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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 13

14 January 2005

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Established in terms of Act 58 of 1995

6 January 2005

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

NSB 09 : HEALTH SCIENCE AND SOCIAL SERVICES

Additional Names for the SGB for Probation Work

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
E N Dineka	Department of Social Development: Gauteng Province	NEHAWU	B A: Social Work; Various short courses in Probation Work and HIV/AIDS; 12 years' field experience in social work, restorative justice and probation work

NSB 08 : LAW, MILITARY SCIENCE AND SECURITY

Additional Names for the SGB Combat Weapons Maintenance

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
P A Lancaster	South African Navy	South African Navy	N4 Mechanical Engineering Completed programmes in: Management Military Training Educational Technology Curriculum, Learning Guide Design and Project Management Brain Integration Training Programme Accredited assessor and moderator in the ETD field Diploma in HRD Training and Development Mechanical Training Officer: 2 years Training Evaluator Project Manager: 4 years Senior instructor

SAQA'S MISSION

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

SR Tilley	South African Navy	South African Navy	N4 Machanotechnology, Engineering Science, Mathematics Assessor Skills Development Facilitator Management Military Training Senior Instructor Training Evaluator Competency based Modular Training Material Compiler
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NSB 08 : LAW, MILITARY SCIENCE AND SECURITY

Additional name for the SGB for Sheriffs

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
CM Adams	UNISA	UNISA	B Proc, LLM

NSB 08 : LAW, MILITARY SCIENCE AND SECURITY

Additional names for the SGB for Military Professional Development

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
JE Ellis	Department of Defence	Department of Defence	BA (Mil), Hon B Mil, MA
KE Kashane	Department of Defence	Department of Defence	B Com Hon

NSB 08 : LAW, MILITARY SCIENCE AND SECURITY

Additional names for the SGB for Corrections

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
JJ Coetzee	Department of Correctional Services.	Department of Correctional Services.	BA, BA Hon, M Phil, Doctorate, Masters in Administration
AM Khambule	Department of Correctional Services.	Department of Correctional Services.	BA Social Sciences, Hon Social Sciences, MA Social Sciences.



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 and economic development of the nation at large."



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

Sheriffs

Registered by NSB 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 qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at www.saqqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address **below and no later than 14 February 2005**. All correspondence should be marked **Standards Setting – Sheriffs** and addressed to

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


DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate in Law Enforcement: Sheriffing

SAQA QUAL ID	QUALIFICATION TITLE	
49336	National Certificate in Law Enforcement: Sheriffing	
SGB NAME	SGB for Sheriffs	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
LMS-5-National Certificate	National Certificate	Justice in Society
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
123	Level 5	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DAT	REGISTRATION END DATE

PURPOSE AND RATIONALE OF THE QUALIFICATION

This qualification will contribute to the further development of the learner within the sheriffs' profession by providing recognition, further mobility and transportability. A person acquiring this qualification will be able to use it as an entry into the profession whilst being able to contribute to its professionalisation. The learner will have an understanding of civil law and its enforcement and show responsibility by independently and effectively managing themselves and others. The learner will be able to interact with a range of people within the diverse South African context and enhance professional service delivery.

This qualification both reflects the benchmark for sheriffing in Sub-Saharan countries and for the first time, allows the learner to obtain a nationally recognised qualification in Sheriffing in South Africa. This qualification will also assist in changing the perceptions in respect of the lack of good governance, professionalism and expertise within the sheriffs' environment that will improve the image and relationships between sheriffs and the community.

Qualifying learners will be able to:

- > Establish and manage effective workplace relationships utilising business skills and processes; and communication skills.
- > Contribute to the development of the workplace environment.
- > Function as a law enforcement officer by serving and executing all processes in compliance with relevant law.
- > Supervise workplace information, operations and systems to meet organisational requirements.
- > Manage personal work priorities and professional development.

The qualification will reflect that the person is capable of operating effectively in the specific culture of the sheriffs' environment and able to execute their duties as a sheriff within the framework of the law. The skills, knowledge and understanding demonstrated within this qualification are essential for a beneficial impact on the civil justice system, social and economic transformation and upliftment within the South African society. The qualification aims at developing a competent and professional work force to ensure the effective delivery of relevant and appropriate sheriffs products and services.

Rationale

In the Sheriffs' professional environment sheriffs are exposed on a daily basis to situations that necessitate thorough knowledge of the law and their responsibilities in executing court orders to avoid liability, negligence, infringements of human rights and transgressions of the Sheriff's Act, 1986 [Act 90 of 1986, as amended]. The sector has emphasised the importance and need to promote good governance, professionalism and the need for transformation. Transformation is a constitutional imperative to redress inequity through the provision of access to previously disadvantaged individuals as well as to advance

service delivery in the field. It is with this focus in mind that the design of this qualification includes elements of professionalism, human rights, law, financial accounting etc.

This qualification therefore reflects the workplace-based needs of the sector, justice in society, that are expressed by employers and employees, both for current and future purposes. It provides the learner with accessibility to be employed within the sector, with specific references to the sheriffing environment and provides the flexibility to pursue different careers in the broader law enforcement environment.

This qualification reflects the need of the sheriffing community for competencies that will enable the learner to take responsibility for the serving of documents and execution of judgements within the legal framework within which they operate. In addition, it will improve the quality with which sheriffs' duties are exercised and enhance the professional image of the sheriffing community while contributing towards greater confidence in the sheriffs' profession as a core part of the civil justice system.

This qualification provides learners with opportunities for professional development and a career in law enforcement as a sheriff. The qualification will empower the qualifying learner to operate as an unbiased official of the court responsible for service and execution. The qualification also provides the learner with advancement opportunities within the broader law enforcement community.

This qualification allows for the further development of learners in the sheriffs' professional environment through vertical mobility to higher-level qualifications and horizontally to qualifications on the same level but in a different discipline. The qualification assists learners in critically evaluating information and exercising appropriate professional judgement. The level of flexibility within the range of electives will also allow the individual to pursue further specialisation within law enforcement.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that candidates embarking on learning towards this qualification are already competent in the following areas (which can also be achieved through RPL):

- > Computer literacy NQF Level 3.
- > Basic Functional Computer literacy skills for electronic communication including creating and storing data.
- > Oral and written communication skills NQF Level 4.
- > Numerical skills NQF Level 3.

This will facilitate the entry of the majority of our learners who have not had the benefit of a strong mathematical and science foundation.

Recognition of prior learning

This qualification may 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.

QUALIFICATION RULES

- > Fundamental-Credits 18
- > Core-Credits 85
- > Elective-Credits 20

EXIT LEVEL OUTCOMES

1. Establish and manage effective workplace relationships by utilising business skills and processes; and communication skills.

Associative Unit Standards:

- > 14609 - Participate in management of conflict.
- > 11791 - Use language and Communication strategies for vocational and occupation learning.
- > 15234 - Apply efficient time management to the work of a department/division/section.
- > 12153 - Use the writing process to compose texts required in the business environment.
- > 10140 - Apply a range of project management tools.
- > 15238 - Devise and apply strategies to establish and maintain relationships.

> 14155 - Create and maintain positive workplace relationships.

2. Contribute to the development of the workplace environment in line with Constitutional imperatives.

Associative Unit Standards:

> 15093 - Demonstrate insight into democracy as a form of governance and its implications for a diverse society.

> 15233 - Harness diversity and build on strengths of a diverse working environment.

3. Function as a law enforcement officer by serving and executing all processes in compliance with relevant law.

Associative Unit Standards:

> 117983 - Serve process, notice or document by the Sheriff of the Court.

> 117984 - Execute court judgements in line with relevant law.

> 15225 - Identify and interpret related legislation and its impact on the team, department or division and ensure compliance.

> 11979 - Identify and apply relevant law in general relating to policing.

4. Supervise workplace information, operations and systems to meet organisational requirements.

Associative Unit Standards:

> 110531 □ Plan, organise and control the day-to-day administration of an office support function.

> 15236 - Apply financial analysis.

> 7468 - Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues.

> 110526 - Plan, organise, implement and control record-keeping systems.

> 7866 Plan, organise and monitor work in own area of responsibility.

> 114272 - Analyse complaints and reports relating to referred disputes and select appropriate resolution process.

5. Manage personal work priorities and professional development in line with sheriffing and related professions.

Associative Unit Standards:

> Any 20 credits from the Elective unit standards.

ASSOCIATED ASSESSMENT CRITERIA

1.

> Information to achieve work responsibilities is collected from appropriate sources.

> The methods used in communication is appropriate to the audience and takes into account social and cultural diversity.

> People are treated with integrity, respect and empathy regardless of culture, gender, class, "race" and belief systems.

> The organisation's social, ethical, and business standards are used to develop and maintain positive relationships aligned to human rights.

> Problems are identified and analysed during conflict resolution and action is taken to rectify the situation with minimal disruption to performance.

2.

> Democratic principles are applied and its implications reviewed or analysed in a diverse society.

> Diversity is harnessed and the strengths of people are used to improve the work environment.

> Work processes and procedures reflect the diversity of the workplace in line with labour requirements.

> The financial aspects of personal, business and national issues are investigated and monitored through the use of mathematical skills.

3.

> Different aspects of the law impacting on the functions of the sheriff are applied in accordance with the law and prescribed professional values and ethics.

> Processes, notices and documents are served and judgements are executed according to relevant legal prescripts.

> The duties of service and execution are performed with due regard for a human rights and inclusivity culture as contained in the bill of rights.

> All administrative requirements are performed according to internal policies and statutory provisions.

- > Specialised functions relating to execution are performed and recorded according to statutory provisions.
- > Related legislation are identified and interpreted to measure impact on the team, department or division and ensure compliance to regulations
- > Conflict is managed for improvement of relationships according to the labour relations law as set out by office practices.
- > Efficient time management is applied in meeting objectives.

4.

- > An office support function is provided through planning, organising and controlling the day-to-day administration.
- > Financial analysis is applied to ensure sound financial practices in the preparation and maintenance of financial records and statements in accordance with (GAAP) General Accepted Accounting Practices.
- > Record-keeping systems are planned, organised, implemented and controlled in line with sheriffing requirements.
- > Own work area is planned, organised and monitored to ensure maximum contribution and professionalism which reflect the roles, responsibilities and the accountabilities of a sheriff.
- > Complaints and reports are analysed relating to referred disputes and appropriate resolution process is selected in accordance with guidelines and requirements
- > Strategies to establish and maintain relationships are devised and applied to meet organisational requirements and adjusted to diverse social and cultural contexts.

5.

- > Personal qualities and performance serves as a role model through using the sheriffs code of conduct.
- > Competing demands are prioritised by using personal, team and the organisation's goals and objectives
- > Technology is used efficiently and effectively to manage work priorities and commitments in line with office requirements.
- > Feedback from clients and colleagues is used to identify and develop ways to improve competence in respect of Batho Pele service excellence principles.
- > Management development opportunities suitable to personal learning styles are selected and used to develop competence in sheriffing and related professions.

Integrated Assessment

Assessors need to include a variety of assessment methods that can determine practical abilities, theoretical understanding and the ability to integrate information.

The applied competence (practical, foundational and reflexive competencies) of this qualification will be achieved if a candidate is able to take responsibility for the delivery of sheriffing products and services by generating ideas through the analysis of information, command specialised technical skills, undertake planning and designing processes and utilise diagnostic skills to execute judgements across a broad range of functions.

The effective use of responsibility to independently and effectively manage themselves and others must be assessed. In addition, the learner will be able to demonstrate communication skills through the production of relevant and appropriate products and services and interaction with a range of people. Furthermore the world as a set of related systems must be assessed during any combination of practical, foundational and reflexive competencies assessment methods and tools to determine the whole person development and integration of applied knowledge and skills.

Applicable assessment tool(s) to establish the foundational, reflexive and embedded knowledge to problem solving and application of the world as a set of related systems within the professional sheriffs environment.

A detailed portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner.

Assessors and moderators should develop and conduct their own integrated assessment by making 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.

Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

The qualification is subject to summative assessment and moderation processes by qualified and registered assessors and moderators within the workplace.

INTERNATIONAL COMPARABILITY

Research in respect of international comparability could be very confusing, as different titles or names are attached to sheriffs, e.g. in Portugal it is known as Solicitadors, in Scotland, Messengers-in-Arms and in Japan, the Shikko-kan, of which all of them operate under distinct legal frameworks.

