifications were pitched at a higher level than the proposed Bachelor in Policing, however, most of the unit standards did not indicate such a complex level. The UK qualifications also have major overlaps between the four qualifications. The UK qualifications covered the entire Exit Level Outcomes of the proposed Bachelor in Policing. Fortunately the unit standards also indicated some shortcomings in the proposed qualification, which were rectified by the task team. On the other hand, the proposed Bachelor in Policing extends beyond the UK qualifications broadening the scope of managers in a policing environment and covering most of the Critical Cross Field Outcomes.

Conclusion
> The proposed Bachelor in Policing compares favourably with UK qualifications and is probably better pitched than the UK qualifications. It is not as narrow focussed as the UK qualification thus allowing more articulation possibilities.

ARTICULATION OPTIONS

This Qualification articulates with horizontally the following registered learning programmes:

> Bachelor of Arts: Police Science Level 6.
> Bachelor of Police Level 6.

This Qualification articulates vertically with the following registered learning programmes:

> Bachelor of Arts Honours: Police Science Level 7.
> Bachelor of Technology: Policing Level 7.

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with an appropriate 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 ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.
> Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as in the exit level outcomes described in the Qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

> Assessment competencies and subject matter experience of the assessor can be established by recognition of prior learning.
> Well-developed interpersonal skills, subject matter and assessment experience.
> To be competent in the planning and conducting assessment of learning outcomes as described in the unit standards Plan and Conduct assessment of Learning outcomes NQF level 5.
> Well-developed subject matter expertise within policing.
> A relevant tertiary qualification and 3 years experience in the relevant field.
> To be registered with the relevant Education and Training Quality Assurance Body.
> Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence).

NOTES

N/A

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

No. 1172　　　　　　　　　　　　　　　　　　　　　　　**9 December 2005**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Public Administration and Management

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the SAQA web-site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1069 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 13 January 2006.* All correspondence should be marked **Standards Setting – SGB for Public Administration and Management** and addressed to

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

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Municipal Integrated Development Planning

SAQA QUAL ID	QUALIFICATION TITLE		
50205	National Certificate: Municipal Integrated Development Planning		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Public Administration and Management	3		

QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD
National Diploma	Business, Commerce and Management Studies	Public Administration

ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	160	Level 5	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of the qualification is to enable qualifying learners to apply strategic level development and governance competencies to ensure integrated and sustainable development and governance processes, outcomes, structures, strategies, planning; implementation management, monitoring and evaluation at a municipal level.

Learners will develop competencies to manage strategic planning and development processes, and the associated local governance and consultation processes. Individual learners will benefit through enhancing their personal competencies, knowledge and skills so as to be able to complete tasks required in their employment contracts and by legislation, relating to the:

> Designing and implementation of municipal integrated development plans
> Identification of key development priorities and agendas, within resource constraints and informed by a local, district wide, provincial and national strategic analysis and policy context.
> Development of proposals and strategic solutions beyond administrative boundaries and local resource/capacity constraints.
> Identification of realistic and sustainable projects and development paths for cities and districts, within existing intergovernmental framework.
> Implementation of integrated development plans and facilitation of democratic and accountable local governance.
> Provision of inputs from municipal integrated development planning process into the planning processes and plans of other role players and spheres.

Through increasing the integrated development planning capacity of government office bearers and employees the notion of developmental local government, intergovernmental co-operation and the objectives of the developmental state can be achieved.

Rationale:

The qualification is aimed at municipal managers, integrated development planning (IDP) managers and specialists in local government, executive mayors, as well as integrated development planning and city/district development specialists in Planning Implementation and Management Support (PIMS) Centres, provincial and national government. The typical learner will be an employee in local or provincial government, wishing to gain the competence to fulfil the requirements of his/her current job obligations or a municipal employee or even councilor wishing to gain a qualification so as to advance his/her career opportunities. In addition persons seeking future employment in the local government sector may choose to

complete the qualification. Persons employed in municipal, provincial and national sector departments, non-profit organisations and non-governmental organization as well as private sector agencies which interface with local government integrated development planning would benefit from the qualification.

Qualifying learners may operate at the level of executive mayor, executive councilors, councilors, municipal manager; IDP manager or specialist, PIMS manager or senior planner, city/district development department managers; strategic managers and provincial IDP coordinators.

Office bearers and employees at local government level are responsible for managing the provision of services to the community. The Constitution of the RSA (Act 108 of 1996) section 27 (1) states that all South Africans have the right to access health care services; sufficient food and water and social security. Section 27(2) requires the state to take reasonable measures within its available resources to provide these basic human rights. The state is also responsible for providing education for the community and managing all of the country's resources. The constitution therefore allows the community to demand that services are met and that government office bearers and managers have the skills to take reasonable measures in providing services.

Based on the parameters created by the Constitution and key to concept of the Developmental State is the concept of decentralised development planning, coupled with the policy imperative of coordination and integration between the three spheres of government. Both these ideas were in line with the South African Constitution, which (1) enshrined the notions of cooperative governance, and government as one entity consisting of three interdependent spheres and (2) endowed local government with a novel and specific developmental role. In accordance with this new intergovernmental development-planning ethos local government would be the main/frontline planning arm of government, provinces would support and monitor this activity, and national government would create the framework of norms and standards in which these developmental actions would take place. Collectively, and with each sphere fulfilling its specific mandate, the actions of the three spheres would dovetail into a joint governmental effort aimed at achieving its developmental objectives.

