

Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID-AFRIKA

Vol. 501

Pretoria, 2 March
Maart 2007

No. 29664

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 170

2 March 2007

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Banking and Micro Finance

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards. The unit standards can be accessed via the SAQA web-site at www.saqa.org.za. Copies may also be obtained from the Directorate for 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 30 March 2007***. All correspondence should be marked **Standards Setting – SGB for Banking and Micro Finance** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

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DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Initiate and manage the recovery of losses suffered by the ba...

SAQA US ID	UNIT STANDARD TITLE		
243658	Initiate and manage the recovery of losses suffered by the bank		
SGB	PROVIDER		
SGB Banking and Micro Finance			
FIELD	SUBFIELD		
3 - Business, Commerce and Management Studies	Finance, Economics and Accounting		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Institute action to prevent or minimise non operational losses and or damage to the reputation of the bank.

SPECIFIC OUTCOME 2

Identify recovery opportunities.

SPECIFIC OUTCOME 3

Initiate urgent action to recover on the initial loss.

SPECIFIC OUTCOME 4

Enforce terms of settlement.

SPECIFIC OUTCOME 5

Institute legal action on persons not adhering to a settlement.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Prevent fraud through proactive data gathering, integration and assessment***

SAQA US ID	UNIT STANDARD TITLE		
243659	Prevent fraud through proactive data gathering, integration and assessment		
SGB			PROVIDER
SGB Banking and Micro Finance			
FIELD			SUBFIELD
3 - Business, Commerce and Management Studies			Finance, Economics and Accounting
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Gather and collate data for assessment.

SPECIFIC OUTCOME 2

Assess irregular incidences of data.

SPECIFIC OUTCOME 3

Recommend specific actions in response to data assessment.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify and apply relevant civil procedures to institute legal proceedings for the recovery of assets

SAQA US ID	UNIT STANDARD TITLE		
243660	Identify and apply relevant civil procedures to institute legal proceedings for the recovery of assets		
SGB		PROVIDER	
SGB Banking and Micro Finance			
FIELD		SUBFIELD	
3 - Business, Commerce and Management Studies		Finance, Economics and Accounting	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	8
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P. Comment			

SPECIFIC OUTCOME 1

Apply the civil procedure in working with a letter of demand.

SPECIFIC OUTCOME 2

Apply the civil procedure to institute legal action for the recovery of damages to the bank.

SPECIFIC OUTCOME 3

Apply the civil procedure to interpret and respond to a summons and attached particulars of claim.

SPECIFIC OUTCOME 4

Instruct an attorney to take default judgment.

SPECIFIC OUTCOME 5

Instruct an attorney to make application to court to secure assets for recovery purposes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Testify as a witness in an internal disciplinary hearing and within the Labour Law Jurisdiction arenas

SAQA US ID	UNIT STANDARD TITLE		
243661	Testify as a witness in an internal disciplinary hearing and within the Labour Law Jurisdiction arenas		
SGB	PROVIDER		
SGB Banking and Micro Finance			
FIELD	SUBFIELD		
3 - Business, Commerce and Management Studies	Finance, Economics and Accounting		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	4
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Identify relevant and legitimate evidence required for inclusion in the exhibit file.

SPECIFIC OUTCOME 2

Recommend and formalise charges against the person(s) to be charged, in collaboration with line management and human resource and/ or industrial relations (IR) support staff.

SPECIFIC OUTCOME 3

Testify as a witness - Is this an appropriate outcome - not a learner competency and reliant on many external factors - should be removed.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Conduct a Forensic Investigation into reported incidents**

SAQA US ID	UNIT STANDARD TITLE		
243662	Conduct a Forensic Investigation into reported incidents		
SGB	PROVIDER		
SGB Banking and Micro Finance			
FIELD	SUBFIELD		
3 - Business, Commerce and Management Studies	Finance, Economics and Accounting		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	11
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Review and analyse incident facts.

SPECIFIC OUTCOME 2

Scope and plan an investigation approach.

SPECIFIC OUTCOME 3

Identify, collect and protect all relevant evidence in a legitimate manner to support an investigation.

SPECIFIC OUTCOME 4

Make recommendations based on the findings of the investigation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Prepare an A1 statement**

SAQA US ID	UNIT STANDARD TITLE		
243663	Prepare an A1 statement		
SGB		PROVIDER	
SGB Banking and Micro Finance			
FIELD		SUBFIELD	
3 - Business, Commerce and Management Studies		Finance, Economics and Accounting	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Layout the contents of the A1 Statement.

SPECIFIC OUTCOME 2

Explain all relevant elements of the incident.

SPECIFIC OUTCOME 3

Brief the investigating officer and prosecuting authorities on the facts and findings of the case.

SPECIFIC OUTCOME 4

Network with members of the criminal justice system and other stakeholders in accordance with legal and business protocol.

No. 171

2 March 2007

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Manufacturing and Assembly Processes

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. 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, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address below and **no later than 30 March 2007**. All correspondence should be marked **Standards Setting – Manufacturing and Assembly Processes** and addressed to

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DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:**Further Education and Training Certificate: Cable Jointing and Termination**

SAQA QUAL ID	QUALIFICATION TITLE		
58204	Further Education and Training Certificate: Cable Jointing and Termination		
SGB		PROVIDER	
SGB Manufacturing and Assembly Processes			
ETQA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	6 - Manufacturing, Engineering and Technology	Manufacturing and Assembly	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	231	Level 4	Regular-Unit Stds Based
REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Draft - Prep for P Comment			

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of this qualification is to recognise the skills and knowledge required to:

- Terminate, joint, upgrade and install medium voltage cables.
- Work effectively and efficiently, optimising the use of resources.
- Observe all applicable regulations and legislative requirements.

For the purposes of this qualification, medium voltage is defined as not exceeding 33 kV.

These capabilities require an understanding of:

- Factors which affect the quality of cable joints and terminations.
- Work practices which promote and maintain safety and quality, while minimising risks, by identifying and eliminating hazards and potentially dangerous situations.
- Controlling environmental impacts and working in adverse climatic conditions.
- The relevant standards, statutory requirements and jointing or terminating procedures.
- Managing resources, time and the jointing team.
- Liaising with sub-contractors.

The skills and understanding acquired by learners will contribute to the development of the economy, the supply of essential services, the expansion of services to those who previously did not have electricity, and the maintenance of current services to industry and private citizens.

Rationale:

Although electrical power cable jointers perform a critically important role in the economy, there has to date been no formal recognition of their skills. Cable jointing and termination as an activity is captured within electrical qualifications but specialist cable jointers have had to rely on

informal training acquired over a period of many years. It has become important to recognise this occupation and the related skills and knowledge for the following reasons:

- The complexity of cables and cable jointing systems, especially for medium and high voltage cables, has increased.
- The renewal of South Africa's aging electrical infrastructure requires formally qualified people if the cable jointing and termination failures are not to persist.
- Infrastructural development projects will require the services of formally qualified cable jointers.
- Electrical service providers, such as municipalities, find it difficult to identify contractors who have the required knowledge and skills.
- In keeping with the principles of the National Qualifications Framework, this qualification will provide recognition to those who are deemed competent in the occupation by their peers and their employers.

The outcomes of this qualification combine skills and knowledge in the technical, inter-personal and business spheres, enabling the learner to perform the operational aspects of the work, function within a team context and contribute to value-adding processes within the organisation, for the benefit of customers and thus for the economy and society at large.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

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

- Communication and Literacy, NQF Level 3.
- Mathematical Literacy, NQF Level 3.
- Hand skills with a variety of hand and power tools.

These skills form the basis for determining the credit allocation in this qualification. These skills may be acquired through a National Certificate at NQF Level 2 or 3. If a learner does not have such experience, the learning time will be increased. The allocation of credits is also based on the assumption that the learner will be working towards this qualification as part of a learning programme which integrates the unit standards.

