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## GOVERNMENT NOTICES

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### SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1302

22 December 2006



### 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 unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards. The unit standards can be accessed via the SAQA web-site at [www.saqqa.org.za](http://www.saqqa.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 22 January 2007***. All correspondence should be marked **Standards Setting – SGB for Public Administration and Management** and addressed to

The Director: Standards Setting and Development  
SAQA

*Attention: Mr. D Mphuthing*

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: [dmphuthing@saqa.org.za](mailto:dmphuthing@saqa.org.za)

DR. S. BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Demonstrate knowledge and understanding of anti-corruption issues in the Public Sector

SAQA US ID	UNIT STANDARD TITLE		
243263	Demonstrate knowledge and understanding of anti-corruption issues in the Public Sector		
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	5	Level 4	Regular

**SPECIFIC OUTCOME 1**

Explain corruption and its manifestations in the Public Sector.

**SPECIFIC OUTCOME 2**

Discuss governance structures that support anti-corruption initiatives in the Public Sector.

**SPECIFIC OUTCOME 3**

Analyse the anti-corruption strategy and procedures of a selected Public Sector Department.

**SPECIFIC OUTCOME 4**

Analyse current events/issues that relate to corruption in the Public Sector.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

2

## Customise an anti-corruption strategy at operational level for a Public Sector Department

SAQA US ID	UNIT STANDARD TITLE		
243264	Customise an anti-corruption strategy at operational level for a Public Sector Department		
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	5	Level 5	Regular

**SPECIFIC OUTCOME 1**

Analyse and interpret the current National anti-corruption strategy and other relevant policy directives.

**SPECIFIC OUTCOME 2**

Contextualise the National anti-corruption strategy in a specific Public Sector Department.

**SPECIFIC OUTCOME 3**

Develop a strategy for a selected Department within the parameters of the National anti-corruption strategy and organisational context.

**SPECIFIC OUTCOME 4**

Suggest a plan to manage the implementation of a proposed Departmental strategy.

No. 1303

22 December 2006

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

**Generic Management**

Registered by 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](http://www.saqa.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address ***below and no later than 22 January 2007***. All correspondence should be marked **Standards Setting – SGB for Generic Management** and addressed to

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

**DR. S. BHIKHA**  
**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## QUALIFICATION:

*National Diploma: Business Management (Motor Retail)*

SAQA QUAL ID		QUALIFICATION TITLE	
57997		National Diploma: Business Management (Motor Retail)	
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Generic Management		3	
QUAL TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD
National Diploma		Business, Commerce and Management Studies	Generic Management
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	244	Level 5	Regular-Unit Stds Based

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

## Purpose:

The purpose of this qualification is to describe the skills, knowledge and values required to lead a business unit of a motor retail business. A motor retail business would typically consist of several different departments or business units, each of which contributes to the overall service provided to customers and the sustainability and profitability of the business as a whole. The motor retail business may also have formal and informal partnerships with other businesses which provide an additional range of services required by companies or the motoring public

This qualification is applicable to any business unit of a motor retail business. Business units include and in some contexts would include a combination of the following:

- > New vehicle sales
- > Used vehicle sales
- > Vehicle finance and insurance
- > Vehicle servicing and repairs
- > Parts and accessories
- > Body repairs
- > Leasing
- > Rental
- > Retail finance and administration
- > Specialised services such as:
  - > Automotive engineering and engine rebuilding
  - > Customising and tuning
  - > Wheels, tyres and shock absorbers
  - > Auto-electrical diagnostics and repairs
  - > Fleet management
  - > Vehicle security, environmental and entertainment systems

Since most motor retail businesses are embedded in communities, the activities which relate to this qualification would also include those related to social responsibility and community outreach, broad-based black economic empowerment, etc.

A further purpose of this qualification is to provide the basis for development projects aimed at broad-based black economic empowerment (BBBEE). Not only does the qualification act as a means to accelerate the development of managers, it also accelerates the development of sustainable enterprises in locations which previously did not enjoy such services.

The specific purpose of this qualification represents the skills, knowledge and understanding required by competent managers of motor retail business units to:

- > Manage motor retail business unit activities to achieve overall business objectives.
- > Manage the business unit's human resources requirements and performance.
- > Implement continuous improvement interventions to ensure that the business unit is run effectively.
- > Manage information, communication and relationships.

This qualification is conceptualised together with the other management of motor retail business qualifications as an integrated set of building blocks which define a career and occupational pathway.

This qualification will form the basis for further learning and development towards the next level of managing operations within a motor retail dealership.

#### **Rationale:**

The way vehicles are sold and maintained, and the way customers are identified, serviced and looked after has changed dramatically and continues to change as dealers and manufacturers respond to increasingly higher consumer expectations, new financing and insurance options, new technology, the globalisation of the industry, safety and environmental challenges and a continuously changing marketplace.

In South Africa, in particular, there are additional challenges posed by the changing demographics of the market, the need for broad-based black empowerment, the roll out of motor retail businesses into previously under-served areas, and the entrance of many new brands into what had been a fairly closed market. These challenges and tougher market conditions in general impact on the sustainability of motor retail businesses.

This has created the need for senior managers and entrepreneurs who have to keep up with changing technology in the automotive industry as well as with new trends in the branding, marketing and selling of vehicles, parts and accessories, while maintaining competitiveness. The traditional development pathway for such managers and owners is no longer sufficient to cope with these demands.

This series of qualifications goes beyond other generic management qualifications since most motor retail businesses fall into the small and medium end of the market, even where they form part of larger corporate entities or automotive manufacturers' operations. As a result, the skills and knowledge required are a unique blend of product and technical knowledge, entrepreneurial skills and management skills.

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

Y

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

The following competencies are assumed for a learner embarking on this qualification:

- > Communication at NQF Level 4.
- > Mathematical Literacy at NQF Level 4.

#### **Recognition of prior learning:**

This qualification may be obtained in whole or in part through a process of RPL. The learner should be thoroughly briefed prior to the assessment and support should be provided to assist the learner in the process of developing a portfolio. The guidelines for integrated assessment should be used to develop the RPL assessment process. As with integrated assessment, 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.

#### **Access to the qualification:**

There is open access to this qualification for learners with a FETC. A workplace is, however, a prerequisite to obtain the relevant work experience and for the assessment of competence related to the Unit Standards and the ELOs of the Qualification.

#### **QUALIFICATION RULES**

The total number of credits for this qualification is 244.

- > Fundamental: 59 Credits

- > Core: 161 Credits
- > Elective: Minimum of 24 Credits from a total of 103 Credits

The elective credits should be chosen in accordance with the requirements of the selected context and the interests of the learner.

Several unit standards developed for other contexts have been selected for this qualification. These unit standards should be contextualised to the motor retail environment.

#### **EXIT LEVEL OUTCOMES**

The Exit Level Outcomes for this qualification reflect a combination of Specific Outcomes and Critical Cross-field Education and Training Outcomes. The way in which the Critical Outcomes have been advanced through the learning required for this qualification is embedded in the way in which the unit standards have been constructed. Critical Outcomes form the basis for acquiring the skills and knowledge and values. The application of these in a specific context results in the achievement of Specific Outcomes. The integration of Specific Outcomes from a variety of unit standards results in the ability to achieve the Exit Level Outcomes.

1. Manage motor retail business unit operation, deliver quality services and meet customer expectations.
2. Perform routine human resources functions, evaluate staff performance and develop and implement plans to improve staff performance.
  - > Range: Routine functions will include recruiting, selecting and placing staff, processing requests, and dealing with issues related to discipline and grievances.
3. Monitor, manage and control assets and costs of a motor retail business unit.
4. Evaluate marketing related activities, identify areas of potential improvement, and develop and implement an action plan to implement improvements.
5. Manage and improve relationships with all motor retail business unit stakeholders.
  - > Range: Stakeholders include customers, prospects, suppliers, other departments, staff, manufacturers, and media.
6. Source information and manage and maintain information and information systems.
  - > Range: Information refers to: compliance-related information e.g. Principal's requirements, licensing requirements of IT systems, information security, governance, record keeping, manual filing of records and papers; and economic, commercial and technical information which could affect the motor retail business unit.