In contrast to the traditional sector-specific land use, transport and infrastructure master planning of the past, a different approach to planning was proposed. Called integrated development planning and culminating in an Integrated Development Plan (IDP) , this new style of planning, which had semblances of similar tendencies in the international planning arena, was meant to (1) be holistic, span and integrate all sectors though a focus on cross-cutting issues) assist in reintegrating the fragmented landscapes and communities left in the wake of apartheid, and (3) ensure that projects and programmes contained in the plans were included in the budgets of the municipalities and/or provincial and national sector departments . In essence this new approach entailed a deft exercise in balancing (1) equity and efficiency, (2) strategic planning and speedy delivery and extensive public participation, and (3) local, indigenous and technical knowledge traditions. Along with the rise of 'good governance' and 'urban management' in South Africa as elsewhere, IDPs, linked to performance management systems, would also provide the frameworks, or rather the business plans, in terms of which municipalities were to be managed. In the spirit of cooperative governance these IDPs are also meant to play a key role in ensuring greater intergovernmental cooperation, integration and alignment, as not only were they conceptualised as the inventories of local needs and lists of desired projects and programmes, but also as the tools by which intergovernmental relations could be strengthened by providing arenas for representatives from the different spheres to come together and debate issues of shared concern.

The IDP was first called to life in the Local Government Transition Act Second Amendment Act, 1996, which required all municipalities in the country to prepare such plans (Republic of South Africa, 1996a). In terms of this Act IDPs were meant to ensure ' the integrated development and management of the area of jurisdiction of the municipality concerned in terms of its powers and duties' and had to be compiled having regard to a set of equity, sustainability and efficiency-principles set out in the Development Facilitation Act (see Republic of South Africa, 1995).

The IDPs are also intended to reflect, capture or contain any other sectoral municipal planning requirement or plan in terms of sectoral legislation. These include, in terms of the Water Services Act, 1997 Water Services Development Plans, Integrated Transport Plans in terms of the National Land Transport Act, 2000 and a set of requirements regarding plans for housing provision in terms of the Housing Act, 1997.

The learning outcomes contained in this qualification are based on the competencies required to contribute to integrated development planning in a municipal context. The learning outcomes are combined in 4 broad areas of competence:

> Integrated and sustainable development and governance.

> Design an integrated development planning process.
> Strategic and integrated development planning.
> Municipal implementation management, monitoring and evaluation.

The qualification aims to provide opportunities for applied competencies in these areas and provides a basis for further qualifications in town and regional planning, development planning and public sector management qualifications at higher levels on the NQF.

Learners will build on their existing competencies in city or regional planning, development planning or public sector management and will learn how to manage an integrated development planning process within the many challenges facing local government and intergovernmental alignment. They will learn how to apply strategic skills in relation to sustainable development of human settlements, districts and cities, developmental governance, strategic planning, process and resource management, process facilitation, monitoring and evaluation, and reporting competencies in a public sector setting. These competencies will assist the learner in their role in public sector strategising and development management and will also provide competencies which are transferable to the private sector.

The exit level learning outcomes highlight many of the integrated and intergovernmental development planning skills required within the public sector. Such skills and knowledge are geared towards enabling public officials in all spheres of government to operate effectively and successfully in a demanding environment. Therefore, exit level outcomes and related assessment criteria are outlined for the areas of competence, which mark out integrated development planning as key and highly influential in the developmental state and public service delivery.

The Certificate in Integrated Development Planning: Level 6 should produce knowledgeable, multi-skilled workers who are able to contribute to improved productivity and efficiency within the public sector. It should provide the means for current workers to receive recognition of prior learning, to upgrade their skills and achieve a nationally recognised qualification. It should also assist new entrants to the public sector. It will ensure that the quality of education and training in the public sector is enhanced and of a world-class standard.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE

All learners accessing this qualification must be in possession of a Further Education and Training Certificate or equivalent qualification.

Recognition of prior learning:

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

This Recognition of Prior Learning may allow for:

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

All 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.

Access to the qualification:

Access to this Qualification is open to all learners in possession of an FETC or equivalent qualification.

It is preferable, however, for the learner to first have completed a qualification in town and regional planning, development planning or public sector management and administration at least at NQF Level 4, before accessing this Qualification so that the learner has a broad understanding of the basic principles of city and regional development, development planning and/or public management and governance before proceeding with the more specialised learning in the National Certificate: Municipal Integrated

Development Planning, Level 5.

QUALIFICATION RULES

Level, credits and learning components assigned to the qualification:

> The qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 160 credits is required to complete the qualification.

Rules of combination:

In this qualification the credits are allocated as follows:

> Fundamental: 30 credits. Compulsory for all learners.
> Core: 100 credits. Compulsory for all learners.
> Electives: Choose a minimum of 30 credits.
> Total: 160 credits.

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

Fundamental Component:

Unit standards of thirty credits are allocated to the subject areas of visionary thinking, knowledge management and communications.

Ten credits in visionary thinking have been included in the Fundamental Component, focusing on the importance of visionary thinking in strategic development processes. This is fundamental for a learner wanting to work in Municipal Integrated Development Planning.

Ten credits in knowledge management have been included in the Fundamental Component as well, focusing on the importance of the skills of Knowledge Management in the overall function of Integrated Development Planning and utilising knowledge to enhance overall job skills.

Ten credits in communication principles have also been added to the Fundamental Component. Communication is an underlying ability required for an Integrated Development Planner to be effective and engage the commitment and input of key stakeholders and communities.