Recognition of Prior Learning:

This qualification may be obtained through a process of RPL. The learner should be thoroughly briefed prior to the assessment and support should be provided to assist the learner in the process of developing a portfolio. The guidelines for integrated assessment should be used to develop the RPL assessment process. As with integrated assessment, while this is primarily workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the Exit Level Outcomes.

Access to the qualification:

There is open access to this qualification. Employers or training institutions may however require the learner to have had experience in another occupation such as fitter or electrician. A workplace and learner support in the workplace is, however, a prerequisite to obtaining the relevant work experience and evidence required for the assessment of the Exit Level Outcomes.

QUALIFICATION RULES

The rules of combination for this qualification are reflected in the matrix.

The total number of credits for this qualification is 231.

- The total number of credits in the Fundamental component is 56.
- The total number of credits in the Core component is 163.
- The minimum number of Elective credits is 12. The elective credits should be chosen in accordance with the requirements of the selected context and the interests of the learner.

EXIT LEVEL OUTCOMES

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

1. Terminate, joint, upgrade and install medium voltage cables.
2. Plan and prepare for cable jointing operations.
3. Develop the skills and performance of team members.
4. Manage the quality and safety of cable jointing and termination.

Critical Cross Field Outcomes:

The Critical Cross-Field Outcomes are embedded in the unit standards which make up the qualification and are thus also reflected in the Exit Level Outcomes of the qualification. While performing cable jointing and termination functions and related activities qualifying learners will exhibit the following in relation to the Exit Level Outcomes.

- Identifying and solving problems in which responses display that responsible decisions using critical thinking have been made (Exit Level Outcomes 1, 2, 3, 4).
- Working effectively with others as a member of a team, group, organization and community (Exit Level Outcomes 1, 2, 3, 4).
- Organising and managing oneself and one's activities responsibly and effectively (Exit Level Outcomes 1, 2, 3, 4).
- Collecting, analyzing, organizing and critically evaluating information (Exit Level Outcomes 1, 2, 3, 4).
- Communicating effectively using visual, mathematical and/or language skills (Exit Level Outcomes 1, 2, 3, 4).
- Using science and technology effectively and critically, showing responsibility toward the environment and the health of others (Exit Level Outcomes 1, 2, 4).
- Demonstrating an understanding of the world as a set of related systems by recognizing that problem contexts do not exist in isolation (Exit Level Outcomes 1, 2, 3, 4).

ASSOCIATED ASSESSMENT CRITERIA

1.
 - A comprehensive range of cable types, joints and terminations, and conductor jointing methods has been mastered.
 - A range of repairs, upgrades and new installations has been completed.
 - All applicable safety authorisation procedures have been followed and documented.
 - A jointing team is informed and managed effectively.
 - Jointing instructions and procedures are interpreted and applied correctly, specifically in respect of the latest versions of South African National Standard 10198.
 - The capability to operate independently and to show initiative in the face of challenges is demonstrated.
2.
 - Correct materials are ordered, received and checked for each specific task.

- Subcontractors' work is co-ordinated and managed.
- Risk assessment processes are communicated and completed.
- Planning processes contribute to on-time completion.

3.

- Team members participate actively and contribute to on-time completion, quality and safety.
- Team members participate actively in the risk assessment process.
- Team members' performance and skills are improved.

4.

- All joints and terminations conform to the quality criteria set out in the jointing instruction.
- All relevant conditions are recorded and documented to ensure traceability.
- All safety checks are documented and complete.
- All work is done according to standard operating procedures.

Integrated Assessment:

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

- Evaluating evidence in a portfolio of evidence, particularly projects which integrate various aspects of the qualification and which demonstrate the integration of all aspects of learning: fundamental and core; knowledge, skills and values; the development of the critical outcomes.
- Observing and listening to the learner at work, both in primary activities as well as in other interactions, or in relevant simulations.
- Asking questions and initiating short discussions to test understanding and to verify other evidence.
- Looking at records and reports.
- Formative and summative assessment of unit standards.

Assessment of competence for this qualification is based on experience acquired by the learner in the workplace, within the particular cable jointing and termination context. The assessment process should cover the explicit tasks required for the qualification as well as the understanding of the underlying concepts and principles. The assessment process should also establish how the learning process has advanced the Critical Cross-Field Outcomes.

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

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be presented if pertinent to any of the Exit Level Outcomes.

Assessors should also evaluate evidence that the learner is able to perform consistently over a period of time.

INTERNATIONAL COMPARABILITY

Comparison with cable jointing qualifications was carried out in two stages:

- Comparison of the occupational profile.
- Comparison of course and/or standards for specific cable jointing and termination processes.

Occupational profile

A cable jointer is a recognised trade/occupation in a wide range of countries ranging across Europe, Asia, Africa and the Antipodes. The International Standard Classification of

Occupations (ISCO, 1988) classifies it as 72451 Cable worker, electric power, underground cables.

The occupational profile is described by the Australian Standard Classification of Occupations (Second Edition) as:

- 4313-13 Cable Joiner: Joins insulated electric power cables installed in underground conduits and trenches and prepares cable terminations for connection to electrical equipment and overhead lines.
- Skill Level: The entry requirement for this occupation is an AQF Certificate III or higher qualification. Registration or licensing may be required.

Tasks Include:

- Repairs, maintains and joins cables.
- Splices conductors, insulates splices and connects cable sheathing.
- Checks insulation and performance of installed cables.
- Maintains location diagrams.
- Ensures that electrical conductors are correctly connected between sub-stations and customers' premises.
- May dig trenches and service pits or tunnels for cables.
- May test for the presence of gas.
- May encase cables in armoured or other protective covers.

An Australian AQF Certificate III is equivalent to the South African NQF level 4 which is a standard for engineering trades and occupations. Energex, a private Australian company which distributes and retails electricity, amongst other sources of energy, describes the responsibility of the cable joiner as follows:

- Cable Joiners are responsible, both individually and as a member of a team, for the installation and maintenance of a wide range of cables, accessories and auxiliary equipment associated with underground electricity cable systems to ensure the safety, quality assurance and reliability of services.

This occupational profile has been quoted to emphasise that:

- The cable joiner works as part of a team. Implicit in the occupational profile is the ability to direct the activities of a team, and particularly those of the joiner's mate (see the section on courses below).
- The occupation has to deal with 'a wide range of cables, accessories and auxiliary equipment'.

These broad occupational descriptors accord, explicitly and implicitly, with those in other countries, eg New Zealand, United Kingdom, Germany and Hong Kong.

In the United States of America and other countries in the new world, the occupation is classified as Electrical Line Installer and Repairer and the profile includes other duties such as installing overhead cables. This component of the qualification is not included in the usual role descriptions of cable joiners.

The occupational profiles, in general, do not specify voltages or cable types and the definitions of low, medium and high voltage vary quite widely. Voltage is an indication of complexity and determines specific jointing and quality requirements. The exception is New Zealand, where cable jointing qualifications are described in some detail:

- They demonstrate a progression in terms of complexity across three levels.
- They are more explicit in terms of voltages and complexity.

The New Zealand cable jointing qualifications describe three stages:

Stage 1: National Certificate in Electricity Supply (Cable Jointer- Low Voltage) (Level 3).

- Jointing and terminating low voltage paper cables.
- Jointing and terminating low voltage live polymeric and paper cables.
- Polarity and phasing.

Stage 2: National Certificate in Electricity Supply (Cable Jointer - High Voltage) (Level 4) with an optional strand in Cable Jointer Advanced

The qualification covers the jointing and terminating of high voltage cables in the following cable categories:

- Joint HV polymeric insulated power cables up to 11kV.
- Joint HV paper insulated power cables up to 11kV.
- Install pad mounted electrical equipment.
- Terminate HV polymeric insulated power cables up to 11kV.
- Terminate HV paper insulated power cables up to 11kV.