#### **ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > Performance of the motor retail business unit meets operational targets.
  - > Performance is continuously monitored and areas of improvement are identified and addressed.
  - > Activities of the motor retail business unit are aligned with overall motor retail business activities and targets and relevant policies and procedures are understood and applied.
  - > Customer expectations are clarified and action plans developed to meet them.
  - > Customer feedback is obtained and problems are identified and corrected.
    - > Range: Customer feedback refers to motor retail business level measurement, not necessarily national systems. Customer expectation must be reasonable.
  - > Technical, financial and market-related issues can be explained in relation to the operations of the motor retail business unit.
2.
  - > All human resources activities are carried out in accordance with policy, procedures and legislative requirements.
  - > Causes of poor performance are established and plans developed and implemented to rectify deviations.
  - > Staff is supported, coached, mentored and encouraged to implement newly learned skills and knowledge.
  - > Principles of good human resources practice can be explained in relation to activities and events in the business unit.
3.
  - > Stock movements and trends are monitored and managed to optimise availability and an optimum stock mix is maintained.
  - > Assets are monitored and maintained according to motor retail business policies and procedures and

corrective action is taken to maximise return on assets and minimize risks.

- > Costs related to the business unit are managed and relevant reports are generated and issues related to budget and performance communicated.

- > Range: Relevant reports refer to reports on variance, turnover, gross profit, daily and month to date, stock or assets levels, cash sales, etc.

- > Financial principles and good practice are explained and discussed in relation to the financial performance of the business unit.

4.

- > The action plan relates to an overall marketing plan or business strategy.

- > Improvements in marketing activities result in measurable changes in business performance.

- > Issues and improvements are explained and discussed in terms of the marketing principles and theories.

- > Range: Marketing principles and theories include technical factors and market dynamics related to the overall motor retail strategy and objectives.

Issues include marketing related activities, identifying areas of improvement, developing and implementing action plans.

5.

- > Internal and external issues which impact on relationships are identified and responded to.

- > An appropriate approach and appropriate forms of communication are used for each of the stakeholder groups.

- > Improvements to relationships are planned, implemented and evaluated.

- > Communication processes and content are monitored and kept up to date.

- > Range: Processes and content need to be relevant and effective.

6.

- > The accuracy, relevance and validity of the information is monitored and maintained.

- > The integrity of the information system is maintained.

- > Range: Information system may include computerised or paper-based systems.

- > Information on customers, target market and prospects is collected, recorded, structured and stored appropriately.

- > Information relevant to the business is sourced, accessed, analysed, distributed and acted on.

- > Range: Information includes information on customers, target markets, prospects, the motor retail industry, the economy as a whole, keeping up to date with technology and practices related to the motor retail industry and the activities of the specific business unit.

#### Integrated assessment:

The integrated assessment should be based on a summative assessment guide. The guide will specify how the assessor will assess different aspects of the performance and will include:

- > Evaluating evidence in a portfolio of evidence, particularly projects which integrate various aspects of the qualification and which demonstrate the integration of all aspects of learning: fundamental and core; knowledge and skills and values; the development of the critical outcomes.

- > Observing and listening to the learner at work, both in primary activities as well as in other interactions, or in relevant simulations.

- > Asking questions and initiating short discussions to test understanding and to verify other evidence.

- > Looking at records and reports.

- > Formative assessment.

Assessment of competence for this qualification is based on experience acquired by the learner in the workplace, within the particular motor retail context. The assessment process should cover the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the management process.

The assessment process should also establish how the learning process has advanced the Critical Cross-field Outcomes.

The learner may choose in which language he/she 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 presented if pertinent to any of the Exit Level Outcomes.

Assessors should also evaluate evidence that the learner has been performing consistently over a period of time.



## INTERNATIONAL COMPARABILITY

Since the United States and Europe represent the most sophisticated motor retail markets and since many business and management practices originating in these countries influence local business and management practices, the qualifications and courses for review were primarily drawn from there. This influence is also directed by the global vehicle manufacturers whose philosophy and practices strongly influence what has become a global industry.

Far Eastern countries, particularly Japan influence local practices and also education and training programmes, but information is difficult to access or obtain from these countries. The Japanese influence primarily comes through manufacturing and quality improvement programmes such as Kanban and Just-in-Time, Kaizen or Continuous Improvement, lean manufacturing, etc. These are international but they have also found their way from manufacturing into the motor retail business.

In the United States of America and in Europe there is an increasing trend towards the consolidation of individual motor dealerships into larger more structured businesses or franchises. South Africa is following this trend. The implication for the industry is that, as the USA Department of Labour notes in its 2005 overview of career prospects, "Employers increasingly prefer persons with 4-year college degrees in business administration and marketing, particularly in dealers that are larger, more competitive, and more efficient".

This trend is evident in the range of education and training programmes that are offered not only to prepare potential employees for this market, but also for the continuous development of those who are employed by the industry. This ongoing development is illustrated by the number of offerings world-wide which provide a development pathway from business unit manager to those who drive strategy and change in a competitive and demanding industry.

Examples of such international programmes in automobile retail management are listed below and compared to the proposed suite of NQF qualifications:

### USA:

- > Certificate - 1 year
- > Associate degree 2 years
- > Bachelors Degree - 2 years
- > MBA - 1 - 2 years

### UK - all part-time:

- > Post-graduate Certificate - 18 months
- > Post-graduate Diploma - 18 months in addition to certificate
- > MSc - about 12 months

### South Africa:

- > National Diploma NQF 5 - 2 years
- > National Diploma NQF 6 - 2 years
- > Masters Degree NQF 7 - 2 years

Further analysis shows that education programmes for practitioners at a level equivalent to NQF Level 5 vary considerably:

In the USA about 140 two-year colleges offer an associate degree program in the field of automobile marketing and sales. This normally requires two years of full-time study beyond high school.

Typical course work includes the following subjects within a range of more general management, financial, computer and other courses:

- > Retail Promotion
- > Principles of Retailing
- > Retail Merchandising
- > Retail Management
- > Dealership Organization and Management
- > Dealership Computer Systems
- > Principles of Microeconomics
- > Dealership Advertising

- > Variable Operations Management
- > Principles of Marketing
- > Service & Body Shop Management

In the United Kingdom the industry together with the Department of Trades and Industry developed a set of Automotive Retail Standards. These comprise standards for:

- > Essential Knowledge for Retail Automotive Managers
- > Managing Self and Relationships
- > Skills for Effective Communications and Meetings
- > Business Planning, Management and Decision Making
- > Resource Planning and Operational Management
- > Selecting and Managing People
- > Developing Individual and Team Performance
- > Promoting Quality and Continuous Improvement
- > Marketing Planning and Management
- > Developing Customers

Specialisations include Delivering Operational Performance in:

- > New Vehicle sales
- > Used Vehicle sales
- > Fleet sales
- > Service
- > Body shop
- > Parts

Elsewhere business schools such as the Nottingham Business School (Nottingham Trent University) offer a Certificate in Automotive Management, which involves 12 coursework days over 12 - 18 months, which cover the following:

- > Managing self and others
- > The Developing Automotive Industry
- > Managing Information and Communication
- > Managing Financial Resources and Business Planning
- > Managing products and services
- > Introduction to strategy

A further period of 8 days spread over 6 - 8 months results in a Management Certificate and covers the following:

- > Managing self - supervising others
- > Production, products and services
- > Finance, information and communication
- > Developing Automotive and Aftermarket Industry

Other programmes, such as the one at Loughborough University, run over a period of 18 months with a slightly more concentrated set of modules for coursework.