However, it is quite clear that the common basis of a judicial officer, enforcement agent or sheriff across the globe, "remains the enforcement of judgements and writs of execution; the general assessment is that this function remains relatively difficult to define." [www.ujh.com, Editorial December 2004, articulated by Jaque Isnard] Suffice to say that the two newly developed unit standards of Service and Execution encapsulate the heart of the craft of a sheriff. Isnard further states that: "For nearly 15 years, the UIHJ [The International Union of judicial Officers] has concentrated on the idea that the face of our profession in both Europe and Africa should be based on a range of essential criteria: private professionals proceeding with notifications, (sheriffs in South Africa operate private businesses, though officially appointed by the Minister of Justice and Constitutional Development), enforcements, public sales, or even official reports, with a high level of legal background".

The generic qualification similar to an LLB degree in South Africa is the benchmark in European countries such as Belgium, Netherlands, Portugal and Spain to perform the function of a Sheriff. The benchmarking process yielded that the South African Sheriffs' qualification compares favourably with the outcomes of the LLB as mentioned earlier, although the LLB is not unit standards based.

The LLB in Copenhagen articulates three key competencies, these are

- > Intellectual competencies.
- > Professional competencies.
- > Practice competencies.

Noting that our first qualification in sheriffing is only an entry qualification and learners can progress in respect of career-pathing to the status of for example an attorney, our competencies encapsulates those of an LLB in Copenhagen at a basic level.

Research was conducted in Sub-Saharan countries such as Zambia, Tanzania, Uganda, Namibia and Swaziland. These countries do not have any formal Sheriffs' qualifications.

Although African higher education started well during the period of national independence almost half a century ago, no specific vocational or professional qualification for sheriffs or process servers have been developed. Most newly independent African countries saw the establishment of local universities as essential to their plans for economic development, alleviating poverty and closing the gap between themselves and the developed world.

The School of Law at the University of Zambia emphasises the importance of a broad education which will prompt an awareness of human society and its history and functions. The training in law that the student does receive will in itself provide a broadening experience but the deeper the education and social awareness with which a student comes to study law the greater will be the value derived from the training in law. This is why the 0 level entrant to the University who wants to study law is required to spend the first year in the School of Humanities and Social Sciences or in the School of Natural Sciences before entering the School of Law. The course requirements demand of students entering the School of Humanities and Social Sciences and School of Natural Sciences are intended to equip them with the background necessary for an effective and profitable pursuit of legal studies.

As is evident from the above, the qualification is not stated in terms of unit standards and regrettably no further information was obtainable. However, it is notable that social context issues of race, class, gender, culture and human rights relate to a key purpose of our qualification. This qualification will contribute to the NEPAD objectives in respect of further educational initiatives.

According to an expert (Johann Fourie, sheriff and Executive member of UIHJ) in the sheriffing field, the UK with the exception of Scotland, fall into the same category as the Sub-Saharan countries as they also do not hold a specialist qualification for sheriffs.

The UK does have a national qualifications framework and upon investigation, no similar sheriffing qualification was registered on the database. In terms of the other generic legal qualifications, no specific information on fundamental, core and elective components could be sourced.

Qualifications accredited to the UK qualifications framework have a clearly defined purpose and meet a clear need, have consistent standards, stated in advance and monitored by the regulatory authorities and

provide clear progression opportunities.

In terms of the above, a favourable comparison can be made with regards to this qualification.

According to experts in the field, a specific qualification has been developed in France and the Francophone countries in North West Africa, which is comparable to our entry qualification, however this could not be validated through our research process. The specific source, www.uhj.com does not provide detail in respect of content and quality of a similar qualification. The same website mentions the role of the French National School of Procedure and the Training Unit for African Enforcement Agents, but no detail in respect of curriculum, unit standards and qualifications could be traced.

It is the opinion of the SGB for sheriffs that our entry qualification benchmarks Sub-Saharan countries and compares favourably to such qualifications in Europe. It could be argued that this qualification is both strategic in its intervention and pre-figurative in its effect.

ARTICULATION OPTIONS

This qualification will enable the qualifying candidate to progress to learning for further qualifications in sheriffing or in other law enforcement disciplines.

This qualification will allow a person to advance to the Diploma in Sheriffing and particularly management-based qualifications at NQF level 6 and 7 within the law enforcement environment. The qualification provides the learner with flexibility to pursue careers within law disciplines and articulate within the broader justice environment.

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this qualification and its associated unit standards must be registered as an assessor with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this qualification and its associated unit standards must be accredited as a provider with the relevant ETQA.

> Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies).

> 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, exit level outcomes as well as the integrated competence described in the qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

> Assessors must comply with the requirements for assessors as stipulated by SAQA and the applicable ETQA.

> Assessment competencies and subject matter experience of the assessor can be established by recognition of prior learning.

> To be competent in at least assessment of learning outcomes as described in the unit standard Plan and Conduct assessment of Learning outcomes NQF level 5.

> Well-developed subject matter expertise within the Sheriffs Profession.

> A relevant tertiary qualification at NQF level 5 and/or 3 years experience in the relevant field (or equivalent thereof).

> 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	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered

Core	10140 Apply a range of project management tools	Level 4	8	Registered
Core	12153 Use the writing process to compose texts required in the business environment	Level 4	5	Registered
Core	11979 Identify and apply relevant knowledge on applicable law related to policing	Level 5	9	Registered
Core	14609 Participate in management of conflict	Level 5	4	Registered
Core	15225 Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	4	Registered
Core	15234 Apply efficient time management to the work of a department/division/section	Level 5	4	Registered
Core	15236 Apply financial analysis	Level 5	4	Registered
Core	110526 Plan, organise, implement and control record-keeping systems	Level 5	4	Registered
Core	110531 Plan, organise and control the day-to-day administration of an office support function	Level 5	4	Registered
Core	114272 Analyse complaints and reports relating to referred disputes and select appropriate resolution process	Level 5	10	Registered
Core	117983 Serve process, notice or document by the Sheriff of the Court	Level 5	8	Draft - Prep for P Comment
Core	117984 Execute court judgements in line with relevant law	Level 5	15	Draft - Prep for P Comment
Elective	13941 Apply the budget function in a business unit	Level 4	5	Registered
Elective	14646 Demonstrate an understanding of the human rights contained in the bill of rights	Level 4	12	Registered
Elective	10146 Supervise a project team of a developmental project to deliver project objectives	Level 5	14	Registered
Elective	11978 Identify and apply different sections of the Criminal Procedure Act	Level 5	9	Registered
Elective	11984 Give evidence in a court of law	Level 5	4	Registered
Elective	14522 Analyse and explain the impact of one's personal interactive style on one's relationship with a client	Level 5	6	Registered
Elective	15096 Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5	Registered
Elective	15214 Recognise areas in need of change, make recommendations and implement change in the team, department or division	Level 5	3	Registered
Fundamental	14155 Create and maintain positive workplace relationships	Level 5	5	Registered
Fundamental	15093 Demonstrate insight into democracy as a form of governance and its implications for a diverse society	Level 5	5	Registered
Fundamental	15233 Harness diversity and build on strengths of a diverse working environment	Level 5	3	Registered
Fundamental	115791 Use language and communication strategies for vocational and occupational learning	Level 5	5	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Execute court judgements in line with relevant law

SAQA US ID	UNIT STANDARD TITLE		
117984	Execute court judgements in line with relevant law		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB for Sheriffs	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Law, Military Science and Security	Justice in Society		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-JIS-0-SGB SHER	Regular	Level 5	15

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Plan and prepare for an execution.

SPECIFIC OUTCOME 2

Use research skills to access information regarding execution.

SPECIFIC OUTCOME 3

Apply procedures and execution processes in compliance with relevant legislation and standards.

SPECIFIC OUTCOME 4

Perform administrative duties related to execution.

SPECIFIC OUTCOME 5

Render a return of manner of execution to the relevant party.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Serve process, notice or document by the Sheriff of the Court

SAQA US ID	UNIT STANDARD TITLE		
117983	Serve process, notice or document by the Sheriff of the Court		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB for Sheriffs	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Law, Military Science and Security	Justice in Society		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-JIS-0-SGB SHER	Regular	Level 5	8

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Use research skills to access information regarding service.

SPECIFIC OUTCOME 2

Apply procedures and serve processes in compliance with relevant legislation and standards.

SPECIFIC OUTCOME 3

Perform administrative duties related to a specific manner of service.

SPECIFIC OUTCOME 4

Render a return of service or non-service to the relevant party.



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

Audio-Visual Media Production

Registered by NSB 04, Communication Studies and Language, publishes the following qualifications and unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 14 February 2005***. All correspondence should be marked **Standards Setting – SGB for Audio-Visual Media Production** and addressed to

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


DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Scriptwriting

SAQA QUAL ID	QUALIFICATION TITLE	
49317	National Certificate: Scriptwriting	
SGB NAME	SGB Audio-visual Media Production	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
COM-7-National Certificate	National Certificate	Communication Studies
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
147	Level 7	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DAT	REGISTRATION END DATE

PURPOSE AND RATIONALE OF THE QUALIFICATION

Scriptwriting involves obtaining work, or selecting what to write (if self-initiated). Scriptwriters must obtain consensus from all stakeholders regarding their ideas for scripts. They have to analyse their work while writing, including monitoring their progress against criteria. Scriptwriting involves developing outlines, developing storylines, submitting outlines and/or storylines to obtain feedback, making adjustments, drafting scripts, obtaining feedback regarding scripts, and re-drafting scripts. Scriptwriters have to be able to build knowledge banks, and fill knowledge gaps regarding information pertinent to specific scripts.

Competent scriptwriters are able to analyse requirements for scripts, market and sell their scripts, gather and store information, develop script outlines, write scripts, manage a freelance business, evaluate their own work, and produce documentation. Qualified learners conduct themselves professionally, and nurture their own creative source.

Learners who obtain this qualification are capable of:

- > Communicating in the appropriate format to ascertain scriptwriting requirements.
- > Negotiating contracts and content parameters with buyers and other stakeholders.
- > Identifying and accessing information resources.
- > Gathering information regarding markets, genres, styles, specified needs for commissioned work, etc.
- > Pitching and presenting script outlines, story lines and scripts.
- > Analysing needs of stories, characters and their motivations.
- > Constructing narratives and visualising stories during scriptwriting.
- > Formatting scripts using relevant tools and techniques.
- > Obtaining feedback regarding script outlines, story lines and scripts from all stakeholders.
- > Managing time and other resources to meet deadlines and goals.
- > Assessing the quality of scriptwriting and the impact of choices.
- > Re-writing scripts based on analysis of feedback, and taking into account economy and clarity requirements.

In addition, qualified learners elect to become capable of:

- > Writing scripts for an alternative medium.
- > Managing human resources in the delivery of script products.
- > Managing the delivery of scripts.

Rationale:

In South Africa, policy changes will soon require television program producers and filmmakers operating in

South Africa to use South African expertise. Recent international examples of smaller countries having international success indicate the large demand for quality productions, and the opportunities to successfully produce films, television programmes and videos for the international market. Currently, feature films are a particular growth point. These productions do not exist without scripts. In addition, the quality of a script determines whether it is sellable, and scripts are the main catalysts for investment in productions. To develop the industry in South Africa, and to compete internationally, competence is required to produce quality scripts that will attract investment. As a developing country, South Africa also has to develop, protect and enhance its cultural products and cultural diversity.

Learners accessing this qualification typically have at least a first degree (NQF Level 6) and previously attained scriptwriting competence, the latter typically attained in an unstructured way, usually in a workplace. This qualification is aimed at learners who have world experience and a talent for creative logic, read widely, and are empathetic without compromising objectivity, curious, self-motivated, disciplined, reliable and flexible. Scriptwriters should critically assess existing approaches and content reflected in the products of various countries, and develop a uniquely South African product of competing quality.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The credits and design of this qualification assumes that learners have already attained the exit level outcomes of any first degree. They should have also attained the following competence:

- > Managing resources to meet deadlines and goals.

Recognition of prior learning:

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

QUALIFICATION RULES

- > All the Fundamental Component Unit Standards are compulsory (40 credits).
- > All the Core Component Unit Standards are compulsory (92credits).
- > For the Elective Component learners are required to attain 15 credits out of 57 credits.

EXIT LEVEL OUTCOMES

1. Generate and evolve ideas for scripts.
2. Develop guidelines for scriptwriting based on analysis of script requirements and needs.
Range: market and audience needs, themes, etc.
3. Negotiate contracts and parameters with stakeholders.
Range: parameters can relate to content, delivery, reimbursement, copyright, ownership, intellectual property, etc.
4. Identify and access information resources and gather information.
Range: information can be gathered regarding the market, genres, styles, specified needs for commissioned work, etc. Information gathering can form part of conceptualising, developing, writing, presenting and obtaining feedback.
5. Present script components and scripts
Range: components could include synopsis, treatment, beat sheets, outlines, story lines, etc.
6. Envision and construct script components and scripts.
Range: components could include synopsis, treatment, beat sheets, outlines, story lines, etc. Elements can include tone, character motivations, world of the story, themes, etc.