All these standards are compulsory.

Core Component:

One hundred credits have been allocated to unit standards in the Core Component of this Qualification. This is to ensure that the Qualification has a strong Municipal Integrated Development Planning focus. The unit standards classified as Core describe Municipal Integrated Development Planning knowledge and skills that are generic to the municipal local government sphere where Integrated Development Planning functions of one kind or another are executed. They provide an opportunity to develop knowledge of Municipal Integrated Development Planning through research, formal learning and workplace practice and/or simulated situations. The unit standards encourage the application of knowledge and skills in real situations. The Core Unit Standards provide the basic knowledge and skills that all workers need to know about Integrated Development Planning.

All these standards are compulsory.

Elective Component:

There are unit standards totaling one-hundred and seven credits in this Component. These unit standards continue from the core component in focusing on learning areas pertinent to Municipal Integrated Development Planning and will enable learners to gain specialist knowledge and skills, which are particularly relevant, or of interest to the learner or a particular learning context. Learners are required to select Electives that add up to at least thirty credits. Whilst learners may choose any of the Electives to make up the thirty credits, it is required that the learner chooses at least three elective unit standards and furthermore, it is preferable that the learner chooses the complete set of standards listed even if this should mean that the minimum number of credits is exceeded. The learner may also select other unit standards at the level of the qualification, not listed in the qualification, but which would enhance the learner's work performance or employability, or which are of particular interest to the learner, with the

approval of the relevant ETQA (Education, Training and Quality Assurance Body).

EXIT LEVEL OUTCOMES

On achieving this qualification, the learner will:

1. Design and implement an integrated development planning process.
2. Conduct strategic and integrated development planning.
3. Implement and monitor sustainable municipal integrated development planning programmes and processes.
4. Evaluate efficacy of Integrated Development Planning programmes and processes.
5. Facilitate events/meetings/actions for development.

ASSOCIATED ASSESSMENT CRITERIA

1.

> An integrated development plan is outlined for a specific municipal area.
> Key development priorities and agendas are identified and designed within resources constraints informed by a local, district wide, provincial and national strategic analysis and policy context.
> The legal principles underlying the concepts of 'developmental local government' and 'integrated development planning' are carefully considered for governance in a municipal area.
> The impact of policy implications are considered in designing an integrated development planning process.
> A set of engagement and participation processes, systems and events are utilised to ensure support for the integrated development planning process.

2.

> Proposals for strategic agenda's are drawn up to address key municipal development challenges in an integrated and sustainable manner.
> Strategic development plans are drawn up for the short, medium and long requirements of sustainable integrated development.
> Municipal budgets are designed in line with strategic agenda.
> The implementation of strategies and strategic programmes and interventions are assessed and supported in a proactive manner.

3.

> The relevant institutional and governance arrangements and structures are established to develop, monitor and review the Integrated Development Plan.
> The various role players required to take par in and implement the IDP process are capacitated through a facilitative process.
> Synergy between the integrated development plan in a municipality, the organizational structure, and the relevant human and other resources are ensured to ensure that the IDP is effectively implemented.
> Muncipal budgets are drawn up and utilised to monitor achievement of IDP objectives from a financial perspective.

4.

> The progress towards the achievement of targets and projects set out in strategic plans are monitored and reported on a quarterly and annual basis.
> Appropriate and timeous recommendations and revisions are made to improve the effectiveness and efficiency of the integrated development planning processes to ensure sustainable development.
> Integrated development planning processes are assessed to ensure compliance to governance principles.
> Engagement processes to ensure input and commitment to Integrated Development Planning programmes are assessed to determine efficacy of communications and participative strategies.

5.

> The elements of developmental facilitation are their interconnections are defined to ensure that facilitated events are customised appropriately.
> Facilitated events are prepared and follow up procedures put in place to ensure the implementation of post-event action plans.
> Group dynamics, cultural diversity and potential conflict areas are considered when conducting facilitated events.

> An appropriate toolbox of procedures are utilised to ensure that facilitated event achieves objectives of sustainable development.
> Facilitated events are monitored and evaluated and recommendations made for any areas of remediation.

Integrated assessment

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

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

Assessment of the communication, language, literacy and strategic analysis and planning competencies should be conducted in conjunction with other aspects and should use authentic municipal development 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

Local municipalities in South Africa have to use "integrated development planning" as a method to plan future development in their areas. Whilst the concept and processes have been given a specific South African flavour and historical urgency, planning concepts are ubiquitous and training in planning and development for local government are well established internationally.

Learning materials on local government development are also available on various topics on the web. e.g. The WorldBank has an online "World Bank Institute" with learning materials on various local government development topics Generally however, the idea that local government planning should be 'integrated' is well established. In this regard see the proceedings of the International Conference of Local Development held under the auspices of the World Bank in Washington in 2004 (http://www1.worldbank.org/sp/ldconference/). Typical course pertinent to local government planning & development include:

> City Management and Urban Development
> Community Empowerment and Social Inclusion
> Corporate Governance & Corporate Social Responsibility
> Education
> Environment and Natural Resources Management
> Financial Sector
> Governance and Anti-Corruption
> Health, Nutrition, and Population
> Investment Climate
> Knowledge for Development
> Leadership Program on AIDS
> Poverty and Growth
> Public-Private Partnership in Infrastructure
> Rural Poverty and Development
> Social Protection and Risk Management

> Trade
> Water

The following website can be referred to for further information:

(http://web.worldbank.org/WBSITE/EXTERNAL/WBI/WBIPROGRAMS/0,,contentMDK:20223717~menuPK:461836~pagePK:64156158~piPK:64152884~theSitePK:443977,00.html). The United Nations Development Program also provides materials online relating to local development.