Optional Strand

The optional strand allows the trainee to further develop these skills for working on the following cable categories:

- Joint HV polymeric insulated power cables from 22kV to 33kV.
- Joint HV paper insulated power cables from 22kV to 33kV.
- Terminate HV polymeric insulated power cables from 22kV to 33kV.
- Terminate HV paper insulated power cables from 22kV to 33kV.

Joint electricity supply power cables up to and including 11kV using transition jointing methods.

Stage 3: National Certificate in Electricity Supply (Cable Jointer - Specialist) (Level 5).

The qualification covers the specialist jointing and terminating of high voltage cables in the following cable categories:

- Oil or gas pressured paper cables.
- Oil or gas filled polymeric cables.
- Paper insulated cables up to 33kV.
- Polymeric cables up to 66kV.
- Other specialist HV cable types.

Occupational Profile Compared to Qualification

The exit level outcomes and the unit standards included in the South African qualification can be compared satisfactorily to the occupational profile in general and the requirements of the level 4 New Zealand qualification in particular.

Courses and Standards

Education and training for cable jointers is generally described in the following forms:

- A person acquires the skills and knowledge as part of an apprenticeship, eg Hong Kong, India, Australia, New Zealand, Malaysia.
- A person qualified in a related engineering trade acquires the skills and knowledge in a combination of short courses and on-the-job training, eg USA, UK, Germany.

Typical courses include the following from a private training company in the United Kingdom:

- Course Name: 33 kV Jointing, Days: 10.
- Course Name: HV Overhead Terminations, Days: 1.
- Course Name: Padmount Jointing, Days: 1.
- Course Name: 11kV XLPE (Triplex) Jointing, Days: 5.
- Course Name: 33kV Single Core XLPE Jointing, Days: 2.
- Course Name: Jointing Appreciation Course, Days: 1.
- Course Name: LV Single Phase Jointing Course, Days: 2.
- Course Name: Full 11kV (LV-HV) Cable Jointing Course, Days: 10.
- Course Name: Jointers Mates Duties, Days: 5.
- Course Name: Full Low Voltage Jointing, Days: 20.
- Course Name: Plastic Jointing Course, Days: 4.
- Total course days: 61.

The courses essentially only cover jointing and termination techniques but also include low voltage jointing and termination. The courses do not cover welding techniques, the management of sites and resources, or team management and development skills. Note the course detailing the duties of jointer's mate. This implies:

- The team-nature of the process.
- That the jointer's mate has a particular role in the process.

Another example, from Africa, illustrates a slightly different approach. The Kafue Gorge Regional Training Centre in Zambia, which focuses largely on developing skills for hydroelectric power generation, offers a 3 week training course for cable jointers.

Learning Objectives (sic)

At the end of the course, the participant shall be able to:

- Apply skills in the use of various types of hand, power and special tools in cable jointing and termination.
- Identify and utilize various types of materials used in cable jointing and termination.
- Apply standard safety rules and regulations.
- Apply skills pertaining to installation and maintenance of LV, MV and HV cable joining.

Course Outline

- Electricity General Rules and Regulations.
- Communication Skills.
- Basic Electricity Theory and Practice.
- Engineering Drawing.
- Mechanical Principles.
- Main cable types.
- Application of cable to various voltages.
- Configurations and situations.
- Cable Jointing Theory and Jointing Practice.
- Cable Termination Theory and Termination Practice.
- Tools and Materials.

This course illustrates the broad framework of knowledge and skills required by a cable jointer. However, given that the 11 modules are spread over 15 days, a considerable degree of depth is unlikely to be achieved, and, at best, this course serves as an introduction. A deepening of knowledge and understanding through application in context would be needed to develop the level of competence expected in the occupational profile.

Course Comparison to Qualification and Unit Standards

The difficulty in comparing training modules and courses to a competency-based qualification is that they only describe one part of the learning process. The workplace epistemologies or epistemologies of practice (ways of acquiring knowledge) are not explicit. All that can be stated is that the titles of the courses or modules are embedded in the qualification as:

- Specific outcomes.
- Essential embedded knowledge.
- Assessment criteria.

The contents of the courses would be embedded in the unit standards and assessed as that part which probes the learner's understanding.

Summary of the comparison

Comparison was done in two stages:

- Comparison of the occupational profile.
- Comparison of course and/or standards for specific cable jointing and termination processes.

The occupational profile is reflected in the exit level outcomes and the choice of unit standards and the course titles and content are embedded in the unit standards.

References

Australia

- www.milcom.com.au/files/List%20of%20courses%20under%20contract%20to%20Telstra.pdf
- <http://www.ee-oz.com.au>
- http://www.energex.com.au/careers/distribution_uground_jointer.html
- http://www.westernpower.com.au/mainContent/ourServices/PowerTrainingServices/coursesAvailable/UndergroundCableTrainingCourses/Underground_Cable_Training_Courses.html
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- McLennan, W. Statistician General, 1997 Australian Standard Classification of Occupations, Second Edition Canberra: Australian Bureau of Statistics

Germany

- <http://infobub.arbeitsagentur.de/berufe/start?dest=profession&prof-id=2801>
- http://www.bibb.de/dokumente/pdf/ft-elektrotagung_borch_folien.pdf http://www.swb-gruppe.de/download/24_47.pdf

Malaysia

- <http://www.sesco.com.my/sesco/english/tccourseelec.html>

New Zealand

- <http://www.esito.org.nz/main.cfm>

Philippines

- <http://www.oshc.dole.gov.ph/policy.htm>

Scotland

- <http://www.planitplus.net/careerzone/areas/default.aspx?PID=nf&TOPL=10&SECL=10EE&ID=233>

United Kingdom

- http://www.empower-training.com/Training/Cable_Jointing/Courses/?id=50
- www.connexions-direct.com/_library/publications/Electrical%20%20Electronic%20Engineering.doc

USA

- <http://www.bls.gov/oco/ocos195.htm>
- <http://www.idc-online.com/pdf/training/electrical/Cable%20Jointing.pdf>

Zambia

- <http://www.kgrtc.org.zm/coursedetails.php?id=15>

ARTICULATION OPTIONS

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

Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately. Holders of other qualifications may be evaluated against this qualification for the purpose of RPL and placement in learning programmes.

- This qualification articulates vertically with a planned National Certificate in Cable Jointing for high and very high voltage cables, nominally at NQF level 5.
- This qualification articulates horizontally with other engineering qualifications at this level.

MODERATION OPTIONS

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

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

- Assessor credentials.
- The assessment instrument.
- The assessment process.

Moderators should be qualified assessors in their own right.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

The following criteria should be applied by the relevant ETQA:

- Appropriate qualification with a minimum of 2 years' experience of medium voltage (11- 33 kV) cable jointing and termination operations. The subject matter expertise of the assessor can also be established by recognition of prior learning.
- Be active in the industry and be familiar with the particular aspects of the jointing and termination technologies which the learner has been required to use.
- Appropriate experience and understanding of assessment theory, processes and practices.
- Good interpersonal skills and ability to balance the conflicting requirements of:
 - Maintaining national standards.
 - The interests of the learner.
 - The need for transformation and redressing the legacies of the past.
 - The cultural background and language of the learner.

- Registration as an assessor with a relevant ETQA.
- Any other criteria required by a relevant ETQA.