7. Write and format scripts in a selected form.

Range: format includes layout, script language, **grammar**, colloquial and idiom, age appropriate, market appropriate, character specific, budget.

8. Assess the quality of scriptwriting and the impact of choices.

Range: own and others' feedback, own and others' work.

9. Manage resources to meet deadlines and goals.

10. Write scripts for an alternative medium.

11. Manage human resources in the delivery of scripts products.

12. Manage delivery of scripts.

ASSOCIATED ASSESSMENT CRITERIA

1:

- > Ideas generated are appropriate for the specified form.
- > Ideas are justified in terms of appropriateness for form.
- > Ideas are creatively developed.
- > Agreed deadlines are adhered to.

2:

- > Requirements and needs are **correctly identified**.
- > Guidelines developed are **relevant** for requirements and needs.
- > Guidelines are appropriate for delineating the writing process.

3:

- > Agreed contracts are adhered to.
- > Agreement is obtained from stakeholders before scriptwriting commences.
- > Evaluation of rights and responsibilities of scriptwriters is justified in terms of the requirements for professionalism.
- > Management of information sharing is appropriate for protecting intellectual property.

4:

- > Information gathered is relevant for enhancing scripts.
- > Information can be verified.
- > Identified resources of information are relevant for the requirements of the script.
- > Definition of research parameters is relevant for formulated research questions.
- > Formulation of research questions is relevant for the specific contexts.
- > Professional ethics are adhered to.
- > Information is interpreted in relation to the research question.

5:

- > Presentation style, language and format are appropriate for the purpose of the presentation.
- > Scope of presentations is appropriate for the purpose of the presentations.
- > Methodologies, techniques and tools employed are appropriate for specific contexts.
- > Presentations and content must be sufficient for decision making requirements.

6:

- > Structure of content is appropriate for the form.
- > Elements of the script components and scripts are effective for purpose.
- > Structure can be justified in terms of form requirements.

7:

- > Scripts are appropriate for the selected form.
- > Scripts meet the specified requirements.
- > Specified industry standards are adhered to.
- > Tools and techniques are relevant for the required product.

8:

- > Feedback is obtained from relevant persons.
- > Script changes are based on analysis of feedback and are justified in terms of specified requirements.

- > Analysis of feedback takes into account specified requirements.
- > The impact of choices is assessed in terms of effectiveness of scripts based on verifiable criteria.

9:

- > Management of information sharing is appropriate for protecting intellectual property.
- > Contracts are evaluated.
- > Contracts are negotiated.
- > Own creativity as a resource, is nurtured.

10:

- > Scripts are appropriate for the selected form.
- > Scripts meet the specified requirements.
- > Specified industry standards are adhered to.
- > Tools and techniques are relevant for the required product.

11:

- > Employees are recruited, selected and contracted in line with legal requirements.
- > Employment contracts are complied within the framework of relevant legislation.
- > Recruitment and selection of required human resources is conducted ethically.
- > Grievance and disciplinary hearings are appropriately dealt with.
- > All related legislation is complied with.

12:

- > Systems are implemented to meet the flow of information.
- > Investigation of marketing communications concepts is appropriate for purpose of communication.
- > Cost budgets are accurately prepared and estimated.
- > All actual costs are monitored and controlled against budgets.
- > Project schedules are communicated to all relevant persons.
- > Monitoring and evaluating of project schedules is against agreed criteria and meets project objectives.
- > Project administration processes are according to requirements.

Integrated assessment:

The assessment criteria in the unit standards are performance-based, assessing applied competence rather than only knowledge, or skills. In addition, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to the environmental conditions in occupational contexts, to qualify. Evidence is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and thus its purpose, at the time of the award of the qualification. Workplace experience can be recognised when assessing towards this qualification.

The assessment process should include formative assessments against assessment criteria for both the specific outcomes, and the exit level outcomes. In addition, summative assessment is required to award the qualification. Assessment should be in line with the following general principles of designing and conducting assessments:

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

INTERNATIONAL COMPARABILITY

Various countries around the world offer scriptwriting programs, often in the form of short courses at a post graduate or equivalent level. International qualifications are delivered in the form of practical sessions and mentoring around projects to develop scripts through team-based learning with the assistance of experts.

In the United Kingdom most courses are based on the assumption that the participants are already experienced scriptwriters, or directors and others working at an advanced level in other creative fields. Course duration ranges from 7 days (for experienced writers) to 8 months. A distinction is made between television and film scriptwriting, and the film scriptwriting programs are usually shorter than the television

scriptwriting programs. Therefore, this South African qualification that includes scriptwriting for both television and film contains more credits than the United Kingdom programs that separate television and film scriptwriting competence.

In Poland a one-year qualification is offered to learners who are usually film professionals and focuses on the creative pre-production process. The key difference between the Polish and South African qualification is that the Polish qualification also addresses directing, production and photography competence. However, the South African qualification requires more scriptwriting competencies, and also includes gathering information and identifying and accessing information resources, and managing human resources.

Scriptwriting programs in France address the history of film and theatre, structure of scripts, composition, genre, character development, language use, script development principles, dialogue, description, and script analysis. The duration of these programs is mostly between 7 and 10 days. In addition to what is included in the French programs, this South African qualification addresses presenting script components and scripts, negotiation of contracts, gathering information and identifying and accessing information resources, and managing human resources.

Danish programs (approximately seven months' duration) address character and story development, basic principles of scriptwriting, common scriptwriting language or vocabulary, sequences and structural elements in film, dramatic narrative construction, the European and international film market, audience perspectives, analysis of scripts, characters and their drive, motivations and conflicts, and how to tell stories. In addition to what is included in the Danish programs, this South African qualification addresses negotiation of contracts, gathering information and identifying and accessing information resources, and managing human resources. The inclusion of these competencies explains the difference in learning time.

In Spain, scriptwriting programs are mostly aimed at professionals in the audio-visual industry, and the focus is on fiction. These programs contain fewer credits (course are approximately 7 days) than this South African certificate, and address principles and concepts of scriptwriting, language and linguistic competence, editing scripts, and genre.

The scriptwriting programs in Italy are mostly aimed at professional, experienced scriptwriters. The programs run for approximately 4 months, and address the theory of scriptwriting, analysis of scriptwriting theory, story analysis, script editing, genres, defining target audiences, and improvement of writing techniques for television, film, animation, multimedia, and creative documentaries. It does not address contract negotiation, information gathering, script presentation and human resource management competence - this South African qualification does.

In Greece scriptwriting programs are also aimed at experienced scriptwriters. Program duration is approximately 1 month. The programs are aimed at developing scripts, including developing outlines or treatments, revision and rewriting, writing final drafts, script analysis and critique, elements of story, theme, character and circumstance.

In Germany, scriptwriting courses are divided into initial (entry-level) courses, and continuous training. These courses are further classified as short term or long term courses. Most courses are for continuous training (in South Africa this is referred to as Continuing Professional Development/Education), and are long-term courses (more than 1 month). Two year entry-level courses exist at a level below that of this South African qualification, that include the tools of scriptwriting for specific film genres and television formats and courses in directing, camera techniques, film theory, and film history. Continuous training programs include script development, selecting an approach, developing a schedule, working with actors or other members of the production team, presenting scripts to potential producers and broadcasters, drafting ideas, developing treatments, and obtaining feedback. Unlike this South African qualification, it does not address negotiation of contracts, gathering information and identifying and accessing information resources, and managing human resources. The South African qualification appears to be a combination of the German entry-level and continuous training, resulting in the South African qualification containing more credits.

The Australian qualifications framework contains a Diploma of Screenwriting, a Graduate Certificate in Screenwriting and an Advanced Diploma of Professional Screenwriting (Film, Television and Digital Media), the latter with credits, content and complexity equivalent to this South African qualification.

Most international qualifications focus on either film or television scriptwriting, whereas this South African qualification includes both areas, to improve employability of qualifying learners. Most of the international qualifications do not focus on generating ideas, and assume that learners enter programs with an existing idea for development. The majority of international programs are for purposes of Continuing Professional Development.

ARTICULATION OPTIONS

Vertical articulation upwards is possible with generic Masters level degrees. Vertical articulation downwards is possible with, for example, the National Certificate in Specialised Translation (NQF Level 6). Horizontal articulation on the NQF is possible with, for example, the National Diploma in Interpreting (NQF Level 7).

MODERATION OPTIONS

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

To register as an assessor, the following are required:

- > Detailed documentary proof of relevant qualification/s, practical training completed, and experience gained.
- > NQF recognised assessor credit.

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

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

judgement made is similar than the judgement that would be made by other assessors.

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

- > Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- > Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
- > Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.
- > Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of qualification.

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	117964 Conduct research specific to scripts being developed	Level 6	12	Draft - Prep for P Comment
Core	117952 Interpret specifications for scripts	Level 7	10	Draft - Prep for P Comment
Core	117953 Propose ideas for scripts	Level 7	10	Draft - Prep for P Comment
Core	117954 Write scripts for film or television	Level 7	15	Draft - Prep for P Comment
Core	117955 Analyse the relationship between form and content in scripts	Level 7	10	Draft - Prep for P Comment
Core	117956 Process feedback in the script development process	Level 7	10	Draft - Prep for P Comment
Core	117959 Assess marketability of scripts	Level 7	10	Draft - Prep for P Comment
Core	117962 Evaluate script quality	Level 7	10	Draft - Prep for P Comment
Core	117967 Negotiate scriptwriting contracts	Level 7	5	Draft - Prep for P Comment
Elective	10064 Investigate and explain marketing communications concepts	Level 5	8	Reregistered
Elective	11907 Draft an employment contract	Level 5	3	Reregistered
Elective	12140 Recruit and select candidates to fill defined positions	Level 5	9	Reregistered
Elective	15225 Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	4	Registered
Elective	15226 Implement systems to meet the flow of information in a team, department or division	Level 5	3	Registered
Elective	10985 Conduct a disciplinary hearing	Level 6	5	Registered
Elective	12139 Facilitate the resolution of employee grievances	Level 6	5	Reregistered
Elective	110483 Develop and manage an organisational records system	Level 6	5	Registered
Fundamental	115006 Analyse various texts in different contexts	Level 5	10	Registered
Fundamental	116804 Collect and collate background information for specific contexts	Level 6	15	Registered
Fundamental	116796 Analyse linguistic structures	Level 7	15	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Conduct research specific to scripts being developed

SAQA US ID	UNIT STANDARD TITLE		
117964	Conduct research specific to scripts being developed		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Audio-visual Media Production	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Communication Studies and Language	Communication Studies		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 6	12

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Gather information that may be relevant to the script.

SPECIFIC OUTCOME 2

Analyse information to identify aspect relevant to the script.

SPECIFIC OUTCOME 3

Document and incorporate research findings into script.

SPECIFIC OUTCOME 4

Establish databases for future research.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Analyse the relationship between form and content in scripts

SAQA US ID	UNIT STANDARD TITLE		
117955	Analyse the relationship between form and content in scripts		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Audio-visual Media Production	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Communication Studies and Language	Communication Studies		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 7	10

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Determine the form of a script.

SPECIFIC OUTCOME 2

Analyse the content of a script.

SPECIFIC OUTCOME 3

Analyse the relationship between the form and content of a script.

SPECIFIC OUTCOME 4

Modify aspects of the script to optimise form and content of script.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Assess marketability of scripts

SAQA US ID	UNIT STANDARD TITLE		
117959	Assess marketability of scripts		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Audio-visual Media Production	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Communication Studies and Language	Communication Studies		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 7	10

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Define the audience for a script.

SPECIFIC OUTCOME 2

Assess the appeal of the script to the target audience segment.

SPECIFIC OUTCOME 3

Assess the viability of the script.

SPECIFIC OUTCOME 4

Determine communication strategies for the script product.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Evaluate script quality

SAQA US ID	UNIT STANDARD TITLE		
117962	Evaluate script quality		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Audio-visual Media Production	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Communication Studies and Language	Communication Studies		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 7	10

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Determine criteria best suited to a particular script.

SPECIFIC OUTCOME 2

Evaluate the suitability of the script to the target audience.

SPECIFIC OUTCOME 3

Assess the quality of a script.

SPECIFIC OUTCOME 4

Report on the quality of a script.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Interpret specifications for scripts

SAQA US ID	UNIT STANDARD TITLE		
117952	Interpret specifications for scripts		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Audio-visual Media Production	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Communication Studies and Language	Communication Studies		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 7	10

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Analyse script specifications to reveal script components.