As far as unit standards based qualifications are concerned and internet search of the Qualifications and Curriculum Authority of the United Kingdom (http://www.qca.org.uk/), the Australian Qualifications Framework (http://www.aqf.edu.au/), the Scottish Qualifications Authority (http://www.sqa.org.uk/sqa/sqa_nu_display_home.jsp;jsessionid=596144E9562BEBF4831E99B8355CD9FC?p_applic=CCC&p_service=Content.show&pContentID=457&), the National Qualifications authority of Ireland (http://www.nqai.ie/cgi-bin/search) all failed to reveal any specific qualification of a similar nature to this qualification. On the other hand general public service and local government qualifications were available.

As far as qualifications dealing with local government planning are concerned, the content of such courses varies considerably according to local contexts.

United States:

As an example, a one year course (equivalent to this certificate course) provided by Department of Government and Public Service, University of Alabama at Birmingham entitled Local Government Planning has the stated objective of providing learners with a general base relating to planning history and practice, planning methodology, critical reasoning and writing skills and presentation skills. The content provided to learners includes: Land use concepts; The Interaction of Geography and Law; The reasons for planning; The history of land use and Law, (including property rights and the owner as planner); Land use zoning; Constitutional & policy issues relating to urban planning; The relationship between zoning and planning; The Planning process and the master plan; Subdivision of land, its regulation and land development; Land use planning methods (including land planning area; planning information systems; The Economy; Infrastructure and community facilities; capital improvement programs; Direction setting; The citizen and planning action; Land use design methods; Land classification planning; Integrating community facilities with land use; Evaluation and impact migration; Development management planning); Ethics of planning, planning professional development.

A related course from the same institution entitled "Urban development and Planning" (an important facet of local government planning) contains knowledge areas relating to: Urban life an policy in the United States; Globalisation and economic restructuring; Urban poverty, inner-city concentration of poverty and neighbourhood distress; Race and urban poverty in the Global Economy; Segregation, poverty and geographical opportunity ("American Apartheid'); Exodus and modern day sprawl.

Because these courses are provided at university level it would approximate as NQF6 or NQF7. Despite the relatively higher level, the course is far more focused on equipping learners with concrete knowledge of real world local government planning issues. i.e. Land law, use, zoning, economics and demographics as well as planning in relation to critical social issues

These certificate length qualifications may compare with other tertiary level qualifications in South Africa (an issue outside this investigation) failing which it would seem that these topic areas should be articulated in a future NQF6 or NQF7 Qualification.

Australia:

The territory if Queensland in Australia has an Integrated Planning Act, 1997. The purpose of this legislation is to provide a process for assessing and deciding development applications in Queensland. The act deals with ensuring desired environmental outcomes, compliance with state planning policies, regional planning.

Conclusion:

The focus of this qualification at NQF5 is to provide skills relating the concepts of integration planning and the planning process itself. A similar qualification to this one could not be found internationally. The focus on integrated planning is critical in South Africa, which has to deal with historical developmental distortions and must accordingly maximise the use of public resources to address these developmental issues.

ARTICULATION OPTIONS

This Qualification articulates vertically and horizontally with the following Qualifications:

> Town and Regional Planning, Development Planning, Public Management and Administration Levels 5, Municipal Finance and Administration Level 6, Public Finance Management and Administration Level 5.

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant 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 5 (five) years' practical, relevant occupational experience in urban and regional development and integrated development planning.
> To be registered as an assessor with the relevant ETQA.
> To be in possession of a Qualification in Town and Regional Planning, Development Planning or Public Management and Administration at an NQF Level 6 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	120305 Analyse the role that emotional intelligence plays in leadership	Level 5	8	Recommended
Core	120499 Design and implement a set of engagement and participation processes, systems and events in support of the integrated development planning process in a municipality	Level 5	8	Draft – Prep for P Comment
Core	120500 Evaluate the effectiveness and efficiency of the integrated development planning processes	Level 5	12	Draft – Prep for P Comment
Core	120501 Demonstrate an understanding of the legal implications and principles of the concepts of 'developmental local government' and 'integrated development planning' for governance in a municipal area	Level 5	6	Draft – Prep for P Comment
Core	120503 Design integrated development planning and review processes for a municipality	Level 5	8	Draft – Prep for P Comment
Core	120504 Determine the impact and policy implications of the concepts of 'integrated sustainable development' and 'sustainable human settlements' for a municipal area	Level 5	8	Draft – Prep for P Comment
Core	120505 Support the development of appropriate institutional capacity in Integrated Development Planning (IDP) processes and leverage coordination	Level 5	8	Draft – Prep for P Comment
Core	120508 Determine the development mandate and direction of a municipal area	Level 5	10	Draft – Prep for P Comment
Core	120509 Assess and support the implementation of strategies and strategic programmes and interventions	Level 5	8	Draft – Prep for P Comment