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	243668	Joint and terminate a range of 11-33kV cables in a range of settings	Level 4	72
Core	243667	Co-ordinate activities and manage the cable jointing site	Level 4	6
Core	13224	Monitor the application of safety, health and environmental protection procedures	Level 4	4
Core	9885	Read and interpret engineering drawings	Level 3	12
Core	13235	Maintain the quality assurance system	Level 4	5
Core	10981	Supervise work unit to achieve work unit objectives (individuals and teams)	Level 4	12
Core	242810	Manage Expenditure against a budget	Level 4	6
Core	119915	Manage personal expenditure	Level 3	3
Core	119913	Use a personal budget to manage own money	Level 2	3
Core	11775	Test, diagnose and locate a fault on a high voltage electrical cable	Level 3	9
Core	113862	Install and terminate Medium/High Voltage cables	Level 4	6
Core	10621	Identify the correct phase sequence on high voltage transformers and cables	Level 3	3
Core	13254	Contribute to the implementation and maintenance of business processes	Level 4	10
Core	243669	Manage cable jointing resources	Level 4	8
Core	116714	Lead a team, plan, allocate and assess their work	Level 3	4
Elective	116692	Plan, organise and control the erection, alteration/repositioning and dismantling of access scaffolding	Level 4	12
Elective	10810	Join metals by means of Tungsten Inert Gas (TIG) welding	Level 3	6
Elective	119257	Produce and maintain work activity reports	Level 4	8
Elective	114877	Formulate and implement an action plan to improve productivity within an organisational unit	Level 4	8
Elective	12455	Perform the role of a safety, health and environmental protection representative	Level 3	4
Elective	116292	Demonstrate an understanding of the principles of manufacturing and assembly logistics planning	Level 4	12
Fundamental	12153	Use the writing process to compose texts required in the business environment	Level 4	5
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	12155	Apply comprehension skills to engage written texts in a business environment	Level 4	5
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	5

No. 172

2 March 2007

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Retail and Wholesale

registered by Organising Field 11, Services, publishes the following qualification and unit standards for public comment.

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

Comment on the qualification and unit standards should reach SAQA at the address below and **no later 30 March 2007**. All correspondence should be marked **Standards Setting – Retail and Wholesale** addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D. Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

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or faxed to 012 – 431-5144

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DR. S. BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Wholesale and Retail Operations

SAQA QUAL ID	QUALIFICATION TITLE		
58206	National Certificate: Wholesale and Retail Operations		
SGB	PROVIDER		
SGB Retail and Wholesale			
ETQA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	11 - Services	Wholesale and Retail	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	120	Level 2	Regular-Unit Stds Based
REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Draft - Prep for P Comment			

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The National Certificate: Wholesale and Retail Operations, addresses skills and competencies for enabling entry-level employment and positions. The qualifying learner will to access opportunities for further development and training in the specialised areas of Wholesale and Retail such as:

- Operations.
- Administration.
- Merchandising.
- Stock control.
- Customer service.
- Visual display merchandising.
- Help desk operations.

After successful completion of this qualifications learners will be able to:

- Understand the sector in which they work.
- Provide customers with a high level of service.
- Operate effectively and efficiently in their area of specialisation.

This qualification has been developed to allow people within the industry to advance in an area of specialisation or to move into other areas of specialisation in the sector.

Rationale:

The Wholesale and Retail environment buys and sells a wide range of products and stock form manufacturers to the end user / consumer. Throughout this process a number of people perform a variety of functions. These functions can vary according to the size and type of organisation.

Each of these functions may in its own right lead to a whole career in the industry. These functions include:

- Help Desk operating.
- Sales staff.
- Merchandising.
- Warehousing.
- Wholesaling.
- Buying/purchasing.
- Administration.
- Credit management.
- Management.

Industry is characterised by a wide variety of organisations from very small wholesale and retail operators to major national and international chain corporations. These include:

- Spaza/house shops.
- Independent stores.
- Chain stores.
- Small and Large wholesalers.
- Franchisers.
- Distribution Centres.
- Tele-marketing organisations.
- External contractors.

The industry is labour intensive and service driven. The sector requires specific skills and abilities in order to remain profitable thereby increasing growth and job opportunities. This qualification is aimed at individuals entering the sector for the first time, informal / business owners as well as individuals working in entry level occupations in the sector.

This qualification is designed to provide the skills and abilities for people working in or looking for a career-path in Wholesale and Retailing:

- SME retailing.
- Help Desks.
- Chain stores.
- Merchandising.
- Wholesaling.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners accessing this qualification are competent in:

- Communication at NQF Level 1.
- Mathematical Literacy at NQF Level 1.

Recognition of Prior Learning (RPL):

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

This Recognition of Prior Learning may allow for:

- Accelerated access to further learning at this or higher levels on the NQF.

- Gaining of credits for Unit Standards in this Qualification.
- Obtaining this Qualification in whole or in part.

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

Access to the qualification:

There is open access to any learner who complies with the learning assumed to be in place or equivalent competencies. It is required that learners are able to arrange for assessment in either a Wholesale and Retail or simulated environment.

QUALIFICATION RULES

This qualification is made up of Fundamental, Core and Elective unit standards and a minimum of 120 Credits is required to complete the qualification.

- **Fundamental component:**

All unit standards totalling 36 credits are compulsory.

- **Core component:**

All unit standards totalling 23 credits are compulsory.

- **Elective component**

Learners are required to:

- Choose one area of specialisation for which all standards are compulsory.
- Choose standards from the general elective component or any of the areas of specialisation to make up a total of 61 credits.

The following clusters for specialisation are included in the Qualification:

- **Chain store operations:**

- 114894: Process payment at a Point of Sales, Level 2, 10 Credits
- 114889: Record transactions. Level 2, 8 Credits
- 114906: Mark merchandise and maintain displays. Level 2, 10 Credits
- 114891: Count stock for a stock-take. Level 2, 5 Credits
- 114912: Maintain a safe and secure Wholesale and Retail environment. Level 2, 10 Credits

Total credits: 43

- **SME operations:**

- 119674: Manage finances for a new venture. Level 2; 10 Credits
- 243676: Source and collect product for resale. Level 2, 12 Credits
- 114894: Process payment at a Point of Sales, Level 2, 10 Credits
- 114891: Count stock for a stock-take. Level 2, 5 Credits
- 114906: Mark merchandise and maintain displays. Level 2, 10 Credits

Total credits: 47

- **External merchandising operations:**

- Recommend order for clients in a FMCG environment. Level 3, 8 Credits
- Identify the role of the FMCG Merchandiser in the Wholesale and Retail industry. Level 2, 8 Credits

- Uplift Stock for return. Level 3, 5 Credits
- 114891: Count stock for a stock-take. Level 2, 5 Credits
- 114906: Mark merchandise and maintain displays. Level 2, 10 Credits

Total credits: 36

● Wholesale operations:

- 243670: Take orders in a Wholesale environment. Level 3, 12 Credits
- 243712: Address customer queries in Wholesale environment. Level 3, 10 Credits
- 117899: Pick stock in a Distribution Centre. Level 2, 12 Credits
- 114891: Count stock for a stock-take. Level 2, 5 Credits
- 114912: Maintain a safe and secure Wholesale and Retail environment. Level 2, 10 Credits

Total credits: 49

● Help desk operations:

- 120190: Handle in-bound help desk calls. Level 2, 8 Credits
- 120191: Handle out-bound help desk calls. Level 2, 8 Credits
- 114911: Resolve customer queries / complaints. Level 3, 8 Credits
- 10349: Input data received onto appropriate computer packages within a contact centre. Level 2, 12 Credits

Total credits: 36

● General elective unit standards:

The following general elective units standards are included in the Qualification:

- 10353: Meet performance standards within a contact centre, Level 2, 6 Credits
- 10354: Contribute to a diverse working environment in a contact centre, Level 2, 8 Credits
- 10358: Apply in bound call centre operations within a commercial environment, Level 2, 8 Credits
- 114887: Prepare a vehicle for deliveries, Level 2, 8 Credits
- 114890: Perform office functions in a Wholesale and Retail outlet, Level 2, 4 Credits
- 114892: Dispatch stock, Level 3, 10 Credits
- 114893: Pack customer purchases at point of sales, Level 2, 3 Credits
- 114896: Receive stock, Level 3, 12 Credits
- 114897: Administer deliveries, Level 2, 10 Credits
- 114898: Minimise defaulting customer accounts, Level 3, 5 Credits
- 114900: Sell products to customers in a W&R environment, Level 3, 12 Credits
- 114902: Operate a computer in a Wholesale and Retail outlet, Level 2, 6 Credits
- 114904: Implement promotional instructions, Level 2, 6 Credits
- 114908: Apply food safety practices in a wholesale and retail outlet, Level 2, 7 Credits
- 114910: Implement food handling practices in a wholesale and retail outlet, Level 2, 8 Credits
- 114919: Offer a credit facility, Level 2, 8 Credits
- 117900: Plan self-development, Level 2, 10 Credits
- 119666: Determine financial requirements of a new venture, Level 2, 8 Credits
- 13883: Apply out bound call centre operations within a commercial environment, Level 3, 8 Credits
- 13885: Provide information to customers in a contact centre, Level 2, 12 Credits
- 13932: Prepare and process documents for financial and banking processes, Level 3, 5 Credits
- 14342: Manage time and work processes within a business environment, Level 2, 4 Credits
- 14359: Behave in a professional manner in a business environment, Level 2, 5 Credits
- 243672: Maintain the stockroom, Level 2, 8 Credits

- 243671: Deliver Stock to stores, Level 3, 10 Credits
- 119960: Merchandise chillers & freezers in a retail store, Level 3, 3 Credits
- Decide on granting credit to customers in a Wholesale and Retail environment, Level 3, 8 Credits

EXIT LEVEL OUTCOMES

1. Operate in the wholesale and retail environment.
2. Interact with customers.

Exit Level Outcomes for areas of specialisation in the qualification:

Depending of the area of specialisation selected, the qualifying learner will be able to:

3. Operate in a chain store environment.

Or

4. Operate in a SME retail environment.

Or

5. Perform external merchandising services.

Or

6. Operate in a wholesale environment.

Or

7. Operate a help-desk in a wholesale and retail environment.

ASSOCIATED ASSESSMENT CRITERIA

1.

- The Wholesale and Retail business environment is explained in terms of wholesale and retail sub-sectors.
- Operational requirements in the area of specialisation are identified, explained and executed according to operational requirements.
- Written and oral communication in the sector is correctly understood interpreted and applied.
- Oral and written communication is carried out so that the communication is understood by the relevant parties.
- Administration is completed, organised and maintained according to business requirements.
- Business calculations are understood and applied according to sector requirements.

2.

- The factors that impact on customer service are explained and demonstrated.
- Customer interaction is performed to ensure good customer relations and service.
- Communication skills are used effectively when interacting with customers.

3.

- Operational requirements in a Chain Store are identified and explained as they apply to a particular function(s).
- A safe and secure operational environment is maintained according to operational requirements.
- Transactions and payments at point of sale are executed according to operational requirements.
- Merchandising and Stock are marked, displayed and maintained according to operational requirements.
- Stock is handled according to operational requirements.

4.

- Operational requirements in a SME retail environment are identified and explained as they apply to a particular function(s).
- Business finances are managed and maintained to meet operational requirements.
- Point of sale transactions are executed according to operational requirements.
- Merchandising and Stock are marked, displayed and maintained according to operational requirements.
- Stock is handled according to operational requirements.

5.

- The difference in the role and operational requirements in an internal and external merchandiser in the supply chain is explained in terms of offering a third party service.
- Orders for clients are recommended according to operational processes and procedures.
- Stock for return is handled according to operational requirements.
- Stock is merchandised according to the requirements of all parties concerned.
- Stock is handled according to operational requirements.

6.

- Operational requirements in a Wholesale environment are identified and explained as they apply to a particular function(s).
- A safe and secure operational environment is maintained according to wholesale operational requirements.
- Orders are taken, recorded and executed according to wholesale operational requirements.
- Stock is handled according to wholesale operational requirements.
- Stock is picked and dispatched as per wholesale operational requirements.

7.

- The purpose of a Help Desk function is identified and explained in terms of its function in the organisation.
- In-bound Help Desk calls are handled according to operational requirements.
- Out-bound Help Desk calls are handled according to operational requirements.
- Data is maintained on a computerised system according to operational requirements.
- Customer complaints and queries are handled and resolved in an effective and professional manner.

Integrated assessment:

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

Learning, teaching and assessment are inextricably aligned. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated through the practical application of sales and services in a wholesale and retail environment.

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

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

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative

and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

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

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

INTERNATIONAL COMPARABILITY

This qualification has been compared with similar qualifications in the following countries considered to be leaders in this field: United Kingdom (including Wales and Scotland), Australia and Singapore.

Comparisons were conducted via the United Kingdom's National Qualifications Framework for areas of Retail operations provided valuable comparison in terms of three qualifications:

- Qualification 100/2878/X - Certificate in Retail Operations Level 2 (Scottish Framework)
- Qualification WRR 30202 - Certificate in Retail Operations Level 3 (UK Framework)
- Qualification WRR 20102 - Certificate in Retail Operations Level 2 (UK Framework)

It was noted that merchandising featured strongly in the above qualifications and was therefore included. The qualifications selected are all vocationally based as thus formed a good comparison base for the National Certificate: Wholesale and Retail Operations NQF Level 2.

The following competencies are incorporated in the WRR30202 (consisting of 9 units of which five are core and 4 elective) and WRR20102 (consisting of 14 units of which 10 core and 4 elective) and the 100.2878/X qualification (consisting of three mandatory units and two optional units of learning):

Retail operations L3 (WRR30202):

- Maintain and order stock
- Maintain store security
- Apply store security systems and procedures
- Build relationships with customers
- Develop innovative ideas at work
- Profile a retail market
- Maintain store safety
- Coordinate merchandising presentation
- Monitor in-store visual merchandising display

Retail operations L2 (WRR20102):

- Communication in the workplace
- Point of sales handling procedures
- Terminal or register balancing (Point of Sale)
- Customer interaction
- Operating of retail equipment
- Effective working in a retail environment
- Safe work practices
- Routine housekeeping duties (merchandising)
- Stock control and ordering procedures
- Minimising of theft

Retail operations L2 (100.2878/X):

- Employment rights and responsibilities
- Service selling and product knowledge
- Personal effectiveness and teamwork
- Risk awareness, health and safety
- Merchandise handling, storage and display

Careful consideration of the envisaged areas of competency included in the National Certificate: Wholesale and Retail Operations NQF Level 2 shows favourable alignment in terms of:

- Communication
- Core concepts of the operational environment
- Customer interaction
- Maintaining of a safe and secure environment
- Point of sales transactions
- Merchandising and displays
- Handling of stock
- Customer relationships via the handling of queries and complaints

The South African Qualification is however unique in its approach in the enabling of areas of specialisation to make provision for the development of competencies for specific operational requirements. Specific operational needs such as administration and handling of accounts and credit facilities, and in particular the enabling of support services such as Help Desk operations, deviate from the international norm, but add value in terms of skills requirements in the South African context.

The Singapore Workforce Development Agency is a statutory board under the Ministry of Manpower (MOM) and leads and drives workforce development in Singapore through a strong focus on industry driven competency requirements.

The Certificate in Retail Operations contains the following core modules:

- Handle merchandise display
- Working in the retail industry
- Develop ideas for workplace innovation
- Maintain personal presentation
- Interact with customers
- Sell products and services
- Perform point of sale operations
- Perform routine housekeeping duties
- Perform stock control operations
- Apply safety and security practices

Over and above the provision for retail office operations, elective modules for the qualification provide product specific selections for areas such as speciality store assistance, petroleum, product storage (meat, fresh products or seafood).