The Lean Enterprise Research Centre at Cardiff University in Wales offers an Automotive Retail Management Programme. The programme is divided into two parts: Part I, which results in a Certificate in Automotive Retail Management, takes place over the first 12 months, and ends with the first case study exercise. Those successfully completing Part I can either transfer directly on to Part II, or postpone this move, and join a later programme. Part II takes place over the second 12 month period, when in addition to the second case study exercise, participants also complete a Special Project. The programme is part-time and participants attend the business school for 3 day sessions for 7 to 8 months in each of the two years. The contents of the programme include:

The certificate portion of the programme covers the following:

- > Automotive Retailing & Distribution
- > Automotive Market Dynamics
- > Human Resource Management
- > Finance & Accounting

All these programmes are part-time and use assignments or projects to contextualise the theoretical



modules.

#### Conclusion:

The South African qualification combines most of the elements found in these international qualifications. In particular it includes the following elements:

- > Motor retail and automotive specific elements
- > Generic management topics
- > An element of research
- > A combination of theory and practice

The contents of international courses and modules are reflected clearly in the exit level outcomes of this qualification and in the related assessment criteria and in the unit standards (specific outcomes, the assessment criteria and the essential embedded knowledge).

While some of the international qualifications appear to focus largely on the dealerships, this qualification is designed to straddle the divide between the independent dealers (entrepreneurs and franchises) and the increasing trend towards motor retail businesses becoming part of larger corporate groups. This qualification caters for a wider range of motor retail businesses, including traditional dealerships and other combinations of motor retail related services and products, where the practitioner will be the manager of a business unit or department within a larger entity.

This qualification is designed to provide for the needs of those who follow the entrepreneurial route of the independent retailers while optimising the management and development of the business through the application of corporate best practice.

#### References

##### USA:

- > Automotive Jobs Today <http://www.autojobstoday.org/>
- > Automotive Retailing Today <http://www.autoretailing.org/>
- > Career Guide to Industries, Bureau of Labor Statistics, U.S. Department of Labor - <http://www.bls.gov/oco/cg/cgs025.htm>
- > Minnesota's gateway to career, education, employment and business information - <http://www.iseek.org/sv/22030.jsp?id=162400>
- > National Automobile Dealers Association <http://www.nada.org/Content/>
- > Richard DeVos Graduate School of Management, Northwood University - <http://www.northwood.edu/mi/pr/2005/February/devoslaunchglobal.html> & [http://www.northwood.edu/pdf/mba/2004\\_05GraduateCatalog.pdf](http://www.northwood.edu/pdf/mba/2004_05GraduateCatalog.pdf)
- > The National Association of Minority Automobile Dealers (NAMAD) <http://www.namad.org/>
- > The National Independent Automobile Dealers Association - <http://www.niada.com/>

##### UK:

- > Automotive Retail Management Standards (ARMS) - [http://www.automotive-skills.org.uk/auto/control/StandardsManagementStandards\\_ARMS](http://www.automotive-skills.org.uk/auto/control/StandardsManagementStandards_ARMS)
- > Delphi, in conjunction with Nottingham Business School, Nottingham Trent University, <http://www.delphiauto.co.uk/>
- > Institute of the Motor Industry - <http://www.motor.org.uk/>
- 1997 Manual for Owner Management: Business Management and Development Level 4, Q1027862
- > Loughborough University Business School, Leicestershire - <http://www.lboro.ac.uk/departments/bs/mdc/courses/pgautoman.html>
- > Sewells Information & Research - <http://www.sewells.co.uk/>
- > Sewells Training and Consultancy - <http://www.sewells-training.com>
- > The Lean Enterprise Research Centre, Cardiff University <http://www.cf.ac.uk/carbs/lom/lerc/>

##### France:

- > Groupe ICN Ecole de Management - <http://www.icn-nancy.com/index.php?id=110>

##### Germany:

- > Deutschen Kraftfahrzeuggewerbes <http://www.kfzgewerbe.de/> - <http://www.autoberufe.de/> - <http://www.kfz-betriebswirt.de/>
- > Europäische Fernhochschule Hamburg - <http://www.euro-fh.de/>

**ARTICULATION OPTIONS**

This qualification has been designed and structured so that qualifying learners can move from one context within a motor retail business to another. They would have to acquire the specific knowledge related to the new context and adjust their skills and values accordingly.

Vertical Articulation is possible with:

- > ND: Business Management (Motor Retail), Level 6

Horizontal articulation is possible with:

- > NC: Whole Retail Operation Management, Level 5, SAQA ID: 22154.
- > NC: Retail Marketing, Level 5, SAQA ID: 36056.

**MODERATION OPTIONS**

Moderators for the qualification should be qualified and accredited with an appropriate ETQA.

To assure the quality of the assessment process, the moderation should cover the following:

- > Assessor credentials
- > The assessment instrument
- > The assessment process

Moderators should be registered as assessors with the relevant ETQA.

**CRITERIA FOR THE REGISTRATION OF ASSESSORS**

The following criteria should be applied by the relevant ETQA:

- > Appropriate qualification with a minimum of 2 years' experience of higher-level management in a motor retail environment.
- > Registration as an assessor with a 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	10042 Lead a team of marketers and service providers	Level 5	10	Reregistered
Core	10046 Provide product training to others in the organisation	Level 5	10	Reregistered
Core	10067 Develop customer needs and relationships	Level 5	16	Reregistered
Core	12140 Recruit and select candidates to fill defined positions	Level 5	9	Reregistered
Core	15223 Implement training needs for teams and individuals to upgrade skills levels	Level 5	3	Reregistered
Core	15230 Monitor team members and measure effectiveness of performance	Level 5	4	Reregistered
Core	114485 Manage risks in business	Level 5	15	Registered
Core	114486 Manage stock in frontline service environment	Level 5	15	Registered
Core	114498 Manage a budget for frontline service environment	Level 5	5	Registered
Core	114885 Prepare and communicate a productivity improvement plan for a functional unit	Level 5	6	Registered
Core	243265 Manage assets of a business unit	Level 5	12	Draft - Prep for P Comment
Core	243266 Align activities of own business unit with others in the retail business	Level 5	12	Draft - Prep for P Comment
Core	243267 Apply and continuously improve company policies and procedures	Level 5	10	Draft - Prep for P Comment
Core	243268 Manage the capture, storage and retrieval of business unit information	Level 5	12	Draft - Prep for P Comment
Core	243269 Measure customer satisfaction within a business unit and recommend corrective action	Level 5	14	Draft - Prep for P Comment
Core	10080 Formulate, design and implement customer service delivery systems and processes	Level 6	8	Reregistered

Elective	242819 Motivate and Build a Team	Level 4	10	Registered
Elective	9870 Explain and practically apply the fundamentals of vehicle finance and insurance	Level 5	15	Reregistered
Elective	9872 Provide options on heavy commercial vehicles and add-on products for heavy commercial vehicle industry	Level 5	7	Reregistered
Elective	10066 Establish customer needs and relationships	Level 5	16	Reregistered
Elective	10148 Supervise a project team of a business project to deliver project objectives	Level 5	14	Reregistered
Elective	15233 Harness diversity and build on strengths of a diverse working environment	Level 5	3	Reregistered
Elective	15237 Build teams to meet set goals and objectives	Level 5	3	Reregistered
Elective	114226 Interpret and manage conflicts within the workplace	Level 5	8	Registered
Elective	116923 Implement an employment equity programme in a company	Level 5	14	Registered
Elective	243270 Analyse market needs and trends and source and price pre-owned vehicles	Level 5	14	Draft - Prep for P Comment
Fundamental	13948 Negotiate an agreement or deal in an authentic work situation	Level 4	5	Reregistered
Fundamental	10041 Conduct a marketing situational analysis	Level 5	5	Reregistered
Fundamental	10045 Identify product features, advantages and benefits to the customer	Level 5	10	Reregistered
Fundamental	10343 Develop and maintain a client database for Contact Centres	Level 5	12	Reregistered
Fundamental	10622 Conduct communication within a business environment	Level 5	8	Reregistered
Fundamental	15225 Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	4	Reregistered
Fundamental	15226 Implement systems to meet the flow of information in a team, department or division	Level 5	3	Reregistered
Fundamental	15234 Apply efficient time management to the work of a department/division/section	Level 5	4	Reregistered
Fundamental	15238 Devise and apply strategies to establish and maintain relationships	Level 5	3	Reregistered
Fundamental	230070 Present an informed argument on a current issue in a business sector	Level 5	5	Registered



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

## Manage assets of a business unit

SAQA US ID	UNIT STANDARD TITLE		
243265	Manage assets of a business unit		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 5	Regular

**SPECIFIC OUTCOME 1**

Review the current status and condition of the assets of the business unit and identify opportunities for improvement, or problems.