Core	116364 Plan a municipal budgeting and reporting cycle	Level 6	8	Registered
Core	120502 Facilitate municipal wide information gathering and the compilation of an updated integrated municipal development profile	Level 6	8	Draft - Prep for P Comment
Core	120507 Draw up a strategic development municipal agenda to address the key municipal development challenges in an integrated and sustainable manner	Level 6	8	Draft - Prep for P Comment
Elective	10140 Apply a range of project management tools	Level 4	8	Reregistered
Elective	14667 Describe and apply the management functions of an organization	Level 4	10	Registered
Elective	10146 Supervise a project team of a developmental project to deliver project objectives	Level 5	14	Reregistered
Elective	15216 Create opportunities for innovation and lead projects to meet innovative ideas	Level 5	4	Registered
Elective	115395 Apply and explain the generic business process and value chain model	Level 5	12	Registered
Elective	115401 Apply the basic principles of issue management	Level 5	8	Registered
Elective	115407 Apply the principles of change management in the workplace	Level 5	10	Registered
Elective	116924 Implement a programme of diversity management in the workplace	Level 5	14	Registered
Elective	119350 Apply accounting principles and procedures in the preparation of reports and decision making	Level 5	15	Registered
Elective	120506 Facilitate Integrated Development Planning events	Level 5	12	Draft - Prep for P Comment
Fundamental	115405 Apply Principles of Knowledge Management to Organisational Transformation	Level 5	10	Registered
Fundamental	119346 Apply sound communication principles in the coordination of selected public sector communications programmes	Level 5	10	Registered
Fundamental	120311 Apply visionary leadership to develop strategy	Level 5	10	Recommended

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UNIT STANDARD: 1

Design and implement a set of engagement and participation processes, systems and events in support of the integrated development planning process in a municipality

SAQA US ID	UNIT STANDARD TITLE		
120499	Design and implement a set of engagement and participation processes, systems and events in support of the integrated development planning process in a municipality		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Public Administration and Management	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Public Administration

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Identify and engage the participation of all relevant stakeholders to ensure and win support for appropriate public participation in the IDP process.

SPECIFIC OUTCOME 2

Identify all the relevant mechanisms required to ensure maximum participation in IDP process.

SPECIFIC OUTCOME 3

Establish the relevant institutional and governance arrangements and structures to develop, monitor and review the IDP.

SPECIFIC OUTCOME 4

Capacitate the various role players to understand, effectively take part in, and implement the IDP process and strategic priorities of the municipality.

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SAQA

UNIT STANDARD: 2

Evaluate the effectiveness and efficiency of the integrated development planning processes

SAQA US ID	UNIT STANDARD TITLE		
120500	Evaluate the effectiveness and efficiency of the integrated development planning processes		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Public Administration and Management	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Public Administration
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	12	Level 5	Regular

SPECIFIC OUTCOME   1

Monitor and report on the progress towards the achievement of targets and projects set out in the business plans, on a quarterly and annual basis.

SPECIFIC OUTCOME   2

Monitor and report on the progress towards the achievement of targets and projects set out in the business plans, on an annual and five yearly basis.

SPECIFIC OUTCOME   3

Provide recommendations and revisions to improve effectiveness and efficiency of the integrated development planning processes, plans and practices in the municipality and on development in the municipal area.

SPECIFIC OUTCOME   4

Evaluate integrated development planning in terms of its underlying principles.

SPECIFIC OUTCOME   5

Evaluate the integrated development planning and implementation process in terms of a range of governance principles, concepts and tools.

SPECIFIC OUTCOME   6

Evaluate the effectiveness and efficiency of the integrated development planning processes and implementation of the IDP.

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UNIT STANDARD:　　　　　　　　　　3

Demonstrate an understanding of the legal implications and principles of the concepts of 'developmental local government' and 'integrated development planning' for governance in a municipal area

SAQA US ID	UNIT STANDARD TITLE		
120501	Demonstrate an understanding of the legal implications and principles of the concepts of 'developmental local government' and 'integrated development planning' for governance in a municipal area		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Public Administration and Management	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Public Administration
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	6	Level 5	Regular

SPECIFIC OUTCOME　1

Demonstrate and understanding of relevant legislation and policies.

SPECIFIC OUTCOME　2

Demonstrate an understanding of the core powers and functions of a municipal government in terms of relevant legislation and policies.

SPECIFIC OUTCOME　3

Demonstrate an understanding of the role of other spheres of government and role players in municipal areas.

SPECIFIC OUTCOME　4

Demonstrate an ability to apply the principles of municipal integrated development planning in relation to other role players and spheres of government.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 4

Facilitate municipal wide information gathering and the compilation of an updated integrated municipal development profile

SAQA US ID	UNIT STANDARD TITLE		
120502	Facilitate municipal wide information gathering and the compilation of an updated integrated municipal development profile		
SGB NAME		**ORGANISING FIELD ID**	**PROVIDER NAME**
SGB Public Administration and Management		3	
UNIT STANDARD TYPE		**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**
Regular		Business, Commerce and Management Studies	Public Administration
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	8	Level 6	Regular

SPECIFIC OUTCOME 1

Gather, interpret, analyse and present relevant geographic, statistical and other information.

SPECIFIC OUTCOME 2

Analyse and synthesise the critical development challenges, strengths, opportunities of the municipal area and economy.

SPECIFIC OUTCOME 3

Analyse and synthesise the critical governance challenges, strengths, opportunities of the municipality and other role players in the municipal area.

SPECIFIC OUTCOME 4

Achieve consensus and commitment on long and medium term municipal-wide development priorities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 5

Design integrated development planning and review processes for a municipality

SAQA US ID	UNIT STANDARD TITLE		
120503	Design integrated development planning and review processes for a municipality		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Public Administration and Management	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**	
Regular	Business, Commerce and Management Studies	Public Administration	
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Determine the framework for IDP and the nature of the IDP in A, B, and C municipalities.