Whereas the Singapore qualification differentiates by product, this qualification has more generic unit standards that can be used across the sectors.

Other comparisons:

Difficulties were experienced for comparison with qualifications or training in SADC and other African countries, as material is not available. Although the USA is also considered as an area of best practice, relevant qualifications could not be sourced.

Conclusion:

From the concluded comparison it is clear that the National Certificate: Wholesale and Retail Operations NQF Level 2 aligns well with international trends in terms of the included fundamental and core components and also compares well with tendencies observed in the elective component of the qualification.

Merchandising, stock control, communication and a good foundational understanding of the wholesale and retailing environment is clearly aligned with international trends as per the qualifications utilised for comparisons.

What provides uniqueness is the additional focus on skills and competencies associated with areas of specialisation, which although specific, remains generic enough in approach to make provision for application across product ranges and situations in the diverse Wholesale and Retail industry in the South African context.

ARTICULATION OPTIONS

The qualification provides the following articulation opportunities:

Horizontal Articulation:

The qualification articulates horizontally with the following qualifications registered on the National Qualifications Framework:

- The National Certificate: Wholesale and Retail Distribution, Level 2, 49280.
- The National Certificate: Retail Shop Floor Practices, Level 2, 48763.
- The National Certificate: New Venture Creation, Level 2, 49648.
- The National Certificate: Business Administration, Level 2, 23833.
- The National Certificate: Contact Centre Support, Level 2, 21793.

Vertical Articulation:

Vertical Articulation is possible with the following qualifications registered on the National Qualifications Framework:

- The National Certificate: Wholesale and Retail Sales Practice, Level 3, 48764.
- The National Certificate: Business Administration Services, Level 3, 23737.

MODERATION OPTIONS

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

Any institution offering learning that will enable the achievement of this Qualification must be registered and accredited as a provider with the relevant ETQA, or with an ETQA that has an MOU with the relevant ETQA, in which event programme approval will be obtained from the relevant ETQA.

Assessment and moderation of assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQAs (including professional bodies), and in terms of the moderation guideline detailed immediately below.

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

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

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

- To be registered as an assessor.
- To be in possession of a relevant qualification at NQF Level 3 or above or relevant experience in the sector.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	117887	Complete basic business calculations	Level 2	5
Core	114903	Interact with customers	Level 2	8
Core	114895	Define the core concepts of the wholesale and retail environment	Level 2	10
Elective	10349	Input data received onto appropriate computer packages within a Contact Centre	Level 2	12
Elective	10353	Meet performance standards within a Contact Centre	Level 2	6
Elective	10354	Contribute to a diverse working environment in a Contact Centre	Level 2	8
Elective	114887	Prepare a vehicle for deliveries	Level 3	8
Elective	114890	Perform office functions in a wholesale and retail outlet	Level 2	4
Elective	114892	Dispatch stock	Level 3	10
Elective	114902	Operate a computer in a Wholesale/Retail outlet	Level 2	6
Elective	114900	Sell products to customers in a Wholesale and Retail outlet	Level 3	12
Elective	114899	Maintain the customer's account	Level 2	5
Elective	114906	Mark merchandise and maintain displays	Level 2	10
Elective	114898	Minimise defaulting customer accounts	Level 3	5
Elective	114897	Administer deliveries	Level 2	10
Elective	114896	Receive stock	Level 3	12
Elective	114894	Process payment at a Point of Sales (POS)	Level 2	10
Elective	114893	Pack customer purchases at point of sales	Level 2	3
Elective	243676	Source and collect products for resale	Level 2	12
Elective	243680	Take orders from customers	Level 3	12
Elective	14359	Behave in a professional manner in a business environment	Level 2	5
Elective	14342	Manage time and work processes within a business environment	Level 2	4
Elective	13932	Prepare and process documents for financial and banking processes	Level 3	5
Elective	13885	Provide information to customers in a Contact Centre	Level 2	12
Elective	13883	Apply out-bound Contact Centre Operations within a commercial environment	Level 3	8
Elective	119674	Manage finances for a new venture	Level 2	10
Elective	119666	Determine financial requirements of a new venture	Level 2	8
Elective	243712	Address customer queries in a wholesale environment	Level 3	10
Elective	243678	Grant credit to customers	Level 3	8
Elective	119960	Merchandise chillers and freezers in a retail store	Level 3	3
Elective	243671	Deliver stock to stores	Level 2	10
Elective	243672	Maintain the stockroom	Level 3	10
Elective	243681	Uplift stock for return	Level 3	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	243673	Identify the role of the fast moving consumer goods merchandiser in the wholesale and retail industry	Level 2	8
Elective	243679	Recommend orders for clients in a fast moving consumer goods environment	Level 3	8
Elective	117900	Plan self development	Level 2	10
Elective	117899	Pick stock in a distribution centre/warehouse	Level 2	12
Elective	114919	Offer a credit facility	Level 2	8
Elective	114912	Maintain a safe and secure wholesale and retail environment	Level 2	10
Elective	114911	Resolve customer queries / complaints	Level 3	8
Elective	114910	Implement food-handling practices in wholesale and retail outlet	Level 2	8
Elective	114908	Apply food safety practices in a wholesale and retail outlet	Level 2	7
Elective	114904	Implement promotional instructions	Level 2	6
Elective	114891	Count stock for a stock-take	Level 2	5
Elective	114889	Record transactions	Level 2	8
Elective	10358	Apply in-bound Contact Centre Operations within a commercial environment	Level 2	8
Fundamental	119454	Maintain and adapt oral/signed communication	Level 2	5
Fundamental	9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	Level 2	3
Fundamental	7480	Demonstrate understanding of rational and irrational numbers and number systems	Level 2	3
Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2
Fundamental	9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	3
Fundamental	119456	Write/present for a defined context	Level 2	5
Fundamental	119463	Access and use information from texts	Level 2	5
Fundamental	119460	Use language and communication in occupational learning programmes	Level 2	5
Fundamental	9007	Work with a range of patterns and functions and solve problems	Level 2	5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Merchandise chillers and freezers in a retail store***

SAQA US ID	UNIT STANDARD TITLE		
119960	Merchandise chillers and freezers in a retail store		
SGB			PROVIDER
SGB Retail and Wholesale			
FIELD	SUBFIELD		
11 - Services	Wholesale and Retail		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
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SPECIFIC OUTCOME 1

Display stock in chillers and freezers.

SPECIFIC OUTCOME 2

Replenish chillers and freezers.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Deliver stock to stores**

SAQA US ID	UNIT STANDARD TITLE		
243671	Deliver stock to stores		
SGB		PROVIDER	
SGB Retail and Wholesale			
FIELD		SUBFIELD	
11 - Services		Wholesale and Retail	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	10
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
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SPECIFIC OUTCOME 1

Collect goods from relevant distribution point.

SPECIFIC OUTCOME 2

Secure goods for transport.

SPECIFIC OUTCOME 3

Obtain proof of delivery/pick up.

SPECIFIC OUTCOME 4

Handle discrepancies in deliveries.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Maintain the stockroom**

SAQA US ID	UNIT STANDARD TITLE		
243672	Maintain the stockroom		
SGB	PROVIDER		
SGB Retail and Wholesale			
FIELD	SUBFIELD		
11 - Services	Wholesale and Retail		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	10
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
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SPECIFIC OUTCOME 1

Select appropriate areas for storing stock.

SPECIFIC OUTCOME 2

Pack stock in stock area.

SPECIFIC OUTCOME 3

Perform stock room housekeeping functions.

SPECIFIC OUTCOME 4

Prevent shrinkage and losses in the stockroom.