**SPECIFIC OUTCOME 2**

Develop and implement action plans to improve the efficiency of, or to correct problems in, the use of the assets of the business unit.

**SPECIFIC OUTCOME 3**

Manage and monitor the use of motor retail business unit assets.

**SPECIFIC OUTCOME 4**

Analyse and interpret reports and present them to relevant stakeholders.

**SPECIFIC OUTCOME 5**

Discuss and explain issues related to managing the assets of a motor retail department.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Align activities of own business unit with others in the retail business

SAQA US ID	UNIT STANDARD TITLE		
243266	Align activities of own business unit with others in the retail business		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 5	Regular

**SPECIFIC OUTCOME 1**

Identify key business drivers of a motor retail business unit.

**SPECIFIC OUTCOME 2**

Contribute to the development of joint strategies for the motor retail business.

**SPECIFIC OUTCOME 3**

Develop and implement plans to implement the joint strategies within own business unit.

**SPECIFIC OUTCOME 4**

Maintain effective communication with other business units of the motor retail business, suppliers and sub-contractors.

**SPECIFIC OUTCOME 5**

Measure and report on the effectiveness of the application of the joint strategies by the business unit.

**SPECIFIC OUTCOME 6**

Discuss and explain issues related to the impact of business unit decisions on other business units in a motor retail business, suppliers and sub-contractors.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

3

## Apply and continuously improve company policies and procedures

SAQA US ID	UNIT STANDARD TITLE		
243267	Apply and continuously improve company policies and procedures		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 5	Regular

**SPECIFIC OUTCOME 1**

Identify and access company policies and procedures documentation.

**SPECIFIC OUTCOME 2**

Educate team members/staff about the content, purpose and application of the policies and procedures.

**SPECIFIC OUTCOME 3**

Implement and monitor the application of policies and procedures within own business unit.

**SPECIFIC OUTCOME 4**

Evaluate the effectiveness of policies and procedures on business unit activities and take corrective action where required.

**SPECIFIC OUTCOME 5**

Evaluate the impact of external changes on the policies and procedures of the business unit and take corrective action where required.

**SPECIFIC OUTCOME 6**

Discuss and explain issues related to the application of company policies and procedures within a motor retail department.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

4

## Manage the capture, storage and retrieval of business unit information

SAQA US ID	UNIT STANDARD TITLE		
243268	Manage the capture, storage and retrieval of business unit information		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 5	Regular

**SPECIFIC OUTCOME 1**

Organise, control and monitor the collection and capturing of information required to manage a motor retail business unit.

**SPECIFIC OUTCOME 2**

Organise, control and monitor the storing and maintenance of information required to manage a business unit.

**SPECIFIC OUTCOME 3**

Organise, control and monitor the retrieval of information in a business unit.

**SPECIFIC OUTCOME 4**

Monitor and maintain the information system.

**SPECIFIC OUTCOME 5**

Implement, monitor and evaluate activities to secure the information and the information system.

**SPECIFIC OUTCOME 6**

Extract, analyse and use information for a defined purpose.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Measure customer satisfaction within a business unit and recommend corrective action

SAQA US ID	UNIT STANDARD TITLE		
243269	Measure customer satisfaction within a business unit and recommend corrective action		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	14	Level 5	Regular

**SPECIFIC OUTCOME 1**

Obtain and evaluate customer feedback and determine the scope of new measurement.

**SPECIFIC OUTCOME 2**

Select, or select and adapt a tool to measure customer satisfaction.

**SPECIFIC OUTCOME 3**

Implement and monitor a measurement process/programme.

**SPECIFIC OUTCOME 4**

Interpret and evaluate results and make recommendations.

**SPECIFIC OUTCOME 5**

Discuss and explain issues related to measuring customer satisfaction and recommending corrective action.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

6

## Analyse market needs and trends and source and price pre-owned vehicles

SAQA US ID	UNIT STANDARD TITLE		
243270	Analyse market needs and trends and source and price pre-owned vehicles		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	14	Level 5	Regular

**SPECIFIC OUTCOME 1**

Track, analyse and monitor information related to market conditions and determine type, price and number of vehicles required.

**SPECIFIC OUTCOME 2**

Locate potential vehicles: appraise, select and procure vehicles.

**SPECIFIC OUTCOME 3**

Determine reconditioning requirements, authorise work and check quality of reconditioned vehicles.

**SPECIFIC OUTCOME 4**

Determine pricing of vehicles.

**SPECIFIC OUTCOME 5**

Compile documentation and make reports.

**SPECIFIC OUTCOME 6**

Discuss and explain issues related to analysing market needs and trends and sourcing and pricing pre-owned vehicles.

No. 1304

22 December 2006

**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

**Forensic Science**

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The full qualification and unit standards can be accessed via the SAQA web-site at [www.saqg.org.za](http://www.saqg.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address **below and no later than 22 January 2007**. All correspondence should be marked **Standards Setting – Forensic Science** and addressed to

The Director: Standards Setting and Development  
SAQA

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

or faxed to 012 – 431-5144  
e-mail: [dmphuthing@saqa.org.za](mailto:dmphuthing@saqa.org.za)

**DR. S. BHIKHA**  
**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## QUALIFICATION:

*National Certificate: Forensic Biology*

SAQA QUAL ID		QUALIFICATION TITLE	
57977		National Certificate: Forensic Biology	
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Forensic Science		8	
QUAL TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD
National Certificate		Law, Military Science and Security	Safety in Society
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	121	Level 6	Regular-Unit Stds Based

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

## Purpose:

This qualification will formalize a learning pathway in the field of forensic biology, and will assist in setting the standard of competence required for entrance into this professional field.

Moreover, it will allow other professions that are linked to forensic science the opportunity to obtain knowledge of this specific field and its multiple sub-fields. The qualification will be a vehicle of transformation within the forensic biology sector.

Qualifying learners will be equipped with the underpinning detailed knowledge in forensic science required to examine forensic exhibit material. This will support the learner to understand the principles required for performing forensic examinations and analyses. They will be able to specialise in fields of forensic science such as performing DNA analyses or entomology or forensic anthropology or hair comparisons. The learners will be equipped to explain findings contested which are based on the underlying principles used in forensic molecular biology.

Qualified learners will be able to apply their skills in a forensic science laboratory in either the public or private sectors. The qualified learner will be able to work as a forensic examiner and operate within a laboratory to analyse forensic evidence in order to determine its evidential value for a specific case. Qualified learners will be able to present specialised forensic evidence in support of the expert evidence in a court of law. The principles of forensic science can be applied to the field of law enforcement. In the private and public sectors qualified learners will be able to deliver efficient forensic services by implementing good business practice. Learners accredited with this qualification will also be able to identify, investigate, analyse, justify and implement solutions for problems that traverse the different specialised fields within forensic science.