SPECIFIC OUTCOME 2

Design the process to ensure an IDP is drawn up, an IDP process followed, and an IDP reviewed that is legal compliant and contributes toward development and governance in the municipal area.

SPECIFIC OUTCOME 3

Identify and design the IDP implementation and review process to relate to when implementing IDP programme.

SPECIFIC OUTCOME 4

Design the IDP process to support alignment between the three spheres of government in the municipal area.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 6

Determine the impact and policy implications of the concepts of 'integrated sustainable development' and 'sustainable human settlements' for a municipal area

SAQA US ID	UNIT STANDARD TITLE		
120504	Determine the impact and policy implications of the concepts of 'integrated sustainable development' and 'sustainable human settlements' for a municipal area		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Public Administration and Management	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Public Administration
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME   1

Demonstrate an understanding of the key developmental challenges in a municipality.

SPECIFIC OUTCOME   2

Identify and demonstrate an understanding of the interrelationships between the key developmental challenges in a municipality.

SPECIFIC OUTCOME   3

Demonstrate an understanding of the nature, importance, opportunities and challenges for sustainable development.

SPECIFIC OUTCOME   4

Demonstrate an understanding of the value, nature, importance of government's development approach to address development challenges in a sustainable and integrated way.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　　　　　7

Support the development of appropriate institutional capacity in Integrated Development Planning (IDP) processes and leverage coordination

SAQA US ID	UNIT STANDARD TITLE		
120505	Support the development of appropriate institutional capacity in Integrated Development Planning (IDP) processes and leverage coordination		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Public Administration and Management	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Public Administration
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME　1

Ensure synergy between the integrated development plan in a municipality, the organisational structure, and the relevant human and other resources especially to draw up and implement in accordance with the IDP.

SPECIFIC OUTCOME　2

Contribute to preparing a municipal budget that reflects an integrated development plan.

SPECIFIC OUTCOME　3

Ensure co-ordination between the integrated development plan and core functional areas, plans and activities in the municipality.

SPECIFIC OUTCOME　4

Ensure that knowledge management systems are designed and implemented in support of the integrated development planning process in a municipality.

SPECIFIC OUTCOME　5

Ensure buy-in and commitment for the process proposed to design and implement the IDP process.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 8

Facilitate Integrated Development Planning events

SAQA US ID	UNIT STANDARD TITLE		
120506	Facilitate Integrated Development Planning events		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME
SGB Public Administration and Management	3	

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Business, Commerce and Management Studies	Public Administration

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 5	Regular

SPECIFIC OUTCOME   1

Demonstrate an understanding of and explain the elements of development facilitation and their interconnections.

SPECIFIC OUTCOME   2

Plan and prepare facilitated events and implement follow-up procedures after the event is undertaken.

SPECIFIC OUTCOME   3

Work with groups of people participating in facilitated events.

SPECIFIC OUTCOME   4

Access and utilise a toolbox of procedures related to the process.

SPECIFIC OUTCOME   5

Respond to the process as it unfolds.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 9

Draw up a strategic development municipal agenda to address the key municipal development challenges in an integrated and sustainable manner

SAQA US ID	UNIT STANDARD TITLE		
120507	Draw up a strategic development municipal agenda to address the key municipal development challenges in an integrated and sustainable manner		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME**
SGB Public Administration and Management	3		
UNIT STANDARD TYPE	**ORGANISING FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Business, Commerce and Management Studies		Public Administration
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	8	Level 6	Regular

SPECIFIC OUTCOME 1

Facilitate the development of a medium term agenda for strategic development for a district/metropolitan municipal area.

SPECIFIC OUTCOME 2

Ensure the development of intervention strategies to guide investment and action of the municipality.

SPECIFIC OUTCOME 3

Ensure the development of integrated programmes and plans to give effect to and inform the development direction, strategic agenda, strategies and guiding principles.

SPECIFIC OUTCOME 4

Ensure the review of integrated programmes to determine that strategic agenda is being achieved.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Determine the development mandate and direction of a municipal area

SAQA US ID	UNIT STANDARD TITLE		
120508	Determine the development mandate and direction of a municipal area		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Public Administration and Management	3		

UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Public Administration	

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 5	Regular

SPECIFIC OUTCOME 1

Facilitate the development of a vision statement for the municipal area.

SPECIFIC OUTCOME 2

Determine the strategic long-term direction for the development of the district and metropolitan municipal area.

SPECIFIC OUTCOME 3

Determine underlying values and principles to guide development direction.

SPECIFIC OUTCOME 4

Ensure impact and guidance by the long term municipal vision and strategies.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 11

Assess and support the implementation of strategies and strategic programmes and interventions

SAQA US ID	UNIT STANDARD TITLE		
120509	Assess and support the implementation of strategies and strategic programmes and interventions		
SGB NAME		**ORGANISING FIELD ID**	**PROVIDER NAME**
SGB Public Administration and Management		3	
UNIT STANDARD TYPE		**ORGANISING FIELD DESCRIPTION**	**SUBFIELD DESCRIPTION**
Regular		Business, Commerce and Management Studies	Public Administration
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME   1

Extract and consolidate specific area based project plans, in terms of the medium term municipal priorities, targets and integrated strategies.

SPECIFIC OUTCOME   2

Guide the development and review of municipal operational plans and line department business plans in support of the development direction, strategic agenda and intervention strategies.