SPECIFIC OUTCOME 5

Maintain stock in the stockroom to enhance supply chain efficiency.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

**Identify the role of the fast moving consumer goods merchandiser in the
wholesale and retail industry**

SAQA US ID	UNIT STANDARD TITLE		
243673	Identify the role of the fast moving consumer goods merchandiser in the wholesale and retail industry		
SGB		PROVIDER	
SGB Retail and Wholesale			
FIELD		SUBFIELD	
11 - Services		Wholesale and Retail	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	8
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Segment the wholesale and retail sector.

SPECIFIC OUTCOME 2

Explain the flow of stock through the supply chain.

SPECIFIC OUTCOME 3

Fulfil the duties of the Fast Moving Consumer Goods merchandiser.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Source and collect products for resale**

SAQA US ID	UNIT STANDARD TITLE		
243676	Source and collect products for resale		
SGB	PROVIDER		
SGB Retail and Wholesale			
FIELD	SUBFIELD		
11 - Services	Wholesale and Retail		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	12
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Buy stock.

SPECIFIC OUTCOME 2

Transport stock to store.

SPECIFIC OUTCOME 3

Receive stock into the business.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Grant credit to customers

SAQA US ID	UNIT STANDARD TITLE		
243678	Grant credit to customers		
SGB		PROVIDER	
SGB Retail and Wholesale			
FIELD		SUBFIELD	
11 - Services		Wholesale and Retail	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Identify appropriate criteria for calculating credit worthiness.

SPECIFIC OUTCOME 2

Verify applicant's information.

SPECIFIC OUTCOME 3

Decide whether to grant credit.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Recommend orders for clients in a fast moving consumer goods environment**

SAQA US ID	UNIT STANDARD TITLE		
243679	Recommend orders for clients in a fast moving consumer goods environment		
SGB			PROVIDER
SGB Retail and Wholesale			
FIELD			SUBFIELD
11 - Services			Wholesale and Retail
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Explain the FMCG merchandiser's role in maintaining stock levels.

SPECIFIC OUTCOME 2

Calculate required orders.

SPECIFIC OUTCOME 3

Communicate the need for an order.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Take orders from customers**

SAQA US ID	UNIT STANDARD TITLE		
243680	Take orders from customers		
SGB	PROVIDER		
SGB Retail and Wholesale			
FIELD	SUBFIELD		
11 - Services	Wholesale and Retail		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	12
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Understand and apply the organisation's customer service policy.

SPECIFIC OUTCOME 2

Update and maintain the customer's information.

SPECIFIC OUTCOME 3

Record the customer's order.

SPECIFIC OUTCOME 4

Special/problem orders are recorded and controlled.

SPECIFIC OUTCOME 5

Additional items are promoted.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Uplift stock for return***

SAQA US ID	UNIT STANDARD TITLE		
243681	Uplift stock for return		
SGB	PROVIDER		
SGB Retail and Wholesale			
FIELD	SUBFIELD		
11 - Services	Wholesale and Retail		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	5
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Identify goods for uplift.

SPECIFIC OUTCOME 2

Explain uplift procedure.

SPECIFIC OUTCOME 3

Uplift goods from wholesalers/retailers.

SPECIFIC OUTCOME 4

Prevent shrinkage and losses while uplifting goods from wholesalers/retailers.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Address customer queries in a wholesale environment

SAQA US ID	UNIT STANDARD TITLE		
243712	Address customer queries in a wholesale environment		
SGB	PROVIDER		
SGB Retail and Wholesale			
FIELD	SUBFIELD		
11 - Services	Wholesale and Retail		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	10
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Understand and apply the organisation's customer service policy.

SPECIFIC OUTCOME 2

Address queries regarding product and price.

SPECIFIC OUTCOME 3

Resolve queries regarding receipt of stock.

No. 173

2 March 2007

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Housing

registered by Organising Field 12, Physical Planning and Construction, publishes the following qualification and unit standards for public comment.

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

Comment on the qualification and unit standards should reach SAQA at the address below and **no later 30 March 2007**. All correspondence should be marked **Standards Setting – Housing** addressed to

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

DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Bachelor of Housing

SAQA QUAL ID	QUALIFICATION TITLE		
58246	Bachelor of Housing		
SGB	PROVIDER		
SGB Housing			
ETQA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National First Degree	12 - Physical Planning and Construction	Physical Planning, Design and Management	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	379	Level 6	Regular-Unit Stds Based
REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Draft - Prep for P Comment			

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification is intended for persons who are currently employed within housing departments at national, provincial or local levels including persons who are interested in housing studies. It is also intended for those school leavers and individuals who wish to start a career and/or profession in housing. It provides learners with opportunities for professional development and career advancement in the field of housing.

The qualification also responds to the capacity building needs of housing departments in all spheres of government. It will enable learners to become active and informed citizens, capable of participating effectively in policy processes, enabling them to contribute to decision-making processes in housing organisations and institutions. It will assist service providers in the development of curricula and learning programmes that will respond to the skills development gaps of employees working within the housing sector.

Recognition of the competencies which are embedded in the set of unit standards that form part of this qualification will allow for opportunities for qualifying learners to enter into a number of employment opportunities in the government service, private sector, Non Governmental Organisations, housing institutions and consultancy field with the expertise that will enhance housing delivery and improve the quality of life of communities. It provides articulation possibilities to qualifying learners who wish to enter other built environment disciplines closely related to housing. Qualifying learners will be able to show responsibility and act independently and effectively manage the development of housing policy, implementation of housing programmes, monitor and evaluate housing projects. Qualifying learners will be able to apply the threshold generic and typical subject knowledge and skills as well as attitudes in performing their roles and functions with specific reference to:

- Demonstrating knowledge of development issues and effectively engage in the sociology of development debates.
- Conducting research projects in housing and use research findings for social and economic transformation and upliftment within the housing sector
- Designing and developing a housing policy for social and economic transformation.

- Interpreting and applying the legal and regulatory frameworks on housing in social, economic, environmental and physical contexts for sustainable human settlements.
- Critically evaluating and explaining housing finance and other forms of housing assistance for housing development.
- Applying a range of organisational and management techniques and principles for housing development projects in the housing context.
- Analysing and implementing the various housing delivery mechanisms to create sustainable human settlements.
- Demonstrating knowledge and understanding of the role, responsibilities and functions of social housing institution (SHI) boards and board members.
- Implementing local economic development policy and programmes to facilitate integrated housing development.

Rationale:

Housing education is a priority area within the South African transformation context as it is regarded as a people-centred social discipline which focuses on people and their homes. Historically, housing related education and training has been offered in the built environment disciplines which traditionally focus on construction, architecture and planning, for example, where major aspects of housing have not been satisfactorily dealt with in their widest contexts in terms of addressing the unique combination of competencies required for housing professionals. Housing studies therefore is increasingly being regarded as a profession hence this qualification will set the basis of the professionalisation of the housing sector.

The government sector, private institutions, Non Governmental Organisations and stateowned enterprises, to name, but a few, are the major employers of housing officials and managers. This qualification is aimed at developing effective housing managers and/or practitioners who will possess the relevant knowledge, skills and attitudes necessary to speed up housing delivery in South Africa and create sustainable human settlements. Currently there is a need for this qualification to provide recognition of prior learning as people with workplace experience in the areas addressed by this qualification will get an opportunity to be assessed against this qualification to ensure that they meet the requirements for competence. In addition, training that is currently taking place in this field is not provided against a nationally registered qualification and associated unit standards, which this qualification will be addressing thus providing a formal learning.

Housing in its broadest sense is regarded as one of the major contributors to the national economy as it forms a vital part of reconstruction and development in South Africa. This qualification will offer learners with skills and knowledge appropriate to a range of employment opportunities associated with housing. The qualification represents the work based needs of employers and employees within the housing fraternity. Qualifying learners are employed for designing, developing and implementing housing policy, strategies and programmes as well as dealing with common housing problems in different social contexts.