SPECIFIC OUTCOME 2

Interpret script specifications to determine script message.

SPECIFIC OUTCOME 3

Evaluate script specifications for implementation.

SPECIFIC OUTCOME 4

Negotiate the modification of specifications to enhance script.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Negotiate scriptwriting contracts

SAQA US ID	UNIT STANDARD TITLE		
117967	Negotiate scriptwriting contracts		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Audio-visual Media Production	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Communication Studies and Language	Communication Studies		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 7	5

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Access sources to compile a contract.

SPECIFIC OUTCOME 2

Determine the desired conditions of a Service Level Agreement.

SPECIFIC OUTCOME 3

Evaluate a contract.

SPECIFIC OUTCOME 4

Negotiate a contract.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Process feedback in the script development process

SAQA US ID	UNIT STANDARD TITLE		
117956	Process feedback in the script development process		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Audio-visual Media Production	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Communication Studies and Language	Communication Studies		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 7	10

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Evaluate feedback to and from others.

SPECIFIC OUTCOME 2

Respond professionally to feedback on a script.

SPECIFIC OUTCOME 3

Provide feedback on a script.

SPECIFIC OUTCOME 4

Process feedback into the script development process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Propose ideas for scripts

SAQA US ID	UNIT STANDARD TITLE		
117953	Propose ideas for scripts		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Audio-visual Media Production	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Communication Studies and Language	Communication Studies		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 7	10

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Generate ideas for scripts.

SPECIFIC OUTCOME 2

Select an idea with potential.

SPECIFIC OUTCOME 3

Develop an idea for script.

SPECIFIC OUTCOME 4

Propose an idea for use in a selected medium.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Write scripts for film or television

SAQA US ID	UNIT STANDARD TITLE		
117954	Write scripts for film or television		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Audio-visual Media Production	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Communication Studies and Language	Communication Studies		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 7	15

SPECIFIC OUTCOMES:**SPECIFIC OUTCOME 1**

Select a story genre and assess audience for a script.

SPECIFIC OUTCOME 2

Shape the story to achieve a first draft.

SPECIFIC OUTCOME 3

Write a script for audio-visual medium.

SPECIFIC OUTCOME 4

Review/proofread script for audio-visual medium.



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

Insurance and Investment

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the SAQA web-site at www.saqqa.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 14 February 2005*. All correspondence should be marked **Standards Setting – SGB for Insurance and Investment** 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: mmphuthing@saqa.co.za



DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Medical Claims Assessing

SAQA QUAL ID	QUALIFICATION TITLE	
49356	Further Education and Training Certificate: Medical Claims Assessing	
SGB NAME	SGB Insurance and Investment	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-4-National Certificate	National Certificate	Finance, Economics and Accounting
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
150	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DAT	REGISTRATION END DATE

PURPOSE AND RATIONALE OF THE QUALIFICATION

The purpose of the qualification is to build specialised knowledge and skill required by employees of Medical Schemes who have had schooling at or below NQF level 4 and those who have a professional medical qualification but lack industry and administrative experience. It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate confidently as individuals in the South African community and to respond to the challenges of the economic environment and changing world of work in the highly regulated Medical Scheme industry. It should add value to the qualifying learner in terms of enrichment of the person, status and recognition. The focus is on basic information gathering, analysis, presentation and the ability to apply knowledge of the field to adjust possible solutions to problems within given parameters and to substantiate the change.

The FETC allows the individual to work towards a nationally recognised qualification. It is flexible enough to accommodate both learners in formal education and learners already employed in the Healthcare Benefits Administration sub-sector. The qualification at this level is the start of a career path in Medical Claims Assessing.

Qualifying learners should be knowledgeable about and competent in:

- > Communication and Mathematical Literacy at a level that allows them to operate effectively in the financial services industry.
- > The nature of the Medical Scheme sub-sector within the long-term insurance sector, medical scheme cover, the healthcare market and the potential impact HIV/AIDS and current events on the long-term insurance sector and the role of managed care.
- > The policies and procedures of a specific medical scheme administrator.
- > The process followed in assessing a medical claim, the use of coding and an electronic system to assess medical claims and the control of fraud.
- > Legislation relating to the work of medical schemes.
- > Behaviour and ethics in a work environment and the implications, consequences and liability arising out of non-activity or non-compliance with relevant legislation.
- > Managing aspects of personal finances.

Rationale

The National Certificate in Healthcare Benefits Administration: Claims Assessing: Level 4 was registered in 2001 to meet the needs of medical aid assessors and people in call centres within the Healthcare Benefits Administration sub-sector. The qualification has been reviewed and the FETC replaces the National Certificate in Healthcare Benefits Administration: Claims Assessing: Level 4.

The proposed qualification is more focused and fit for purpose than the registered National Certificate in Healthcare Benefits Administration: Claims Assessing: Level 4. It is intended specifically for Medical Claims Assessors and for people who require industry, administrative and medical knowledge in order to assess medical claims or to give advice on medical claims assessment decisions in a Medical Scheme Administrator. It will be useful as a bridging qualification for learners with medical and paramedical qualifications who wish to move into administrative positions in Healthcare Benefits Administration. It could also be useful for learners in call or service centres that are required to respond to queries arising out of medical claims.

The FETC is intended for learners who:

- > Have attained the National Certificate in Financial Services: Level 3 and wish to continue on a path of life-long learning.
- > Have worked in the Healthcare Benefits Administration sub-sector for many years, but have no formal qualifications in medical claims assessing.
- > Are in a learnership agreement in the Healthcare Benefits Administration sub-sector.

Learners employed as medical claims assessors at this level do work that requires an understanding of the Healthcare Benefits Administration sub-sector within the context of the Financial Services industry and a fundamental knowledge of legislation that applies to Medical Schemes. They require medical knowledge at a fundamental level and are required to interpret medical information in order to assess medical claims that may require an adjustment of an application of Scheme rules.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners are competent in Communication and Mathematical Literacy at NQF Level 3.

Recognition of Prior Learning

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

QUALIFICATION RULES

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

The Qualification is based on Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 150 credits is required to complete the Qualification. In this Qualification the credits are allocated as follows:

- > Fundamental: 68 credits
- > Core: 62 credits
- > Electives: 20 credits
- > TOTAL: 150 credits

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

Fundamental Component

There are forty credits allocated to Communication (twenty for the Primary Language at Level 4 and twenty for an additional language at level 3) and sixteen credits to Mathematical Literacy at the level of the Qualification, in compliance with SAQA requirements. For the purpose of this Qualification twelve credits are also required for Financial Literacy at Level 4. Although this is not a SAQA requirement, the industry

believes that if learners are to function in a field that manages people's money, they should be able to manage their own finances.

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

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

All the Mathematical Literacy and Financial Literacy Unit Standards at Level 4 designated as Fundamental are compulsory.

Three Communication standards at level 4 are compulsory

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

In addition One unit standard should be selected from the following set to make up the 20 compulsory credits

- > Use language and communication in occupational learning programmes.
- > Use the writing process to compose texts required in a business environment.
- > Apply comprehension skills to engage oral texts in a business environment.
- > Apply comprehension skills to engage written texts in a business environment.

Four unit standards in an alternate South African language at level 3 are compulsory

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

Core Component

Sixty-two credits have been allocated to Unit Standards designated as Core for the purpose of this Qualification. These Unit Standards provide the basic knowledge and skills that medical claim's assessors need to know about the Medical Scheme environment within the Healthcare Benefits Administration sub-sector. They provide an opportunity to develop industry knowledge through research and the application of study skills and ensure that the Qualification has a strong Medical Scheme Claims Assessing focus. All the Unit Standards indicated as Core are compulsory.

Elective Component

Electives that add up to at least 20 credits should be selected from the allocated list of Electives. This is to allow for the holistic development of the learner and to ensure that the qualification is fit for purpose. The grouping of the Electives does not imply that learners should select Electives from only one specific category. Electives selected may relate directly to the learner's work role in an organisation or may be life skills to enhance employability.

The Electives cover the following fields:

- > Medical Knowledge
- > Financial Services
- > Personal Development
- > Management

There are electives that cover the major systems of the body and related impairments. These are intended for assessors who do not have medical qualifications and are required to apply medical knowledge to assess medical claims.

Unit Standards for Trustees of Retirement Funds and Medical Schemes, including fiduciary duties have been included as learners could be elected to such positions and need to know what these positions entail. Trustee training has been identified as a national necessity by the Department of Finance and the Financial Services Board.

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

A number of management unit standards have been included as electives as learners may be team leaders

or supervisors. The standards will add value to the qualification and ensure that learners in these positions are able to perform their management functions. They will be particularly relevant for learners who have medical or para-medical qualifications and require administrative and management skills.

The Unit Standard on the use of codes in Healthcare Benefits Administration has been aligned to the International ICD10 codes to be introduced in South Africa in 2005. It will be the basis for training all medical practitioners and administrators in the use of the codes at an introductory level. Medical assessors will apply knowledge of the codes to assess medical claims.

Additional Unit Standards on aspects of the Financial Services Industry at Level 3 have been included. These are intended particularly for learners with medical related qualifications who require industry knowledge in order to operate effectively in the Healthcare Benefits Administration sub-sector.

EXIT LEVEL OUTCOMES

The FETC is intended for **personnel already employed in the industry and medical personnel who intend to follow a career in Healthcare Benefits Administration**. The focus is on fundamental medical knowledge, an understanding of the Healthcare Benefits environment and an ability to apply appropriate processes and procedures to solve problems in a familiar context, to adjust applications when required and to motivate the change. Learners are required to apply literacy and numeracy skills to different Medical Claims Assessing contexts. They are expected to gather, analyse and evaluate information from a range of sources and to present and communicate information reliably and accurately verbally and in writing.

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

Exit-level Outcomes

The learner will be capable of:

1. Carrying out basic research tasks and applying literacy and numeracy skills to analyse, interpret and evaluate information from a range of sources within the structure of a Medical Scheme Administrator and the context of Healthcare Benefits Administration.
2. Managing personal finances and risk.
3. Applying knowledge of legislation, ethics, compliance and fraud in Medical Schemes Administration
4. Applying the methods, procedures and techniques of medical claims assessing.

Exit Level Outcomes for the Critical Cross-Field Outcomes

The learner can demonstrate ability to

- > Identify and solve problems related to **Medical Scheme Administration in which responses show that responsible decisions using critical thinking have been made**. The learner is required to assess medical claims and apply the rules of medical scheme options to different situations.
- > Work effectively with others as a member of a team, group, organisation or community. **As the qualification is intended to be part of a learnership it is unlikely that the learner would work alone.**
- > Organise and manage oneself and one's activities responsibly and effectively in that it is expected that the learner will be responsible for his/her own learning and for organising his/her own work allocated tasks responsibly in the work environment. Work output is in line with an agreed mandate, relevant service agreements and an organisation's customer service standards applicable to medical claims assessors within a Medical Scheme environment. The learner is required to complete research assignments timeously and to apply knowledge of different aspects of Healthcare Benefits Administration.
- > Collect, organise and critically evaluate information. These competencies are built into the assessment criteria in many of the unit standards and the learner is required to do research projects and analyse information from the media.
- > Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations. These competencies are an integral part of all the unit standards and are built into

the assessment criteria.

> Use science and technology effectively and critically showing responsibility towards the environment and the health of others in that the Healthcare Benefits Administration environment is technology driven and very few activities take place without the application of technology. The inclusion of a standard on the use of an electronic system to assess a claim ensures that this Critical Cross Field Outcome receives attention. The learner is also expected to access information from electronic media and use a computerised database.

> Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in that references are made wherever applicable to the learner's part in the big picture, issues of compliance and how the learner's actions have implications up and down the line.

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

> Reflecting on and exploring a variety of strategies to learn more effectively in order to become an informed worker in Medical Scheme Administration.

> Being culturally and aesthetically sensitive across a range of social contexts in dealing with diverse people in the workplace including customers, co-workers and people who are surveyed or interviewed.

> Participating as a responsible citizen in the life of local, national and global communities by accepting responsibility for own financial wellness and income tax.

The spread of Critical Cross-Field Outcomes across the Unit Standards that are classified as Core and Financial Literacy:

Describe and apply the basic principles of personal income tax.

- > Solve problems/ make decisions
- > Organisation
- > Communicate

Interpret basic financial statements.

- > Solve problems/ make decisions
- > Organisation
- > Communicate

Investigate ways of managing financial risk in own lives.

- > Solve problems/ make decisions
- > Organisation
- > Information
- > Communicate
- > Related systems
- > Personal development

Explain the cycle of a medical claim.