SPECIFIC OUTCOME   3

Extract and consolidate annual business plans for line departments/functional units in terms of the strategic development direction and agenda and intervention strategies.

SPECIFIC OUTCOME   4

Facilitate the design of and obtain a commitment to agreements on development of specific areas/issues with relevant private/public agencies/institutions/role players.

No. 1173   **9 December 2005**

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 12, Physical Planning and Construction, 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 Organising Field invite submissions from interested parties wishing to serve on such an SGB. Interested parties should take note of the section on SGB Information below.

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the Organising Field at the address below by not later than **13 January 2006.** All correspondence should be marked **SGB Town and Regional Planning** and be addressed to:

The Director: Standards Setting and Development SAQA *Attention: Mr. E. Brown* Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012 - 482 0992 e-mail: ebrown@saqa.org.za

SGB INFORMATION

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

a.   generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;

b.   update and review standards;

c.   recommend standards and qualifications to Organising Field;

d.   recommend criteria for the registration of assessors and moderators or moderating bodies; and

e.   perform such other functions as may from time-to-time be delegated by their Organising Field.

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 Organising Field, 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 Organising Field 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 TOWN AND REGIONAL PLANNING IN ORGANISING FIELD 12, PHYSICAL PLANNING AND CONSTRUCTION

The Directorate for Standards Setting and Development hereby gives notice to register a Standards Generation Body (SGB) for Town and Regional Planning in Organising Field 12, Physical Planning and Construction, in order to generate and review standards and qualifications in the Town and Regional Planning fields from NQF Levels 1-8, from 01 January 2006 to 30th January 2009.

PROPOSED BRIEF OF THE SGB

1. Identify transformation, development and equity issues relevant to the sub-field Physical Planning and Design in Organising Field 12 and develop mechanisms to include these issues within qualifications as envisaged in 2 below [Regulation 24 (1) (e)].

2. Generate Qualifications and standards at NQF levels 4 to 8 in Town and Regional Planning and assessment criteria according to SAQA requirements in respect of the qualifications listed below [Regulation 24 (1) (b)].

   - National Certificates (NQF Level 1-5)
   - National Diplomas (NQF Levels 5 & 6)
   - Bachelor's Degrees (NQF Level 6)
   - Honours Degrees (NQF 7)
   - Masters and Doctoral Level Degrees (NQF 8 +)

3. Recommend the Unit Standards and Qualifications generated in 2 above to SAQA [Regulation 24 (1)(c)].

4. Recommend criteria for the registration of assessors and moderators or moderating bodies for Town and Regional Planning [Regulation 24 (1)(d)].

5. Review already registered Qualifications and Unit Standards that have reached the end of their registration period and make recommendations on their re-registration [regulation 24 (1)(b)].

6. Maintain liaison during the process of developing standards and qualifications with other Standards Generating Bodies in the Field [Regulation 24 (e)(1)].

7. Accept and perform other related functions as requested by Organising Field 12 [regulation 24 (1)(e)].

PROPOSED COMPOSITION OF THE SGB

NAME OF NOMINEE	WORKPLACE	NOMINATING BODY	QUALIFICATIONS/ EXPERIENCE
Adam, A	Partner, MCA Urban and Environmental Planners	Planning and Environment MCA Urban and Environmental Planners Assocation	Masters:Town and Regional Planning • Partner, MCA Urban and Environmental Planners • Associate: Chittenden Nicks Partnership. • Manager: Student Support, Technikon Sa • Planner: Western Cape Regional Services Council
Arendse, A	Department of Housing	Housing Association	• Masters: City and Regional Planning • Director: Dept of Housing • Deputy Director: Dept of Land Affairs • Chief Planner: Land Affairs
Bhyat, M	Management Consultant	Management Association	MSc. Remote Sensing • MD: Utilize IT (Pty) Ltd • CEO: OKMS • Chief Director: Corporate Informatics: Office of Premier, Gauteng • Chief Director: Development Info. Systems
Berrisford, S	Town and Regional Planner	Planning Law Association	Masters: City and Regional Planning • Director: Land Development Facilitation, Dept of Land Affairs • Principal Planer: Greater Jhb Transitional Metropolitan Council • Planning professional CT City Council
Bikam, P	University of Venda	University of Venda	PhD Energy Planning • Senior Lecturer and HOD at University of Venda • Lectured at University of Nigeria:
Chetty, T	Tongaat-Hulett	SAPOA	Masters: Town and Regional Planning

	Group		• Member of KZN Provincial Council of SAPOA • Vice President of SAPOA (National)
De Ridder, E	University of the Free State	University Free State, Tourism Planning	MSc. Urban and Regional Planning • Lecturer at the Dept of Town and Regional Planning: UOF • Town Planner at Ba-Phalaborwa (1997-2002) • Development and Planning consultant of Zebrine Development Consultants(1995-current) • Also for Shebala Development Consultants (1995-1997)
Klein, G	University of the Witwatersrand	University of the Witwatersrand	Masters: Urban Design • Assistant Town Planner (1978-1980) • Lecturer: Dept of Town and Regional Planning, Wits (1987-1992) • Senior Lecturer (Educational development Officer)1992-2002 • Member of SACTRP
Lerm, JH	Planning Consultant	Association of Consulting Town and Regional Planners	Masters: Town and Regional Planning • Senior Town and Regional Planner at the Directorate: Development Coordination:Widhoek • Head of Town and Regional Planning Sectional: Dept of Regional Affairs: Former Lebowa Government • MD Hannes Lerm and Associates,
Lincoln, G	Durban Institute of Technology	Former Technikon Institutions	Masters: Town and Regional Planning •
Maduna, M	Department of Traditional and Local Government Affairs	South African Planning Institute	Masters: Environmental Planning • Dept of Land, Survey and Physical Planning in Lesotho (1984-1985) • Town and Regional Planner in Kwazulu Department Economic Affairs attached to the Regional Development Planning Section (1985-1989) • Acting Chief Director: Land, Planning and Survey KZN,