Qualifying learners will be able to:

- > Apply current legislation, regulations, standards and ethics in performing forensic examinations.
- > Apply scientific principles in forensic biological examinations.
- > Gather and preserve evidence and information in support of forensic examinations.
- > Perform forensic examination on exhibit material.

In addition to the above a learner will be able to specialize in one of the following three learning areas:

- > DNA analyses.
- > Hair Comparisons.
- > Facial Reconstruction.
- > Entomology.

**Rationale:**

The challenges of safety in society are multi-levelled and complex, especially in the forensic scientific arena. Forensic science plays an important role in the South African judicial system and therefore has to be developed to its full potential. It has to fulfill its role as a specialized field within the physical sciences and its role within the law enforcement service. However, it is in its role as a scientific instrument to serve the judiciary that forensic science has much to offer South Africa.

The sector of forensic science requires skilled persons to deliver on the increasing demand for competencies within this sector. The forensic science sector is a diverse sector with many areas of specialization. This qualification addresses the demand within the specialization area of forensic biology. Forensic biology is used primarily within the field of law enforcement and also within certain health related environments. The sector demands highly skilled and knowledgeable persons who have extensive knowledge of biology as used within forensic examinations. This theoretical knowledge must be applied within the practical field of forensic science.

Physical evidence collection is of the utmost importance and has an influence on judicial and legal processes. In the field of forensic biology forensic, examiners are required to examine exhibit material and make findings for the judicial process. Biological evidence may exonerate a person thought to be involved in a scene or may place them as being present. This qualification will enable learners to work and function within the forensic biological environment.

A national objective is to develop a competent professional group of personnel to perform forensic science examinations and make findings which will assist the courts of law to exonerate the innocent or successfully prosecute the guilty. The qualification will allow the forensic science fraternity to provide a more effective service that will improve community satisfaction and position them to fulfil their mission of creating a safe and service environment for all who live in South Africa.

**RECOGNIZE PREVIOUS LEARNING?**

Y

**LEARNING ASSUMED TO BE IN PLACE**

- > Computer Literacy at NQF Level 3.
- > 57651: National Certificate: Forensic Science, NQF Level 5 or a BSc in Molecular Biology.

**Recognition of Prior Learning:**

This qualification may be obtained through the Recognition of Prior Learning. 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.

Learners who have met the requirements of any unit standard in this Qualification may be assessed against the assessment criteria and specific outcomes for the relevant unit standard/s. Evidence for Recognition of Prior Learning can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

**Access to the qualification:**

FETC at NQF Level 4 or equivalent.

It is preferable that the learner has completed the National Certificate: Forensic Science at NQF Level 5 or a BSc in Molecular Biology.

Learners with certain physical disabilities, such as colour blindness, may not be able to successfully complete this qualification, because some of the forensic science techniques require the learner to make distinctions between different colours.

**QUALIFICATION RULES****Fundamental:**

- > Learners are required to achieve all 20 credits in the Fundamental Component.

**Core:**

> Learners are required to achieve all 51 credits in the Core Component.

Elective:

> The Elective unit standard category is open ended to allow the learner to choose the credits associated to the Elective unit standards from any discipline that would add value to the purpose of the qualification or the learners own development on a learning pathway within the sector.

> Learners must achieve at least 50 credits from the Elective Component of the qualification.

> Learners must choose at least one Elective specialization. All unit standards within that specialization must be completed. The remaining credits must be chosen from the set of general Elective standards.

Blood spatter patterns specialization:

> 243245: "Evaluate bloodstain pattern evidence", Level 6, 5 Credits.

> 243243: "Justify the quality of collected bloodstain pattern evidence", Level 6, 10 Credits.

> 243257: "Reconstruct events using bloodstain pattern analysis", Level 7, 10 Credits.

> 243246: "Perform blood spatter pattern analysis", Level 6, 5 Credits.

Facial reconstruction specialization:

> 243250: "Perform facial reconstructions", Level 6, 15 Credits.

> 243254: "Perform forensic anthropology examinations", Level 6, 15 Credits.

> 243258: "Perform forensic art", Level 6, 10 Credits.

Forensic Entomology specialization:

> 243248: "Apply entomological principles in forensic investigations", Level 6, 10 Credits.

Hair specialization:

> 243248: "Apply entomological principles in forensic investigations", Level 6, 10 Credits.

DNA specialization:

> 243255: "Demonstrate knowledge of forensic DNA typing", Level 6, 10 Credits.

> 243256: "Isolate DNA", Level 6, 10 Credits.

> 243249: "Quantify DNA Isolates", Level 6, 15 Credits.

> 243244: "Amplify DNA with the polymerase chain reaction", Level 6, 10 Credits.

> 243259: "Separate DNA fragments", Level 6, 13 Credits.

and one of the following:

> 243251: "Evaluate quality of DNA data", Level 6, 5 Credits.

or

> 243252: "Interpret DNA results from a statistical perspective", Level 6, 10 Credits.

#### **EXIT LEVEL OUTCOMES**

1. Apply current legislation, regulations, standards and ethics in performing forensic biological examinations.

2. Apply scientific principles in forensic biological examinations.

3. Gather and preserve evidence and information in support of forensic biological examinations.

4. Perform forensic biological examination on exhibit material.

Critical Cross-Field Outcomes:

> Problem solving is covered in that a learner must be able to identify procedures to be followed when performing forensic biological examinations.

> Working in a team is covered in that a learner must recognise that he or she is required to work as part of a team during all phases when performing forensic biology examinations.

> Self management in that the learner is responsible for organising and managing him/herself when carrying out his/her responsibilities in performing forensic biology examinations.

> Learners are required to collect, analyse, organise and critically evaluate information in relation to the collection of information around performing forensic biology examinations.

- > Learners are required to communicate with all role players science examination using a variety of communication methods.
- > Learners are required to use science and technology through the examination of exhibit material and performing forensic biology examinations.
- > Learners are required to see the world as a set of related systems in that, their conduct and decisions whilst performing forensic science examinations have an impact on others in the working environment.
- > Contribute to the full personal development of the learner that in order to participate as responsible citizens in the community the learner is mindful of cultural and religious sensitivities in performing forensic biology examinations.

#### **ASSOCIATED ASSESSMENT CRITERIA**

1:

- > Information required in forensic biological examinations is communicated to role players within legal prescripts.
- > Confidentiality is maintained when communicating in an forensic pathology support environment.
- > Laboratory information management systems are utilised to ensure that the integrity of the chain of custody is maintained.
- > National Quality Assurance Standards are applied within the forensic biology field.
- > Range: Standards refer to the current SA National Accreditation System standards.
- > Legal prescripts pertaining to forensic biological examinations is applied in forensic biological examinations.

2:

- > Laboratory practices are applied within a forensic biological examination.
- > Occupational Health and Safety (OH&S) principles are applied to ensure compliance with legal prescripts.
- > Environmental practices are applied in forensic biological examinations.
- > The mandate of forensic biological examinations is established within given specifications.
- > The result of a finding is justified by verifying the use and maintenance of equipment, the techniques used and the selected procedures followed.

3:

- > The integrity of the chain of custody and exhibit material is confirmed for use in the criminal justice process.
- > Findings, results and procedures used are reviewed for consistency.

4:

- > Biological examinations are performed on exhibit material in order to provide results for interpretation.
- > Results from forensic biological examinations are interpreted in order to make a finding for a court of law.
- > Processing of evidential material is performed in accordance with legal prescripts.

#### **Integrated assessment:**

The applied competence (practical, foundational and reflective) of this qualification will be achieved if a learner is able to achieve all exit level outcomes of the qualification. The identification and solving of known problems, team work, organising self, using of data, implication of actions and reactions in the world as a set of related systems must be assessed during any combination of practical, foundational and reflective competencies assessment methods and tools to determine the individual development and integration of applied knowledge and skills.