- > Solve problems/ make decisions
- > Information
- > Technology

Analyse new developments reported in the media that could impact on long-term insurance.

- > Solve problems/ make decisions
- > Organisation
- > Information
- > Communicate
- > Technology
- > Related systems
- > Personal development

Explain and apply ethical conduct in a business environment.

- > Solve problems/ make decisions

- > Team work
- > Information
- > Communicate
- > Related systems
- > Personal development

Assess a medical claim.

- > Solve problems/ make decisions
- > Team work
- > Organisation
- > Information
- > Communicate
- > Technology
- > Related systems
- > Personal development

Explain the use of coding in Healthcare Benefits Administration.

- > Solve problems/ make decisions
- > Communicate
- > Technology
- > Related systems

Describe the control of fraud in Healthcare Benefits Administration.

- > Solve problems/ make decisions
- > Team work
- > Organisation
- > Information
- > Communicate
- > Technology
- > Related systems
- > Personal development

Explain the Medicines and Related Substances Control Amendment Act, 59 of 2003 as it impacts on medical schemes.

- > Information

Apply knowledge of the current Medical Schemes Act and the accompanying regulations.

- > Solve problems/ make decisions
- > Information
- > Communicate
- > Related systems

Describe healthcare cover in South Africa.

- > Communicate
- > Related systems
- > Personal development

Describe managed care as it is applied in Medical Scheme Administration in South Africa.

- > Organisation
- > Information
- > Communicate
- > Related systems

Research the Medical Scheme Administrator sub-sector in South Africa.

- > Information
- > Communicate
- > Related systems

Describe issues of compliance and/or non-activity that could result in civil or criminal liability in terms of business law.

- > Solve problems/ make decisions
- > Information
- > Communicate
- > Related systems

Use an electronic system as a tool in a financial services context.

- > Solve problems/ make decisions
- > Communicate
- > Technology
- > Related systems
- > Personal development

Apply knowledge of HIV/AIDS to a specific business sector and a workplace.

- > Solve problems/ make decisions
- > Team work
- > Organisation
- > Information
- > Communicate
- > Related systems
- > Personal development

Exit points for learners who do not complete the Qualification

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

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria

1.
 - > Current events and developments that could impact on Long-term Insurance are analysed and discussed and a personal point of view is offered in the discussion indicating ability to anticipate or predict future trends.
 - > Knowledge learnt in various Unit Standards and current events as they occur are integrated with a developing understanding of the long-term environment in general, and medical claims assessing in particular, so that knowledge of the industry is applied in authentic situations.
 - > Important areas of Healthcare Benefits Administration are explained with reference to evolution of Medical Scheme Administration in South Africa, managed care and healthcare cover.
 - > Information is gathered, analysed, summarised, and interpreted from a range of sources and presented reliably and accurately. Positions taken are motivated and substantiated.
2.
 - > The basic principles and different forms of individual income tax are explained with reference to an individual's liability and duty to pay tax.
 - > Basic financial statements are analysed and used to make a personal financial decision.
 - > Financial risk in own life is analysed and ways to reduce own financial risk are investigated for different types of risk.
3.
 - > Methods, procedures and techniques of medical claims assessing are explained with reference to specific company policy, legislative requirements and industry practices.
 - > Information is gathered, analysed, evaluated, interpreted, recorded and presented and decisions are explained within own authority limits or mandate and with due regard for compliance.
 - > The concept of ethics is explained with reference to an organisation's code of conduct and an individual's personal and property rights.
 - > Own professional behaviour is assessed against an organisation's code of conduct and own performance agreement.
 - > Knowledge of legislation is applied to the assessment of medical claims.
 - > Risks associated with non-activity or non-compliance that could result in liability are identified within the context of medical claims assessing.
4.
 - > Methods, procedures and techniques of medical claims assessing are applied in terms of specific

company policy, legislative requirements and industry practices.

- > The routes medical claims may follow are identified and a claim is assessed and processed electronically according to the rules of a selected Medical Scheme.
- > A medical claim is assessed using the correct codes.

Integrated Assessment

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

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

Learning, teaching and assessment are inextricably linked. **Where appropriate, assessment of knowledge, skills, attitudes and values indicated in the various Unit Standards should be integrated.** Assessment in Communication, Mathematical Literacy and Financial Literacy should use authentic workplace contexts wherever practical.

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

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

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Assessment should take place in an authentic context as far as is possible. Where it is not possible to assess competence in the workplace, simulations, case studies and other similar techniques should be used to provide a context appropriate to the assessment.

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

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

Before the FETC is awarded, learners are required to demonstrate competence in the required Unit Standards and complete a summative assessment based on the exit outcomes of the Qualification.

INTERNATIONAL COMPARABILITY

Traditionally, the training of Medical Aid Claims Assessors in South Africa was done in-house by the larger medical schemes and expertise was accumulated through experience. There were no providers in formal education that offered courses in medical claims assessing and training varied greatly from scheme to scheme.

The National Certificate in Healthcare Benefits: Claims Assessing: Level 4 provided a structure for training medical claims assessors in South Africa. It is not offered at any formal institution, but has provided a standard for the training of medical claims assessors within the industry.

Different models for medical schemes are used in different countries depending on the availability of public medical facilities and National Health Systems within each country. The Board of Healthcare Funders in

Johannesburg confirmed that the South African model is used only in the USA. This made the USA an obvious choice for comparison and severely restricted attempts at international comparison. The recent move into the US market by Discovery confirms the use of the South African model in the USA. Discovery has recently announced a move into the UK market but it is too early for this to have influenced the UK model.

Representatives from one of the large reinsurers recently visited the USA to learn from their systems. After a few hours it became evident that institutions in the USA could learn more from South Africa than the study team could learn from American systems. The South African Medical Scheme environment is sophisticated and highly regulated and therefore requires specialist qualifications. There is no evidence of specialist medical claims assessing qualifications in the USA or of organisations offering specialist in house training in medical claims assessing.

Comparing the FETC to international equivalents posed an enormous challenge. As indicated the USA was an obvious choice, but it was not possible to access American qualifications for medical claims assessors. There appears to be a different understanding of medical schemes in the USA. The SGB therefore decided to select countries based on an Internet search. In the end it was only possible to compare the FETC to broad Financial Services qualifications in The UK and Australia.

Sites researched / organizations contacted

Research on a number of sites suggests that medical claims assessing is probably done as in-house training without a standard or formal curriculum. It appears that in USA, Australia and UK medical scheme type activity may be more closely aligned to the medical rather than the financial services industry. The following organisations, providers and company web sites were browsed to research how their claims assessors are accredited. As the web sites provided limited or no information regarding training and education of medical assessors, the SGB contacted most of the organisations via the website contact sites to ask for co-operation in comparing standards, and received replies from USA, UK and Australia. These countries therefore became the countries for international comparison by default rather than choice. The sites have been grouped per country.

USA

> America's Health Insurance Plans (AHIP) - is the national association representing nearly 1,300 member companies providing health insurance cover to more than 200 million Americans. Their member companies offer medical expense insurance, long-term care insurance, disability income insurance, dental insurance, supplemental insurance, stop-loss insurance and reinsurance to consumers, employers, and public purchasers. - <http://www.ahip.org>

> The Centre for Quality Assurance in International Education, (CQAIE) located at the National Centre for Higher Education in Washington, DC, is a collaborative activity of the higher education and quality and competency assurance communities both within the United States and between the United States and other country associations concerned with issues of quality and fairness in international academic and professional mobility, credentialing and recognition. The Centre facilitates the comparative study of national quality and competency assurance mechanisms to improve efforts within countries and promote mobility among national systems - <http://www.cqaie.org.com>

> The International Foundation of Employee Benefit Plans is the largest educational association serving the employee benefits and compensation industry for USA and Canada. Their web site indicates that they have a certificate programme covering private healthcare, but the course outcomes are not indicated <http://www.ifebp.org/default.asp>

> Destiny Health: Discovery Health has established Destiny Health in Illinois, USA. Discovery is also set to expand into the UK shortly. Since Discovery has been a stakeholder in contributing to the development of the SA unit standards, we asked Destiny for assistance, but received no response. <http://www.destinyhealth.com>

UK and Ireland

> Qualification and Curriculum Authority (UK): The Qualification and Curriculum Authority (QCA) in the United Kingdom are responsible for standards in education and training. Their site covers the schools curriculum, accreditation and monitoring of qualifications in schools, colleges and work, as well as research and statistics. <http://www.qca.org.uk>

- > Scottish Qualifications Authority (SQA): The website was browsed but the SQA was not contacted by email, as the financial services qualifications are governed by the same body as those in the UK - The Financial Services Council and were consulted in the comparison of the National Certificate in Financial Services: Level 2 and National Certificate in Financial Services: Level 3. <http://www.sqa.org.uk>
- > National Qualifications Authority of Ireland: (NQAI): The web site was browsed but the NQAI was not contacted by email. <http://www.nqai.ie>
- > Financial Services Skills Council - UK: The Financial Services Skills Council is licensed by the UK government to work in partnership with employers to provide strategic and responsible leadership for training, education and development for the financial services industry in the UK. <http://www.fsnto.org.uk>
- > The Association of British Insurers (ABI) is the trade association for the UK's insurance industry. They represent around 400 companies. Their members provide all kinds of insurance in Britain and worldwide, including savings and pensions, life insurance, and motor, household and health insurance. <http://www.abi.org.uk>
- > The Chartered Institute of Loss Adjusters is recognised worldwide as a leading authority on insurance claims issues. Loss adjusters are impartial claims specialists. Governed by Royal Charter, the Institute embodies core values of education, examination and professional standards. <http://www.cila.co.uk/cila.html>
- > The Chartered Insurance Institute (CII) is a professional provider organisation for employees working in the insurance and financial services industry. It provides access to relevant qualifications for employees at all levels and across all sectors of the industry. The CII provides an elective module (790) called Private Medical Insurance which is part of their Advanced Diploma in Insurance. We received cooperation from the CII and have used this unit for the comparison that follows. <http://www.cii.co.uk>
- > Edexcel is a provider that provides academic and vocational qualifications. However, the insurance qualifications offered through this institute are irrelevant because they are only at level 2 and 3 and are general and intermediary related. The web site was browsed but Edexcel was not contacted by email. <http://www.edexcel.org.uk>

Australia and New Zealand

Medical claims assessing does not appear to be a specialised function in Australia and New Zealand and there are no specialised qualifications indicated in the two countries.

- > Australian Qualifications Authority: <http://www.aqf.edu.au>
- > New Zealand Qualifications Authority: The website was browsed but the NZQA was not contacted by email. <http://www.nzqa.govt.nz>
- > The National Training Information Service (Australia): The Australian Government's National Training Information Service website provides information on the qualifications, qualification structures and the unit standards registered on the AQF. <http://www.ntis.gov.au>
- > National Finance Industry Training Advisor: Through various searches and links the SGB made contact with the project team responsible for scoping and rewriting the Financial Services Training Package. A training package is an integrated set of nationally endorsed competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise. <http://www.nfitab.com.au>

Africa

- > Botswana Training Authority (BOTA) BOTA has registered 164 unit standards for 3 sectors (trainers and assessors (practice standards), wholesale and retail and Information and Communications Technology), but not yet registered standards for their financial services industry. <http://www.bota.org.bw>
- > Namibia Association of Medical Aid Funds (NAMAF). Namaf's object is to control, promote, encourage and co-ordinate the establishment, development and functioning of funds in Namibia. (This applies to all private funds). - <http://www.namaf.org.na>

Other countries

Previous comparisons for Financial Services qualifications at Levels 2 and 3 established that a comparison in a country with an emerging economy is not possible at present. This is because the websites of the countries considered are either not presented in English or their accreditation systems are based on internal

quality management systems and audits and not on alignment with national standards. The websites considered for these comparisons are:

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

Background and rationale for the choice of countries for comparison with the FETC

Qualifications used for this comparison:

As there do not appear to be specialist qualifications for medical claims assessors in other countries it was not possible to compare the FETC as a whole, and we have therefore compared discrete Unit Standards in the FETC against comparable unit standards registered for financial services qualifications on the NVQ in the United Kingdom and AQF in Australia.

There are very few standards on the NVQ and AQF that can be compared to the Core Unit Standards FETC: Medical Claims Assessing. We have therefore compared the fundamental and elective Unit Standards to standards registered for the financial services learning pathways in the UK and Australia.

The financial services certificates and qualifications are currently under review in Australia. Industry Units are currently in the editorial stage of the Financial Services Review. This is a formal stage undertaken prior to endorsement of the units. The industry has endorsed 15 new qualifications and 116 new units of competency. These units are not currently available on the website. This comparison is therefore based on the existing units registered on the website.