			Dept of Local Gov. and Housing (17 May-1999-31 August 1999)
Marais, H	Johannesburg University	Former Technikon Institutions (GIS)	MSc. GIS • Resort maintenance officer: Tshwane Metro Council • Lecturer/Acting HoD: Town and Regional Planning(2003-current)
Masinga, H	Development Planning Consultancy	SAPI, Black Management Forum, Property Developers Association	Masters: Town and Regional Planning • Town Planner- Moreland Development (1995- 2000) • MD (Linda Masinga and Associates Development Planning Consultancy) 2001-currrent
McCarthy, D	Assistant Chief Town Planner, Nelson Mandela	Metropolitan Government Planning	B.Sc. Town and Regional Planning • President of S.A.C.T.R.P • Appointed by MEC to serve as a member of the Eastern Cape Planning Advisory Board(2000) • Appointed by MEC to serve on the Eastern Cape Planning and Development Tribunal (2003 • Assistant Chief Town Planner: Housing and Land Business Unit of the Nelson Mandela Metropolitan Municipality (1995-2003)
Meyer, E	University of Pretoria	University of Pretoria	Bachelor of Town and Regional Planning • Lecturer in the Department of Town and Regional Planning at University of Pretoria
Motsa, A	Development Consultant	Project Management and Small Business Association	Bachelor of Town and Regional Planning • Technical Advisor/Sector Coordinator for CARE SA and Lesotho's Economic Development programmes (2002-2004) • Coordinator/Manager: Khula Enterprise Finance Ltd (1998-1999) • Regional Economic Development Planner for the Eastern Gauteng Services

			Council (1996- 1998)
Naude, H	Development Planner	City of Johannesburg	Bsc. Town and Regional Planning • Senior Town Planner: Johannesburg City Council (1993-1997) • Manager: Metropolitan Development Frameworks with the Greater JHB Metropolitan Council
Platt, C	Consulting Town Planner	SAPI	MA. Town and Regional Planning • Principal: Consulting Town Planner (1992-current) • Senior Town Planner (1990-1992) • Principal Planning Officer: Borough of Pinetown
Schoeman, C	North West University	North West University	D Phil, Urban and Regional Planning •
Singh, P	Consulting Development Planning	SAPI	MA. Environmental Law • Executive Director of Pravin Amar Development Planners • Member of the following organizations: SAPI, IAIA-SA,IWM,USPMI,LEAD,IAP2 and Environmental Law Association
Todes, A	University KZN	University KZN	PhD • Program Director for Planning, School of Architecture, Planning and Housing KZN Univ. • Chair of Research and Higher Degree Committee for the School of Architecture, Planning and Housing
Todeschini. F	Associate professor, UCT	Urban Designers Architects Planners	MA. City Planning MA. Architecture • Published several books on the subject • Professor: School of Architecture, Planning and Geomatics, UCT
Van der Molen, M	Sustainable Development Consultant	Sustainable Development	MA. Town and Regional Planning PhD in Sustainable Development Modeling and indicator setting in process

			• Northern Cape Provincial Urban and Rural Development Strategy Project (lead consultant current) • Northern Cape Department of Housing and Local Government (current) • Institutional realignment and organizational restructuring Housing and Local Government (current)

No. 1174

9 December 2005

Postnet Suite 248
Private Bag x 06
Waterkloof, 0145
SAQA House
1067 Arcadia Street
Hatfield, 0028
Tel (+ 27 12) 431-5000
Fax (+27 12) 431 5039
e-mail: saqainfo@saqa.org.za
Website: www.saqa.org.za
Helpdesk: 086 010 3188

SAQA

12/1/2005

PUBLIC NOTICE BY THE DIRECTORATE STANDARDS SETTING AND DEVELOPMENT OF ITS INTENTION TO PUBLISH IN THE GOVERNMENT GAZETTE ADDITIONAL MEMBERS FOR THE STANDARDS GENERATING BODY FOR ABET EDUCATORS IN ORGANISING FIELD 05, EDUCATION, TRAINING AND DEVELOPMENT

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

ORGANISING FIELD 05: EDUCATION, TRAINING AND DEVELOPMENT

Additional members for the SGB for ABET Educators

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATION/ EXPERIENCE
NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Maropeng, Basimane Joe (Mr)	Light Study College	Light Study College	Masters candidate; MBA; BBA; H.Dip in Human Resource Management; H.Dip in Labour Relations; Certificate: Managing NGOs; Dip: Financial Management; Overseer of ABET Skills training programmes
Isaacs, Ismaiyili (Mr)	National Centre for Education, Training and Development	National Centre for Education, Training and Development	Advanced Diploma for Adult Educators; Community Adult Education Programme; IPM Fellowship; NSB 05 Chairperson; Member of SGBs: Development and Human Rights; Member of project team and curriculum task team for community development at ETDP SETA

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SAQA'S MISSION
"To ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social end economic development of the nation at large"

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Contact details
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Fax: (012) 325-5984
E-mail: infodesk@nlsa.ac.za