Certain exit level outcomes are measurable and verifiable through assessment criteria assessed in a single assessment. Applicable assessment tool(s) to establish the foundational, reflective and embedded knowledge to problem solving and application of the world as a set of related systems within the Policing environment. Competence will be assessed when conducting formative and summative assessment.

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

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

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



applied and foundational competencies of the learner.

### **INTERNATIONAL COMPARABILITY**

This qualification was compared to courses presented in Europe, North America, South America and Africa on the basis of their content and the respective aspects or fields addressed. Currently Europe and North America are regarded as the leaders within the field of forensic biology. A comparison was also done with developing continents such as Africa and South America.

> North America:

National Institute of Justice (NIJ) Report:

The NIJ published a report that embodies the best practice, entitled "Education and Training in Forensic Science: A Guide for Forensic Science.

Laboratories, Educational Institutions, and Students", in June 2004. The Technical Working Group for Education and Training in Forensic Science consisted of forty eight (48) representatives of "forensic science educators, laboratory directors, forensic science trainers, education professionals, prosecutors, and defence attorneys" from the United States.

The Technical Working Group identified the following professional skills as "essential to an individual's effectiveness as a forensic science professional": critical thinking (quantitative reasoning and problem solving), decision making, good laboratory practices, awareness of laboratory safety, observation and attention to detail, computer proficiency, interpersonal skills, public speaking, oral and written communication, time management and prioritisation of tasks. In addition the following knowledge, skills and abilities were deemed as essential for pre-employment preparation: quality assurance; ethics; professional standards of behaviour; evidence control; report writing; scientific method, inductive and deductive reasoning; statistics, and safety.

The following core elements were identified for a forensic science curriculum: introduction to law/justice system, ethics/professional practice, forensic science specialty overview, evidence identification, collection, and processing, quality assurance, courtroom testimony, technical or scientific writing. Model criteria for training programmes were identified as:

- > "Standards of conduct" - includes professional ethics training.
- > Safety - includes biological, chemical, and physical hazards.
- > Policy - includes such administrative and laboratory policies as standard operating procedures, quality assurance, accreditation, and security.
- > Legal - includes expert testimony, depositions, rules of evidence, criminal and civil law and procedures, and evidence authentication.
- > Evidence handling - includes interdisciplinary issues; recognition, collection, and preservation of evidence; and chain of custody.
- > Communication - includes written, verbal, and nonverbal communication skills; report writing; exhibit and pre-trial preparation; and trial presentation."

The above guidelines represent international best practice in the field of forensic science education and training. All of the above aspects are extensively addressed in the proposed National Certificate: Forensic Science Qualification (NQF5) in separate unit standards. The proposed National Certificate: Forensic Biology (NQF6) builds on the core elements, at higher levels of competency, of the above forensic science curriculum by integrating them in various unit standards to ensure that these competencies support the specialized forensic science examinations.

Furthermore, after the above criteria are addressed, training/ learning programmes then focus on specialized examinations of forensic science. The elective component of the proposed National Certificate: Forensic Biology (NQF6) addresses the specialized forensic examinations.

In addition to the NIJ report twenty-seven (27) forensic science qualifications from seventeen (17) education and training providers were compared to the qualification. The qualification compares well with qualifications from North America in terms of the scope and depth of the qualification. Aspects included in the core of the qualification were also identified as essential in qualifications from this continent.

> Europe:

Qualifications from the following countries were compared: United Kingdom and British Isles, Turkey, Italy, India, Switzerland, Germany and Poland. Europe and the United States are regarded as the world leaders

of forensic science training and education. Twenty-two (22) forensic science qualifications and sixteen (16) unit standards from thirteen (13) education and training providers were compared to the qualification. The qualification is in line with the level of training and education of this continent, and address the common core and elective components of qualifications in this region. The elective components of the National Certificate: Forensic Biology level 6 such as the DNA elective unit standard cluster reflects most of the competencies found in Europe as the unit standards reflect internationally accepted standards, techniques and equipment.

> South America:

Chile has the most comparable infrastructure and socio-economic development levels to that of South Africa. It is thus an excellent benchmark for this qualification in terms of the development of specialised services and the training of specialised forensic science officers. As in this qualification, the training programmes in Chile also address the formative and holistic development of the learner (such as conduct research and presenting evidence in a court). The training programmes in Chile compare well with the qualification, and both address formative aspects, developmental aspects, as well as specialised courses (i.e. the electives of the qualification) for specialised examinations.

> Africa:

No formal forensic science education and training currently exists on the continent. Twenty three (23) universities from sixteen (16) African countries were investigated for forensic science training programmes. In 2004 an African Forensic Sciences Service Workshop was hosted by South Africa, and representatives from the following countries attended: Botswana, Kenya, Lesotho, Malawi, Namibia, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe. The meeting determined that no forensic science education and training programs existed in Africa. All the countries in attendance indicated a need for a qualification in forensic biology. The National Certificate Forensic Biology qualification could therefore be used as a benchmark for entry level Forensic Science qualifications and the proposed National Diploma Forensic Science qualification (NQF6) for specialization in the field of forensic science and as chosen by the learner from the electives.

The proposed qualification was consulted at a session held at the 1st African Forensic Science Conference. The qualification features internationally articulation at the first degree level or as a post graduate diploma or at some countries elements thereof are addressed in a Master of Science degree together with a research dissertation.

#### **ARTICULATION OPTIONS**

This qualification articulates horizontally with:

- > BSc Degree: Molecular Biology.

This qualification articulates vertically with:

- > BSc Honours Degree: Molecular Biology.
- > BTech: Biology.

#### **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, and 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:



- > 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 Conduct Outcomes-based assessment at NQF Level 5.
- > Well-developed subject matter expertise within forensic biology.
- > Competent in the exit level outcomes of this qualification.
- > 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.)*

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	114301 Optimise laboratory activities	Level 5	16	Registered
Core	117434 Conduct research	Level 7	15	Registered
Core	117435 Provide expert evidence in court	Level 7	15	Registered
Core	243260 Audit and review forensic findings	Level 7	5	Draft - Prep for P Comment
Elective	243243 Justify the quality of collected bloodstain pattern evidence	Level 6	10	Draft - Prep for P Comment
Elective	243244 Amplify DNA with the polymerase chain reaction	Level 6	10	Draft - Prep for P Comment
Elective	243245 Evaluate bloodstain pattern evidence	Level 6	5	Draft - Prep for P Comment
Elective	243246 Perform blood spatter pattern analysis	Level 6	5	Draft - Prep for P Comment
Elective	243247 Perform forensic microscopic identification and individualisation of hair	Level 6	20	Draft - Prep for P Comment
Elective	243248 Apply entomological principles in forensic investigations	Level 6	10	Draft - Prep for P Comment
Elective	243249 Quantify DNA Isolates	Level 6	15	Draft - Prep for P Comment
Elective	243250 Perform facial reconstructions	Level 6	15	Draft - Prep for P Comment
Elective	243251 Evaluate quality of DNA data	Level 6	5	Draft - Prep for P Comment
Elective	243252 Interpret DNA results from a statistical perspective	Level 6	10	Draft - Prep for P Comment
Elective	243254 Perform forensic anthropology examinations	Level 6	15	Draft - Prep for P Comment
Elective	243255 Demonstrate knowledge of forensic DNA typing	Level 6	10	Draft - Prep for P Comment
Elective	243256 Isolate DNA	Level 6	10	Draft - Prep for P Comment
Elective	243258 Perform forensic art	Level 6	10	Draft - Prep for P Comment
Elective	243259 Separate DNA fragments	Level 6	13	Draft - Prep for P Comment
Elective	243257 Reconstruct events using bloodstain pattern analysis	Level 7	10	Draft - Prep for P Comment
Fundamental	243253 Reconstruct an incident scene	Level 6	20	Draft - Prep for P Comment



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

1

## Justify the quality of collected bloodstain pattern evidence

SAQA US ID	UNIT STANDARD TITLE		
243243	Justify the quality of collected bloodstain pattern evidence		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Forensic Science	8		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Safety in Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 6	Regular

**SPECIFIC OUTCOME 1**

Evaluate the role of photographs when analysing bloodstain patterns.