Gina Hockley (ghockley@nfitab.com.au), who is project managing the revision of the financial services training package kindly provided the SGB with draft documentation to assist in the comparison. This sets out the qualification's pathways and map of unit standards. Unfortunately, the full standards are not available in the documentation.

A request for information also drew a response from Chris Kennedy at the Chartered Insurance Institute (CII) in the UK (chris.kennedy@cii.co.uk). The CII provides an advanced diploma in Insurance, which is set at a UK degree level. One of the units in the advanced diploma is Private medical insurance (PMI). This is a unit of study comprising 120 hours of learning, roughly equivalent to 12 credits on the South African NQF at level 6. The CII provided the SGB with an overview of the PMI unit, which enabled the SGB to compare the Core Unit Standards and outcomes in the FETC with their units at a broad level although the advanced diploma is at a higher cognitive level than the FETC.

Level Descriptors

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

Australia: Competence at level 4 involves the following:

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

Detailed comparison of fundamentals, core and electives

Fundamentals

Mathematical Literacy

UK: The UK's Key skill Unit Application of Number - Level 4 has three elements (Specific outcomes)

1. Develop a strategy for using application of number skills over an extended period of time.
2. Monitor progress and adapt your strategy, as necessary, to achieve the quality of outcomes required in

work involving:

- > Deductive and inferential reasoning
- > Algebraic modelling.

3. Evaluate your overall strategy and present the outcomes from your work, including use of charts, graphs and diagrams to illustrate complex data.

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

Communication

UK: The Key Skills Unit Communication Level 4 involves:

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

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

AUSTRALIA (AQF): Communicate in the workplace, the level 4 unit standard is not available on the web site at present so it is difficult to gauge how accurately the outcomes of the two standards correspond.

Financial Literacy

The financial literacy unit standards in the FETC introduce entry-level financial related competencies for learners, and ensure that individuals are able to apply the financial literacy concepts in their own lives to be financially responsible and therefore more productive and responsible employees. I.e. the industry requires financially responsible and empowered employees to work with their client's money and investments. While there are no similar unit standards on the NVQ or AQF, financial literacy competencies are embedded in the unit standards that comprise their certificates. However, the application of these competencies does not extend to learners' own lives. Examples: Completion of own income tax forms and managing the risk in their own lives in the SA qualification.

Conclusion (Fundamentals)

The UK has four other key skills units (see below) that do not have SA fundamental counterparts but are covered by SA's Critical Cross-Field Outcomes either across the qualification or by the core and elective unit standards:

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

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

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

- > Apply principles of professional practice to work in the financial services industry
- > Communicate in the workplace
- > Use technology in the workplace
- > Apply health and safety practices in the workplace.

Core

There are no equivalent international qualifications for the Core component of the FETC. There are, however, various discrete units in the financial services career streams on the NVQ and AQF, which can be used for comparison:

Matches were found for the following SA core unit standards. Learners competent in the SA standards would have similar competencies to their UK and Australian counterparts (except for specific contextual information (e.g. legislation, organisational standards, etc))

- > Explain the cycle of a medical claim and Assess a medical claim

Administration and Claims - Chartered Insurance Institute CII, has some correlations with the SA unit standard at Level 6.

The following outcomes correlate with the SA unit standard

- > Principles and practices of claims arising under PMI policies
- > Pre-authorisation of claims
- > Customer service function and benefits of claims help line facilities

- > Explain the use of coding in Healthcare Benefits Administration. Risk assessment and management - Chartered Insurance Institute CII

- > Describe healthcare cover in South Africa

Private medical insurance products and principles - CII, **Benefit Design** outcome. (Note: The outcomes differ. However competent learners from either qualification will understand the private healthcare market in their respective countries.)

- > Describe managed care as it is applied in **Medical Scheme Administration in South Africa**

Administration and Claims - Chartered Insurance Institute CII, elements of the SA outcomes are reflected in this unit

- > Analyse the proposed National Health Policy as a means of providing healthcare for the nation
Related Issues - Chartered Insurance Institute CII covers the need for, and methods of reinsuring private medical insurance business, healthcare trusts, the relationship between HHS and private healthcare provision and the impact of the EU on the PMI market and vice versa.

- > Explain Healthcare Benefits Administration in South Africa

Administration and Claims" - Chartered Insurance Institute CII, elements of this unit are reflected in the SA standard.

- > Indicate how different needs lead to the development of different financial services products.
Related Issues - Chartered Insurance Institute CII. This unit has an outcome relating to the need for and methods of, reinsuring, private medical insurance business" which correlates broadly with the SA standards.

- > Administer long-term employee benefits and medical scheme membership

Administration and Claims" - Chartered Insurance Institute CII

- > Explain the types of compulsory statutory insurance in South Africa

Administration and Claims - Chartered Insurance Institute CII Specifically the unit: Contribution, third party recoveries

- > Use an electronic system as a tool in a financial services context

Data processing: NVQ: Pensions Level 3 (the South African standard is pegged at the same level).

Process sales support administration - NVQ: life offices level 3

Enter and retrieve information using a computer system - NVQ: call handling operations level 2

- > Apply knowledge of basic accounting principles to financial services (L3)

Reconcile Accounts: NVQ: Insurance (General and Intermediaries) Level 2. The NVQ unit standard focuses on the process, but has the embedded knowledge of accounting principles in order to apply the task of reconciling accounts

- > Explain and apply ethical conduct in a business environment. (L4)

Apply principles of professional practice to work in the financial services industry - AQF - Industry core standard. The title of the AQF standard indicates a similar outcome, since professionalism usually infers ethical behaviour. The Financial Services Industry in Australia is currently reviewing their financial qualifications, and therefore the standard is currently not available on The National Training Information

Service's (Australia) website at present. It is therefore difficult to gauge how accurately the outcomes of the two standards correspond.

Electives

Personal development related electives

There are comparable units for the Unit Standards:

- > Apply problem-solving techniques to make a decision or solve a problem in a real life context (Problem Solving - Level 4: Key Skills Unit)
- > Manage time effectively to enhance productivity and enable a balanced lifestyle (Plan And Organise Work Schedule And Work Based Activities - NVQ: Insurance (General and Intermediaries) Level 2 and Manage personal work priorities and professional development- AQF - Cross Industry Standard - Level 2)
- > Communicate verbally with clients in a financial services environment (Advise customers as an insurance intermediary - NVQ: Insurance (General and Intermediary) Level 3; Ensure the quality of call handling services - NVQ: Managing Call Handling Level 4; Contribute to developing and maintaining positive caller relationships - NVQs: Call Handling Operations Level 3, Supervising Call Handling Level 3, Call Handling Operations Level 2; Solve problems for telephone callers - NVQs: Call Handling Operations Level 3, Supervising Call Handling Level 3; Develop and maintain supportive relationships with telephone callers - NVQ: Call Handling Operations Level 3; Liaise with clients, other professionals and third parties - AQF: Financial Services Level 3.
- > Demonstrate knowledge and understanding of the role, functions and duties of trustees of retirement funds (Communicate Pensions Information - NVQ: Private Sector Pensions Administration Level 4; Determine Retirement Benefits - NVQ: Private Sector Pensions Administration Level 4; Liaise with and support trustees - AQF: Financial Services - Level 3)
- > Demonstrate knowledge and understanding of the role, functions and duties of trustees of medical schemes ("Related issues: - CII - Healthcare trusts outcome)
- > Motivate a team (Provide leadership and motivation to all staff - AQF: Financial Services - Level 3)

Management related electives

- > Apply knowledge of self and team in order to develop a plan to enhance team performance (Develop teams and individuals to enhance performance - NVQ: Providing Financial Services Level 4, Managing Call Handling Level 4; Coordinate the work activities of others for the achievement of organisational objectives - NVQ: Investment Administration).
- > Indicate the role of the team leader in ensuring that a team meets an organisation's standards (Contribute to the development of teams and individuals - NVQ: Providing Financial Services Level 3)
- > Coach a team member in order to enhance individual performance in a work environment (Lead call handling team and individuals to meet their objectives - NVQ: Supervising Call Handling Level 3; Manage staff training - AQF: Financial Services - Level 3)
- > Investigate quality and control mechanisms in a business unit (Contribute to improving the quality of service provision - NVQ: Call Handling Operations Level 2; Maintain activities to meet quality standards - NVQ: Private Sector Pensions Administration Level 4; Implement quality systems within work area - AQF: Financial Services Level 3)
- > Apply knowledge of self and own situation to manage the risks resulting from change in the workplace (Contribute to influencing change within the organisation - NVQ: Managing Call Handling Level 4; Contribute to Changes in the Workplace - NVQ: Private Sector Pensions Administration Level 4; Facilitate and capitalise on change and innovation"- AQF: Business Services - Level 3.)
- > Apply technical knowledge and skill to align business unit performance to business goals (Lead the work of teams and individuals to achieve their objectives - NVQs: Providing Financial Services Level 3, Life Offices Level 3, Insurance (General and Intermediaries) Level 3; Manage the performance of teams and individuals - NVQ: Providing Financial Services Level 4; Respond to poor performance in your team - NVQs: Providing Financial Services Level 4, Managing Call Handling Level 4; Manage staff performance to achieve strategic targets: AQF: Financial Services - Level 3; Implement operational plans to achieve strategic

targets - AQF: Financial Services - Level 3)

The CII provided a copy of their assessment for the PMI unit, Medical underwriting. Knowledge of the impairments is similar to that required in the SA standards:

- > Analyse impairments related to the digestive and urinary systems and their impact on the assessment of long-term risk.
- > Analyse impairments related to the reproductive system and their impact on the assessment of long-term risk.
- > Analyse cardiovascular related impairments and their impact on the assessment of long-term risk.
- > Analyse respiratory related impairments and their impact on the assessment of long-term risk.
- > Analyse cancer as impairment and the associated impact on the assessment of risk.
- > Analyse psychological and psychiatric impairments and the associated impact on the assessment of risk.
- > Analyse neurological related impairments and the associated impact on risk assessment.
- > Analyse muscular skeletal related impairments and their impact on the assessment of long-term risk.
- > Apply knowledge of blood disorders to assess risk.

Other electives

For most electives in the FETC there are equivalent standards on the NVQ and AQF. Where outcomes differ or are missing in the South African standards these outcomes are met through the Critical Cross-Field Outcomes in the SA standards.

In addition to the medical Claims and Healthcare, related standards there do not appear to be NVQ and AQF standards or CII Private Medical Insurance outcomes that correlate with the following SA standards:

- > Analyse new developments reported in the media that could impact on long-term insurance.
- > Explain and apply ethical conduct in a business environment.
- > Describe issues of compliance and/or non-activity that could result in civil or criminal liability in terms of business law.
- > Apply knowledge of HIV/AIDS to a specific business sector and a workplace.
- > Manage risk in own work/business environment.
- > Manage own work performance in relation to an organisation's performance management system
- > Explain the impact of personal wellness on work performance.
- > Induct a new member into a team.
- > Apply the principles of situational leadership to a business unit.
- > Apply Return on Investment (ROI) theory and practice to a business unit.
- > Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path.
- > Explain how to manage diversity in the workplace.

There is more focus on personal development and empowerment of the learner in the South African Standards i.e. the focus is increasing competency of the learner as a whole person rather than work based competencies only.

The NVQ and AQF standards such as Reconcile an account and Implement operational plans to achieve strategic targets focus on steps in the processes in an insurance environment. The competency-based nature of the SA Unit Standards makes them more sustainable, as processes can become outdated.

Conclusion

The standards that comprise the Financial Services Qualifications in Insurance at Level 4 on both the NVQ and AQF have similar outcomes to those in the FETC

However:

- > There are many task-based standards in the international qualifications (NVQ and AQF), which have not been considered for this comparison as they are not relevant to the comparison of the qualification as a whole.
- > The CII qualification offers a Marketing and sales component for private medical insurance. Marketing and Sales electives are available at level 3 and 4 in SA qualifications but are not specific to medical schemes or medical/health insurance.
- > There appear to be more personal development and management standards available as electives in the South African basket.

In conclusion there does not appear to be an international counterpart for the proposed FETC: Medical Claims Assessing Level 4. It therefore seems safe to assume that as a complete qualification, the South

African Qualification in medical claims assessing, is unique and could lead the way for the private health care industry worldwide.

ARTICULATION OPTIONS

This Qualification articulates horizontally with:

- > Any FETC on the basis of the Fundamentals.
- > The FETC: Long-term Insurance (to replace the National Certificate in Long-term Insurance: Level 4)
- > The FETC: Long-term Risk Assessment (to replace The National Certificate In Insurance: Long-term: NQF Level 4: Risk Assessment)
- > The National Certificate in Wealth Management: Level 4.
- > The National Certificate in Financial Services Management: Level 4.
- > Certificate : Auxiliary Nursing: Level 4

It articulates vertically with:

- > The National Certificate in Wealth Management: Level 5.
- > Fundamental Competencies gained in Communication and Mathematical Literacy in this Qualification should enable the learner to access an appropriate industry Qualification at NQF Level 5 (such as the proposed National Certificate in Healthcare Product Management) once these are developed. The FETC will articulate with the Level 5 Insurance and Investment qualifications envisaged in the brief of the SGB for Insurance and Investment.
- > Management qualifications at Level 5 depending on the admission requirements of specific Higher Education Institutions.
- > Bridging Diploma: Nursing: Level 5
- > Diploma: General Nursing: Level 5

MODERATION OPTIONS

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

- > Moderators, competent at the level of the Qualification, are registered by a relevant accredited ETQA to ensure that the standard across assessors is consistent.
- > Moderators must be registered as assessors with the relevant ETQA.
- > Moderators are required to report to a relevant accredited ETQA.
- > A relevant accredited ETQA will monitor and quality assure moderation and assessment according to guidelines in the Qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

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

NOTES

N/A

UNIT STANDARDS

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	113911 Use an electronic system as a tool in a financial services context	Level 3	2	Registered
Core	114941 Apply knowledge of HIV/AIDS to a specific business sector and a workplace.	Level 3	4	Registered
Core	117141 Describe healthcare cover in South Africa	Level 3	2	Recommended
Core	13940 Demonstrate knowledge and application of ethical conduct in a business environment	Level 4	4	Registered

Core	14979 Describe issues of compliance or non-activity that could result in civil or criminal liability in terms of business law	Level 4	2	Registered
Core	113932 Explain the Medicines and Related Substances Control Amendment Act, 59 of 2003, as it impacts on medical schemes	Level 4	2	Registered
Core	117118 Apply knowledge of the current Medical Schemes Act and the accompanying regulations	Level 4	3	Recommended
Core	117215 Explain the use of coding in Healthcare Benefits Administration	Level 4	4	Recommended
Core	118010 Assess a medical claim	Level 4	8	Draft - Prep for P Comment
Core	118011 Analyze new developments reported in the media that could impact on long-term insurance	Level 4	10	Draft - Prep for P Comment
Core	118012 Research the Medical Scheme Administration sub-sector in South Africa	Level 4	5	Draft - Prep for P Comment
Core	118014 Explain the cycle of a medical claim	Level 4	2	Draft - Prep for P Comment
Core	118018 Describe the control of fraud in Healthcare Benefits Administration	Level 4	8	Draft - Prep for P Comment
Core	118019 Describe managed care as it is applied in Medical Scheme Administration in South Africa	Level 4	6	Draft - Prep for P Comment
Elective	114966 Explain the types of compulsory statutory insurance in South Africa	Level 2	2	Registered
Elective	9302 Access information in order to respond to client enquiries in a financial services environment	Level 3	2	Reregistered
Elective	9303 Communicate verbally with clients in a financial environment	Level 3	3	Reregistered
Elective	12547 Demonstrate knowledge and understanding of the role, functions and duties of trustees of Group Retirement Funds	Level 3	4	Registered
Elective	12548 Demonstrate ability to use and interpret texts that apply to the role and responsibilities of trustees of Group Retirement Funds	Level 3	4	Registered
Elective	12550 Demonstrate knowledge and understanding of the role functions and responsibilities of Trustees of Medical Schemes	Level 3	4	Registered
Elective	13911 Induct a new member into a team	Level 3	3	Registered
Elective	13912 Apply knowledge of self and team in order to develop a plan to enhance team performance	Level 3	5	Registered
Elective	13917 Indicate the role of a team leader ensuring that a team meets an organisation's standards	Level 3	6	Registered
Elective	113907 Explain the impact of personal wellness on work performance	Level 3	2	Registered
Elective	113909 Coach a team member in order to enhance individual performance in work environment	Level 3	5	Registered
Elective	114932 Explain how to manage diversity in the workplace	Level 3	2	Registered
Elective	114952 Apply problem-solving techniques to make a decision or solve a problem in a real life context	Level 3	2	Registered
Elective	114960 Investigate the need to provide financially for own retirement	Level 3	3	Registered
Elective	114972 Explain healthcare benefits administration in South Africa	Level 3	2	Registered
Elective	114985 Indicate how different needs lead to the development of different Financial Service products	Level 3	4	Registered
Elective	116966 Apply knowledge of self and own situation to manage risks resulting from change in the workplace	Level 3	3	Registered
Elective	117111 Apply knowledge of basic accounting principles to financial services	Level 3	4	Recommended
Elective	117133 Manage own work performance in relation to an organisation's performance management system	Level 3	2	Recommended
Elective	117136 Administer long term employee benefits and medical scheme membership	Level 3	3	Recommended
Elective	117171 Manage time effectively to enhance productivity and enable a balanced lifestyle	Level 3	2	Recommended
Elective	13947 Motivate a team	Level 4	6	Registered
Elective	13949 Apply technical knowledge and skill to align business unit performance to business goals	Level 4	5	Registered
Elective	13953 Apply the principles of situational leadership to a business unit	Level 4	5	Registered
Elective	13954 Manage risk in own work/business environment	Level 4	5	Reregistered
Elective	113923 Explain fiduciary responsibilities and the associated risks	Level 4	1	Registered
Elective	113927 Analyse the proposed National Health policy as a means of providing healthcare for the nation	Level 4	4	Registered
Elective	114209 Apply Return on Investment (ROI) theory and practice to a business unit	Level 4	6	Registered
Elective	114215 Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path	Level 4	3	Registered
Elective	118003 Analyse musculo-skeletal related impairments and their impact on the assessment of long-term risk	Level 4	2	Draft - Prep for P Comment

Elective	118004 Analyse impairments of the reproductive system and their impact on the assessment of long-term risk	Level 4	2	Draft - Prep for P Comment
Elective	118005 Investigate quality and control mechanisms in a business unit	Level 4	2	Draft - Prep for P Comment
Elective	118006 Analyse psychological and psychiatric impairments and the associated impact on the assessment of risk	Level 4	2	Draft - Prep for P Comment
Elective	118007 Analyse neurological related impairments and the associated impact on risk assessment	Level 4	2	Draft - Prep for P Comment
Elective	118008 Analyse respiratory related impairments and their impact on the assessment of long-term risk	Level 4	2	Draft - Prep for P Comment
Elective	118009 Analyse impairments related to the endocrine system and their impact on the assessment of long-term risk	Level 4	2	Draft - Prep for P Comment
Elective	118013 Analyse impairments related to blood disorders and the associated impact on the assessment of risk	Level 4	1	Draft - Prep for P Comment
Elective	118015 Analyse cardiovascular related impairments and their impact on the assessment of long-term risk	Level 4	5	Draft - Prep for P Comment
Elective	118016 Analyse cancer as an impairment and the associated impact on the assessment of risk	Level 4	2	Draft - Prep for P Comment
Elective	118017 Analyse impairments related to the digestive and urinary systems and their impact on the assessment of long-term risk	Level 4	2	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Reregistered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered
Fundamental	7485 Demonstrate understanding of real and complex number systems	Level 4	3	Reregistered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Reregistered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Reregistered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Reregistered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Reregistered
Fundamental	12153 Use the writing process to compose texts required in the business environment	Level 4	5	Registered
Fundamental	117127 Describe and apply the basic principles of personal income tax	Level 4	3	Recommended
Fundamental	117156 Interpret basic financial statements	Level 4	4	Recommended
Fundamental	117158 Investigate ways of managing financial risk in own lives	Level 4	5	Recommended



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Analyse cancer as an impairment and the associated impact on the assessment of risk

SAQA US ID	UNIT STANDARD TITLE		
118016	Analyse cancer as an impairment and the associated impact on the assessment of risk		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Insurance and Investment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Finance, Economics and Accounting		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB I & I	Regular	Level 4	2

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Describe cancer as a medical condition.

SPECIFIC OUTCOME 2

Indicate how cancer is diagnosed and treated.

SPECIFIC OUTCOME 3

Outline the long term prognosis of cancer.

SPECIFIC OUTCOME 4

Apply knowledge of cancer to assess risk.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Analyse cardiovascular related impairments and their impact on the assessment of long-term risk

SAQA US ID	UNIT STANDARD TITLE		
118015	Analyse cardiovascular related impairments and their impact on the assessment of long-term risk		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Insurance and Investment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Finance, Economics and Accounting		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB &	Regular	Level 4	5

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Explain the anatomy and physiology of the cardiovascular system.

SPECIFIC OUTCOME 2

Explain the main conditions and impairments related to the cardiac and vascular systems.

SPECIFIC OUTCOME 3

Interpret evidence related to cardiac and vascular conditions and impairments.

SPECIFIC OUTCOME 4

Apply knowledge of the cardiac and vascular systems to assess risk.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Analyse impairments of the reproductive system and their impact on the assessment of long-term risk

SAQA US ID	UNIT STANDARD TITLE		
118004	Analyse impairments of the reproductive system and their impact on the assessment of long-term risk		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Insurance and Investment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Finance, Economics and Accounting		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB I & I	Regular	Level 4	2

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Explain the anatomy and physiology of the reproductive system.

SPECIFIC OUTCOME 2

Explain the main conditions and impairments related to the reproductive system.

SPECIFIC OUTCOME 3

Interpret evidence related to **reproductive system conditions and impairments**.

SPECIFIC OUTCOME 4

Apply knowledge of the reproductive system to assess risk.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Analyse impairments related to blood disorders and the associated impact on the assessment of risk

SAQA US ID	UNIT STANDARD TITLE		
118013	Analyse impairments related to blood disorders and the associated impact on the assessment of risk		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Insurance and Investment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Finance, Economics and Accounting		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB I & I	Regular	Level 4	1

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Describe blood disorders as a medical condition.

SPECIFIC OUTCOME 2

Indicate how blood disorders are diagnosed and treated.

SPECIFIC OUTCOME 3

Outline the long term prognosis of blood disorders.

SPECIFIC OUTCOME 4

Apply knowledge of blood disorders to assess a risk.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Analyse impairments related to the digestive and urinary systems and their impact on the assessment of long-term risk

SAQA US ID	UNIT STANDARD TITLE		
118017	Analyse impairments related to the digestive and urinary systems and their impact on the assessment of long-term risk		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Insurance and Investment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Finance, Economics and Accounting		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB I & I	Regular	Level 4	2

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Explain the anatomy and physiology of the digestive and urinary systems.

SPECIFIC OUTCOME 2

Explain the main conditions and impairments related to the digestive and urinary systems.

SPECIFIC OUTCOME 3

Interpret evidence related to digestive and urinary system conditions and impairments.

SPECIFIC OUTCOME 4

Apply knowledge of the digestive and urinary system to assess a risk.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Analyse impairments related to the endocrine system and their impact on the assessment of long-term risk

SAQA US ID	UNIT STANDARD TITLE		
118009	Analyse impairments related to the endocrine system and their impact on the assessment of long-term risk		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Insurance and Investment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Finance, Economics and Accounting		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB I & I	Regular	Level 4	2

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Explain the anatomy and physiology of the endocrine system.

SPECIFIC OUTCOME 2

Explain the main conditions and impairments related to the endocrine system.

SPECIFIC OUTCOME 3

Interpret evidence related to endocrine system conditions and impairments.

SPECIFIC OUTCOME 4

Apply knowledge of the endocrine system to assess a risk.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Analyse musculo-skeletal related impairments and their impact on the assessment of long-term risk

SAQA US ID	UNIT STANDARD TITLE		
118003	Analyse musculo-skeletal related impairments and their impact on the assessment of long-term risk		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Insurance and Investment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Finance, Economics and Accounting		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB I & I	Regular	Level 4	2

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Explain the anatomy and physiology of the musculo-skeletal system.

SPECIFIC OUTCOME 2

Explain the main conditions and impairments related to the musculo-skeletal system.

SPECIFIC OUTCOME 3

Interpret evidence related to musculo-skeletal conditions and impairments.

SPECIFIC OUTCOME 4

Apply knowledge of the musculo-skeletal systems to assess a risk.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Analyse neurological related impairments and the associated impact on risk assessment

SAQA US ID	UNIT STANDARD TITLE		
118007	Analyse neurological related impairments and the associated impact on risk assessment		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Insurance and Investment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Finance, Economics and Accounting		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB I & I	Regular	Level 4	2

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Explain the anatomy and physiology of the central nervous system.