**SPECIFIC OUTCOME 2**

Sketch the relative position of a bloodstain pattern.

**SPECIFIC OUTCOME 3**

Interpret the location and nature of bloodstain pattern evidence.

**SPECIFIC OUTCOME 4**

Collate physical bloodstain evidence for identification purposes.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

## Amplify DNA with the polymerase chain reaction

SAQA US ID	UNIT STANDARD TITLE		
243244	Amplify DNA with the polymerase chain reaction		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Forensic Science	8		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Safety in Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 6	Regular

**SPECIFIC OUTCOME 1**

Prepare the master mix.

**SPECIFIC OUTCOME 2**

Prepare the final reaction mix for amplification.

**SPECIFIC OUTCOME 3**

Amplify DNA using the polymerase chain reaction.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

3

## Evaluate bloodstain pattern evidence

SAQA US ID	UNIT STANDARD TITLE		
243245	Evaluate bloodstain pattern evidence		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Forensic Science	8		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Safety in Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 6	Regular

**SPECIFIC OUTCOME 1**

Analyse the bloodstain pattern evidence in a given incident scene.

**SPECIFIC OUTCOME 2**

Determine the exact position of each identified well-formed bloodstain.

**SPECIFIC OUTCOME 3**

Classify bloodstain pattern evidence.

**SPECIFIC OUTCOME 4**

Determine the causing mechanism of the bloodstain pattern.

**SPECIFIC OUTCOME 5**

Evaluate the dynamics of blood droplets during flight and impact.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

## Perform blood spatter pattern analysis

SAQA US ID	UNIT STANDARD TITLE		
243246	Perform blood spatter pattern analysis		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Forensic Science	8		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Safety in Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 6	Regular

**SPECIFIC OUTCOME 1**

Explain the physiological characteristics of blood in terms of their influence on bloodstain pattern analysis.

**SPECIFIC OUTCOME 2**

Explain the physical factors of blood which influence bloodstain pattern analysis.

**SPECIFIC OUTCOME 3**

Apply mathematical principles in order to determine area of origin.

**SPECIFIC OUTCOME 4**

Apply principles of physics with regard to bloodstain pattern analysis.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

## Perform forensic microscopic identification and individualisation of hair

SAQA US ID	UNIT STANDARD TITLE		
243247	Perform forensic microscopic identification and individualisation of hair		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Forensic Science	8		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Safety in Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	20	Level 6	Regular

**SPECIFIC OUTCOME 1**

Apply microscopic principles on hair comparisons.

**SPECIFIC OUTCOME 2**

Select and evaluate hair samples for microscopic examination.

**SPECIFIC OUTCOME 3**

Explain hair morphology.

**SPECIFIC OUTCOME 4**

Identify animal hair.

**SPECIFIC OUTCOME 5**

Individualise human hair.

**SPECIFIC OUTCOME 6**

Make forensic findings on hair comparison examinations.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

## Apply entomological principles in forensic investigations

SAQA US ID	UNIT STANDARD TITLE		
243248	Apply entomological principles in forensic investigations		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Forensic Science	8		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Safety in Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 6	Regular

**SPECIFIC OUTCOME 1**

Provide forensic entomology information at a scene of death.

**SPECIFIC OUTCOME 2**

Assess the scene of death to collate entomological findings in a given situation.

**SPECIFIC OUTCOME 3**

Collect insects for forensic examinations purposes.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

## Quantify DNA Isolates

SAQA US ID		UNIT STANDARD TITLE	
243249		Quantify DNA Isolates	
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Forensic Science		8	
UNIT STANDARD TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Law, Military Science and Security	Safety in Society
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	15	Level 6	Regular

**SPECIFIC OUTCOME 1**

Prepare reagents and DNA isolates for quantification purposes.

**SPECIFIC OUTCOME 2**

Verify the operational status of equipment for DNA analysis.

**SPECIFIC OUTCOME 3**

Perform quantification on DNA isolates.

**SPECIFIC OUTCOME 4**

Evaluate disposition of samples.

**SPECIFIC OUTCOME 5**

Evaluate quantification results.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

## Perform facial reconstructions

SAQA US ID	UNIT STANDARD TITLE		
243250	Perform facial reconstructions		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Forensic Science	8		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Safety in Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	15	Level 6	Regular

**SPECIFIC OUTCOME 1**

Reconstruct the skull.

**SPECIFIC OUTCOME 2**

Compare images of an individual with their skeletal remains.

**SPECIFIC OUTCOME 3**

Demonstrate an understanding of the role of forensic art within forensic examinations.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

9

## Evaluate quality of DNA data

SAQA US ID	UNIT STANDARD TITLE		
243251	Evaluate quality of DNA data		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Forensic Science	8		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Safety in Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 6	Regular

**SPECIFIC OUTCOME 1**

Evaluate the operating principles of specialised software.

**SPECIFIC OUTCOME 2**

Analyse raw DNA data processing using specialised systems.

**SPECIFIC OUTCOME 3**

Evaluate processed DNA data generated by specialised systems.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

10

## Interpret DNA results from a statistical perspective

SAQA US ID	UNIT STANDARD TITLE		
243252	Interpret DNA results from a statistical perspective		
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Forensic Science		8	
UNIT STANDARD TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Law, Military Science and Security	Safety in Society
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 6	Regular

**SPECIFIC OUTCOME 1**

Explain underlying principles of population genetics in forensic examinations.

**SPECIFIC OUTCOME 2**

Demonstrate knowledge of concepts in population databases.

**SPECIFIC OUTCOME 3**

Calculate match probability of DNA profiles in paternity casework.

**SPECIFIC OUTCOME 4**

Justify DNA statistical findings.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

11

## Reconstruct an incident scene

SAQA US ID	UNIT STANDARD TITLE		
243253	Reconstruct an incident scene		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Forensic Science	8		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Safety in Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	20	Level 6	Regular

**SPECIFIC OUTCOME 1**

Analyse the incident scene for the purpose of reconstructing the scene.

**SPECIFIC OUTCOME 2**

Collate tangible physical evidence.

**SPECIFIC OUTCOME 3**

Review the quality of reconstruction scenes in a given situation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

## Perform forensic anthropology examinations

SAQA US ID	UNIT STANDARD TITLE		
243254	Perform forensic anthropology examinations		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Forensic Science	8		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Safety in Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	15	Level 6	Regular

**SPECIFIC OUTCOME 1**

Explain principles of osteology which relate to forensic anthropology examinations.

**SPECIFIC OUTCOME 2**

Conduct the exhumation of human skeletal remains within a given incident scene.

**SPECIFIC OUTCOME 3**

Estimate time since death.

**SPECIFIC OUTCOME 4**

Explain the identification processes of skeletal remains.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

## Demonstrate knowledge of forensic DNA typing

SAQA US ID	UNIT STANDARD TITLE		
243255	Demonstrate knowledge of forensic DNA typing		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Forensic Science	8		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Safety in Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 6	Regular

**SPECIFIC OUTCOME 1**

Assess forensic DNA typing applications.

**SPECIFIC OUTCOME 2**

Evaluate Short Tandem Repeats.

**SPECIFIC OUTCOME 3**

Apply DNA intelligence screening in forensic investigations.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

## Isolate DNA

SAQA US ID	UNIT STANDARD TITLE		
243256	Isolate DNA		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Forensic Science	8		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Safety in Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 6	Regular

**SPECIFIC OUTCOME 1**

Prepare reagents for isolation purposes.

**SPECIFIC OUTCOME 2**

Prepare samples for DNA isolation.

**SPECIFIC OUTCOME 3**

Assess equipment used in DNA isolation.

**SPECIFIC OUTCOME 4**

Perform DNA isolation on samples.

**SPECIFIC OUTCOME 5**

Handle samples and isolated DNA.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

## Reconstruct events using bloodstain pattern analysis

SAQA US ID	UNIT STANDARD TITLE		
243257	Reconstruct events using bloodstain pattern analysis		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Forensic Science	8		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Safety in Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 7	Regular

**SPECIFIC OUTCOME 1**

Analyse methods used to reconstruct events.

**SPECIFIC OUTCOME 2**

Reconstruct the event with the aid of stringing.

**SPECIFIC OUTCOME 3**

Reconstruct an event using scientific methods.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

16

## Perform forensic art

SAQA US ID	UNIT STANDARD TITLE		
243258	Perform forensic art		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Forensic Science	8		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Safety in Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 6	Regular

**SPECIFIC OUTCOME 1**

Use and apply facial anatomy constructs in forensic art.

**SPECIFIC OUTCOME 2**

Sketch and reconstruct a human face for the purpose of identification.

**SPECIFIC OUTCOME 3**

Sketch a postmortem facial drawing.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

17

## Separate DNA fragments

SAQA US ID		UNIT STANDARD TITLE	
243259		Separate DNA fragments	
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Forensic Science		8	
UNIT STANDARD TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Law, Military Science and Security	Safety in Society
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	13	Level 6	Regular

**SPECIFIC OUTCOME 1**

Explain electrophoresis principles.

**SPECIFIC OUTCOME 2**

Inspect equipment for fragment separation use.

**SPECIFIC OUTCOME 3**

Perform fragment separation by running samples in the separation medium.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

18

## Audit and review forensic findings

SAQA US ID	UNIT STANDARD TITLE		
243260	Audit and review forensic findings		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Forensic Science	8		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Law, Military Science and Security	Safety in Society	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 7	Regular

**SPECIFIC OUTCOME 1**

Evaluate the evidential recovery process.

**SPECIFIC OUTCOME 2**

Evaluate the examination and interpretation of forensic findings.

**SPECIFIC OUTCOME 3**

Verify statistical conclusions in a given situation.

No. 1305

22 December 2006

**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

**Hiring Services**

registered by NSB 11, Services, publishes the following unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards. The unit standards can be accessed via the SAQA web-site at [www.saqg.org.za](http://www.saqg.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield.

Comment on the unit standards should reach SAQA at the address *below and no later than 22 January 2007*. All correspondence should be marked **Standards Setting – SGB for Hiring Services** and addressed to

The Director: Standards Setting and Development

SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431 5144

e-mail: [dmphuthing@saqa.org.za](mailto:dmphuthing@saqa.org.za)

DR. S. BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

1

## Supervise, inspect and control the use of Temporary Suspended Platforms

SAQA US ID	UNIT STANDARD TITLE		
243271	Supervise, inspect and control the use of Temporary Suspended Platforms		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Hiring Services	11		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Services	Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

**SPECIFIC OUTCOME 1**

Demonstrate knowledge and understanding of different types of Temporary Suspended Platforms.

**SPECIFIC OUTCOME 2**

Control installation and testing of Temporary Suspended Platforms in the workplace.

**SPECIFIC OUTCOME 3**

Monitor and control safe working practices of Temporary Suspended Platform operators.

**SPECIFIC OUTCOME 4**

Maintain safe use of the Temporary Suspended Platforms in the workplace.

**SPECIFIC OUTCOME 5**

Identify hazards and risks to Temporary Suspended Platform users and implement measures to prevent injuries.

**SPECIFIC OUTCOME 6**

Control the repositioning of the Temporary Suspended Platform.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

2

## Operate a Mobile Elevating Work Platform (MEWP)

SAQA US ID	UNIT STANDARD TITLE		
243272	Operate a Mobile Elevating Work Platform (MEWP)		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Hiring Services	11		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Services	Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 2	Regular

**SPECIFIC OUTCOME 1**

Identify applications to decide on appropriate Mobile Elevating Work Platform to be used.

**SPECIFIC OUTCOME 2**

Assess risks in the work environment to prevent and eliminate safety hazards.

**SPECIFIC OUTCOME 3**

Conduct pre-operation inspection of Mobile Elevating Work Platform.

**SPECIFIC OUTCOME 4**

Place people, tools and equipment correctly and safely on Mobile Elevating Work Platform.

**SPECIFIC OUTCOME 5**

Operate a Mobile Elevating Work Platform.

**SPECIFIC OUTCOME 6**

Conduct shut-down procedures and stow Mobile Elevating Work Platform safely.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

3

## Monitor and control the safety and operations of Mobile Elevating Work Platforms

SAQA US ID	UNIT STANDARD TITLE		
243273	Monitor and control the safety and operations of Mobile Elevating Work Platforms		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Hiring Services	11		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Services	Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

**SPECIFIC OUTCOME 1**

Make use of safe operating procedures and practices of Mobile Elevating Work Platforms.

**SPECIFIC OUTCOME 2**

Correct and safe placement of people, tools and equipment onto Mobile Elevating Work Platforms.

**SPECIFIC OUTCOME 3**

Oversee shut down procedures.

**SPECIFIC OUTCOME 4**

Build and maintain operator's capacity.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

4

## Monitor and control the use of prefabricated aluminium alloy scaffolding

SAQA US ID	UNIT STANDARD TITLE		
243274	Monitor and control the use of prefabricated aluminium alloy scaffolding		
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Hiring Services		11	
UNIT STANDARD TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Services	Cleaning, Domestic, Hiring, Property and Rescue Services
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

**SPECIFIC OUTCOME 1**

Demonstrate knowledge and understanding of prefabricated aluminium alloy scaffolding compliance.

**SPECIFIC OUTCOME 2**

Interpret job specifications and requirements.

**SPECIFIC OUTCOME 3**

Assess site risks and accessibility.

**SPECIFIC OUTCOME 4**

Organise and control of the prefabricated aluminium alloy scaffolding operations.

**SPECIFIC OUTCOME 5**

Control the moving and repositioning of the prefabricated aluminium alloy scaffolding.

**SPECIFIC OUTCOME 6**

Organise and control dismantling and site clearance procedures.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

5

## Erect and dismantle prefabricated aluminium alloy scaffolding

SAQA US ID	UNIT STANDARD TITLE		
243275	Erect and dismantle prefabricated aluminium alloy scaffolding		
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Hiring Services		11	
UNIT STANDARD TYPE		ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Services	Cleaning, Domestic, Hiring, Property and Rescue Services
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 1	Regular

**SPECIFIC OUTCOME 1**

Explain prefabricated aluminium alloy scaffolding and scaffold components.

**SPECIFIC OUTCOME 2**

Prepare to erect prefabricated aluminium alloy scaffolding.

**SPECIFIC OUTCOME 3**

Erect prefabricated aluminium alloy scaffolding.

**SPECIFIC OUTCOME 4**

Dismantle and store scaffolding.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

## Manage the transportation of mobile elevated work platforms (MEWP)

SAQA US ID	UNIT STANDARD TITLE		
243276	Manage the transportation of mobile elevated work platforms (MEWP)		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Hiring Services	11		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Services	Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 4	Regular

**SPECIFIC OUTCOME 1**

Identify and determine correct means of transport for mobile elevated working platform.

**SPECIFIC OUTCOME 2**

Conduct pre-trip planning.

**SPECIFIC OUTCOME 3**

Load and off-load mobile elevated working platform/s onto or off transport vehicle.

**SPECIFIC OUTCOME 4**

Conduct tie-down and release procedures.