SPECIFIC OUTCOME 2

Explain the main conditions and impairments related to the central nervous system.

SPECIFIC OUTCOME 3

Interpret evidence related to neurological conditions and impairments.

SPECIFIC OUTCOME 4

Apply knowledge of the central nervous system to assess risk.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Analyse psychological and psychiatric impairments and the associated impact on the assessment of risk

SAQA US ID	UNIT STANDARD TITLE		
118006	Analyse psychological and psychiatric impairments and the associated impact on the assessment of risk		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Insurance and Investment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Finance, Economics and Accounting		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB I & I	Regular	Level 4	2

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Interpret medical terminology associated with psychological and psychiatric conditions.

SPECIFIC OUTCOME 2

Identify the main psychiatric conditions and their impact on functioning.

SPECIFIC OUTCOME 3

Interpret evidence related to psychological and psychiatric conditions.

SPECIFIC OUTCOME 4

Apply knowledge of the psychological and psychiatric conditions to assess risk.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Analyse respiratory related impairments and their impact on the assessment of long-term risk

SAQA US ID	UNIT STANDARD TITLE		
118008	Analyse respiratory related impairments and their impact on the assessment of long-term risk		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Insurance and Investment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Finance, Economics and Accounting		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB I & I	Regular	Level 4	2

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Explain the anatomy and physiology of the respiratory system.

SPECIFIC OUTCOME 2

Explain the main conditions and impairments related to the respiratory system.

SPECIFIC OUTCOME 3

Interpret evidence related to respiratory conditions and impairments.

SPECIFIC OUTCOME 4

Apply knowledge of the respiratory system to assess risk.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Analyze new developments reported in the media that could impact on long-term insurance

SAQA US ID	UNIT STANDARD TITLE		
118011	Analyze new developments reported in the media that could impact on long-term insurance		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Insurance and Investment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Finance, Economics and Accounting		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB I & I	Regular	Level 4	10

SPECIFIC OUTCOMES:**SPECIFIC OUTCOME 1**

Analyse articles and reports relating to the changing nature of long term insurance in South Africa.

SPECIFIC OUTCOME 2

Analyse developments in technology that could impact on the administration of long term insurance.

SPECIFIC OUTCOME 3

Interpret the effect of innovations in medical treatment and drug development on one of the sub sectors of long term insurance.

SPECIFIC OUTCOME 4

Investigate the spread of diseases in Africa from reports in the media.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Assess a medical claim

SAQA US ID	UNIT STANDARD TITLE		
118010	Assess a medical claim		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Insurance and Investment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Finance, Economics and Accounting		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB I & I	Regular	Level 4	8

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Use medical reference guides to access information.

SPECIFIC OUTCOME 2

Explain how scheme rules apply to payment of a claim.

SPECIFIC OUTCOME 3

Investigate the most commonly occurring medical conditions in South Africa.

SPECIFIC OUTCOME 4

Explain basic terminology relating to medical claims.

SPECIFIC OUTCOME 5

Process a medical claim.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Describe managed care as it is applied in Medical Scheme Administration in South Africa

SAQA US ID	UNIT STANDARD TITLE		
118019	Describe managed care as it is applied in Medical Scheme Administration in South Africa		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Insurance and Investment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Finance, Economics and Accounting		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB I & I	Regular	Level 4	6

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Describe the rationale for managed care.

SPECIFIC OUTCOME 2

Explain the principles of managed care.

SPECIFIC OUTCOME 3

Describe different aspects of a managed care programme.

SPECIFIC OUTCOME 4

Analyse the advantages and disadvantages of managed care.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Describe the control of fraud in Healthcare Benefits Administration

SAQA US ID	UNIT STANDARD TITLE		
118018	Describe the control of fraud in Healthcare Benefits Administration		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Insurance and Investment		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB I & I	Regular	Level 4	8

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Describe fraud as it occurs in a Healthcare Benefits Administration environment.

SPECIFIC OUTCOME 2

Explain legal aspects relating to fraud in Healthcare Benefits Administration.

SPECIFIC OUTCOME 3

Explain internal processes relating to the investigation of fraud in Healthcare Benefits Administration.

SPECIFIC OUTCOME 4

Analyse trends and the impact of fraud in a Healthcare Benefits Administration environment.

SPECIFIC OUTCOME 5

Explain control mechanisms used to contain fraud in Healthcare Benefits Administration.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Explain the cycle of a medical claim

SAQA US ID	UNIT STANDARD TITLE		
118014	Explain the cycle of a medical claim		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Insurance and Investment		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB I & I	Regular	Level 4	2

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Explain the origin of medical scheme claims.

SPECIFIC OUTCOME 2

Describe the different routes followed by medical claims.

SPECIFIC OUTCOME 3

Analyse a complex medical claim.

SPECIFIC OUTCOME 4

Investigate the storage and retrieval of claims related documents in a Healthcare Benefits Administrator.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

16

Investigate quality and control mechanisms in a business unit

SAQA US ID	UNIT STANDARD TITLE		
118005	Investigate quality and control mechanisms in a business unit		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Insurance and Investment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Finance, Economics and Accounting		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB I & I	Regular	Level 4	2

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Analyse the mechanisms used for quality management in a business unit.

SPECIFIC OUTCOME 2

Apply quality and control mechanisms in a business unit.

SPECIFIC OUTCOME 3

Report findings and give feedback.

SPECIFIC OUTCOME 4

Recommend possible actions to improve quality and ensure compliance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

17

Research the Medical Scheme Administration sub-sector in South Africa

SAQA US ID	UNIT STANDARD TITLE		
118012	Research the Medical Scheme Administration sub-sector in South Africa		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Insurance and Investment	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Finance, Economics and Accounting		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB I & I	Regular	Level 4	5

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Explain why Medical Scheme Administration exists as a sub sector of the insurance industry in South Africa.

SPECIFIC OUTCOME 2

Indicate the role of the various stakeholders and organised groups within the industry.

SPECIFIC OUTCOME 3

Investigate the factors that impact on a fund's stability.

SPECIFIC OUTCOME 4

Investigate how the industry caters for different market sectors.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Islamic Studies

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

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

Comment on the qualifications and unit standards should reach SAQA at the address **below and no later than 14 February 2005**. All correspondence should be marked **Standards Setting – SGB Islamic Studies** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: *Mr. D Mphuthing*

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail dmpthuthing@saga.co.za



DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Demonstrate a broader understanding of SALAH (Prayer)

SAQA US ID	UNIT STANDARD TITLE		
117944	Demonstrate a broader understanding of SALAH (Prayer)		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Islamic Studies	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PHY-ITC-0-SGB CS&IT	Regular	Level 4	4

Specific Outcomes:**SPECIFIC OUTCOME 1**

Explain a deeper meaning and understanding of SALAH (Prayer).

SPECIFIC OUTCOME 2

Reflect on the social benefits of SALAH (Prayer) for the individual and society.



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

Food

Registered by NSB 06, Manufacturing, Engineering and Technology, 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. 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 14 February 2005***. All correspondence should be marked **Standards Setting – SGB for Food Manufacturing** and addressed to

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


DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Demonstrate an understanding of basic machine operations in a manufacturing and or packaging environment

SAQA US ID	UNIT STANDARD TITLE		
12315	Demonstrate an understanding of basic machine operations in a manufacturing and or packaging environment		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Food	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FD	Regular	Level 3	7

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Demonstrate an understanding of machine operations.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the start-up procedures of a process machine.

SPECIFIC OUTCOME 3

Demonstrate an understanding of adjustments made to a process machine while in operation.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the shut-down procedures of a process machine.

SPECIFIC OUTCOME 5

Demonstrate an understanding of production documentation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Identify computerised systems in a manufacturing or processing system

SAQA US ID	UNIT STANDARD TITLE		
12258	Identify computerised systems in a manufacturing or processing system		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Food	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-2-SGB FD	Regular	Level 2	7

SPECIFIC OUTCOMES:

SPECIFIC OUTCOME 1

Demonstrate understanding of computerised systems in a manufacturing or processing environment.

SPECIFIC OUTCOME 2

Identify and use programmable logic controllers.

SPECIFIC OUTCOME 3

Identify and use a computer system that controls automated processes.

SPECIFIC OUTCOME 4

Identify and use man machine interface.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 06, Manufacturing, Engineering and Technology, invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

In addition, the NSB 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 NSB at the address below by not later than **14 February 2004**. All correspondence should be marked **SGB for Welding** and be addressed to:

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

SGB INFORMATION

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

SGBs shall:

- a. generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- b. update and review standards;
- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and
- e. perform such other functions as may from time-to-time be delegated by their National Standards Body.

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

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

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

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

NOTICE BY NSB 06, MANUFACTURING, ENGINEERING AND TECHNOLOGY, TO RE-REGISTER THE WELDING SGB
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NSB06, Manufacturing Engineering and Technology wish to re-register an SGB for Welding for a period of three years from 10 December 2004 until 10 December 2007.

BRIEF OF THE SGB

1. Generate the National Certificates in Welding Application and Practice in accordance with Authority requirements, at NQF levels 5: *[Regulation 24 (1)(a)]*.

These would cover the areas of Welding/Fabrication inspection, quality control and quality assurance, welding supervision, welding manufacturing and design codes, heat treatment of welded structures and related metallurgical surface engineering, health and safety for welding and related processes as well as for the continuous development of learners in these fields.

2. Review the following registered Qualifications and Unit Standards. *[Regulation 24(1)(b)]*.

- National Certificate in Welding Application and Practice (level 2)
- National Certificate in Welding Application and Practice (level 3)
- National Certificate in Welding Application and Practice (level 4)

3. Recommend the qualifications and standards generated under 2 above to the National Standards Body *[Regulation 24(1)(c)]*.

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

5. Maintain liaison, during the process of developing standards and qualifications, with other related Standards Generating Bodies as and when directed by NSB 06 *[Regulation 24(1)(e)]*.

6. Liaise with all other relevant and related SGBs *[Regulation 24(1)(e)]*.

COMPOSITION OF THE SGB

Nominee	Workplace	Nominating Body	Experience/ Qualifications
A.J. Booysen	Sasolburg Synfeuls	Synfeuls Management.	Welding Diploma, Welding Supervision, 24 years experience.
T Khoza	Department of Labour (Indlela)	Department of Labour	Trade Diploma Welding
JH de Kock	Chemical Oil Industry Training Board	Polifin Limited	National Teachers Diploma Advanced Certificate in welding technology Diploma Artisan Boiler
O Kühn	Local Government, Water and Related Services SETA	City Of Tshwane Metropolitan Municipality	Diploma Artisan Welder/Boiler
S. Erasmus	Iscor	Iscor Training Centre	Diploma in Welding. 18 years experience in welding and training.
A Venter	South Africa	Denel Aviation	Diploma Artisan Welder
B. Killian	Electrical Workers Union (SAEWA)	Transnet Management	HR Diploma. Training and Development Diploma
DJ van Wyngaardt	Transnet	Transnet Management	Diploma in Welding, B.A. Degree, Assessor.
DJ van Wyngaardt	South African Airways Technical Aerospace Chamber	Aviation Union of South Africa	39 years welding and related technology experience. Master Card in Training and
A.T Allen	Wits Technikon	Committee of Technikon Principals	5 yrs Engineering Apprenticeship. Higher Technical Certificate
T. Mokate	Correctional Service	Correctional Service Technical Department	Diploma in Welding. N-Diploma
N.V. Singh	Defy	Numsa	Senior Quality Inspector NTC 03. Production Management. Industrial Relations Diploma

N.V. Singh	Defy	Numsa	Senior Quality Inspector NTC 03. Production Management. Industrial Relations Diploma
D. vd Bergh	Tshwane North College	Technical College Management	N6 Diploma. Diploma in Plater. Assessor, Moderator.
P. Greyling	Majuba College	Technical College Management	Diploma Welding, Training Technology, Assessor, Management Principles & Techniques, Learnership Development and Moderator.
J. Venter	National Productivity Institute	National Productivity Institute	Master of Commerce. Artisan Welder
P. Moncur	Engineering Council of South Africa	Engineering Council of South Africa	Consulting. Higher Diploma Mechanical, Diploma Logistics.
M.T. Mavhusha	Vhumbe College Further Education and Training	Vhumbe College Further Education and Training College Management	Diploma in Welding, Teachers Certificate.
Z. Mazibuko	Manufacturing, Engineering and Related Services Education and Training Authority (MERSETA)	Manufacturing, Engineering and Related Services Education and Training Authority (MERSETA)	Production, Shop Steward and Coordinator of MERSETA Standards Generating Bodies. Three years at MERSETA, Fitter and Turner, 10 years Machine Operator – plastic Moulten Industry.