The achievement of the competencies identified within the qualification is essential for social and economic transformation in that it will improve the performance of the housing sector in general while also serving economic, social, infrastructural, environmental, spatial and physical development goals.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners are assumed to be competent in Communication and Mathematical Literacy at NQF level 4 or equivalent.

Recognition of Prior Learning (RPL)

Learners able to demonstrate competency through the formative and summative assessment processes attached to this qualification will receive recognition of prior learning. It is assumed that candidates may have been performing duties that reflect competencies contained in this qualification at the workplace for many years without having received any formal qualification, as well as those who have undergone short courses or learning programmes in the field of housing that reflect learning outcomes and skills being developed could be recognised upon presenting evidence in a variety of ways as part of the requirements of integrated assessment. Such persons will through this qualification receive recognition of prior learning to enable them to acquire this qualification wholly or in part.

Access to the qualification

This qualification is open to learners who have completed matric or equivalent and those learners who have completed level 5 qualifications relevant to the field of housing. Learners who demonstrate competence at level 5 through recognition of prior learning can also access this qualification.

QUALIFICATION RULES

The exit level outcomes for the qualification describe the foundational, practical and reflexive competencies that, together, constitute the applied competencies required of housing managers at this level. The exit level outcomes with associated assessment criteria have been clustered into fundamental, core and electives to allow articulation possibilities with qualifications in other related fields.

- The Fundamental Component (51 credits) and the Core Component (273 credits) are compulsory.
- Learners are also required to achieve at least 55 credits from any of the unit standards listed in the Elective Component.

EXIT LEVEL OUTCOMES

On achieving this qualification, the learner will be able to:

1. Demonstrate knowledge of developmental issues and engage in the sociology of development debates.
2. Undertake research project in housing and use research findings for social and economic transformation and upliftment within the housing sector.
3. Design and develop a housing policy for social and economic transformation.
4. Interpret and apply legal and regulatory frameworks on housing in social, economic, environmental and physical contexts for sustainable human settlements.
5. Critically evaluate and explain housing finance and other forms of housing assistance.
6. Apply a range of organisational and management principles and techniques for effective, sustainable housing development.
7. Analyse and implement the various housing delivery mechanisms to create sustainable human settlements.
8. Explain housing development and management processes and procedures for optimum housing delivery.
9. Demonstrate knowledge and understanding of the role, responsibilities and functions of social housing institution (SHI) boards and board members.
10. Implement local economic development policy and programmes to facilitate integrated housing development.

Critical Cross-Field Outcomes

This qualification addresses the following critical cross-field outcomes:

Problem-solving

- Using strategic and critical approaches to decision-making and problem-solving in order to deliver housing and provide value in the housing sector.

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

- Working effectively with others as a member of a team, group, organisation, community: learners work in and with communities to mobilize them and to facilitate community participation in public and development processes.

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

- Organizing and managing oneself and one's activities responsibly and effectively: learners identify and explain tools and methods for gathering purposes; use appropriate tools and methods to gather information in a housing context; organize and present information relating to a community context.

Collecting, analysing and organising information

- Collecting, analysing, organizing and critically evaluate information: learners acquire all the competencies, skills, knowledge and values needed for housing development and management processes; and engage in complex procedures, data analysis or interpretation.

Communicating effectively

- Communicating effectively, using visual, mathematical and/or language skills in the modes of oral and/or written communication: learners are competent in communication and have mathematical literacy at the level of the qualification; learners facilitate community participation; reporting is done in a suitably simplified or summarized format.

Using science

- Using science and technology effectively and critically, showing responsibility towards the environment and the well-being of others: learners identify, explain and use tools and methods for information-gathering purposes.

Understanding the world as a set of related systems

- Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation: learners engage with complex interrelated aspects of society and environmental interactions, namely, information-gathering, legal principles, duties and responsibilities, community interactions, development processes.

Understanding the learner and society

- Participating as responsible citizens in the life of local, national and global communities as the knowledge and skills acquired will contribute towards effective and efficient housing delivery and create sustainable human settlements in South Africa and empower the general public in housing issues.

ASSOCIATED ASSESSMENT CRITERIA

1.

- An understanding and knowledge of the patterns of development and social change is demonstrated from a range of theoretical perspectives.
- The different concepts and theories of poverty and underdevelopment are analysed from an economic, political and cultural dimensions of social change.
- The origins and development of housing are discussed in accordance with the models of development.
- The consequences of housing inadequacies and/or shortages are analysed and discussed within a South African context.
- The principles and practices of government intervention in the housing market are investigated to determine the relevance and impact in societal transformation from social, economic and political perspectives.
- The concept of sustainable development and its application in the development of human settlements using the three pillars of sustainable development.

o Range: The pillars of sustainable development include but not limited to: economic growth, socio-cultural responsiveness and institutional capacity.

2.

- Theoretical perspectives, conceptual frameworks and policy imperatives for housing research are explained to gather housing related information.
- A relevant topic in housing environment in which research is to be conducted is selected to address the problem statement.
- Different research and investigation methods are adopted and techniques used to obtain data.
- Various forms of primary and secondary data sources are analysed and applied to test the research questions.

● Data are measured according to levels of measurement.

o Range: Types of measurement include, but not limited to, nominal, ordinal, interval and ratio measurements.

- Information collected is analysed, synthesised and interpreted to establish the significance of data.
- The findings and conclusions drawn from the research are presented in written submission.

3.

- The specific stages in housing policy formulation and implementation are explained for effective policy design and development.
- A framework for the formulation of a housing policy is developed using relevant sources.
- The relationship between housing and the wider public policy agenda for development is explained to inform policy design and development.
- Housing policy development principles are applied to ensure that basic housing needs are satisfied.
- The challenges facing the housing sector are analysed and policy responses to common housing problems are proposed to meet the challenges.
- The housing policy addresses aspects of social and economic transformation in the context of gender equity and empowerment to cover areas of social and economic need related to housing.

o Range: Relevant housing related legislation, Development Frameworks, White Papers, Housing Code, and events, etc.

- The housing policy incorporates national and international guidelines for integrated housing development.
- The housing policy is designed to enable individuals and communities to improve their own living situations.
- The guidelines are developed for effective implementation of the housing policy.

4.

- Human rights are analysed with specific reference to the right to adequate housing for all people and other related rights to determine its meaning and application in housing delivery.
- Legislation and regulatory frameworks impacting on housing development are analysed and interpreted in the context of housing delivery.

o Range: Legislation and regulatory frameworks include but not limited to housing, land, town planning, property development, human rights, engineering, geotechnical conditions, environmental and other built environment related legislation.

- The various functions, roles and responsibilities of the various role-players in housing development are analysed and interpreted as prescribed by housing related laws and frameworks.
- The guidelines and principles guiding the implementation of legislation and regulatory frameworks are examined and applied in a relevant concept.
- Housing development policy addresses the requirement for Integrated Development Planning for sustainable human settlements.

5.

- An understanding of the economic concepts of demand and supply in the housing market is demonstrated and applied in the context of production and consumption of housing in the economy.
- The reasons justifying state-assisted housing are discussed within context.
- The problems of housing finance and credit are investigated and analysed to determine better ways to mobilise finance for housing in South Africa.
- The various financial products provided by the various financial institutions, are critically evaluated to determine appropriateness to housing consumers needs
 - Range: Financial institutions include but not limited to banks, micro-lenders, state-owned finance related institutions. (e.g. National Housing Finance Corporation, Rural Housing Loan Fund, National Urban Reconstruction and Housing Agency)
- The processes and procedures to access housing finance are evaluated for effectiveness and efficiency.
- Housing consumers are referred to relevant financial institutions to access housing finance according to individual housing preferences and choices.

6.

- Strategic plans, goals and objectives are set for effective housing development.
- Methods of implementation are determined for housing development.
- Organisational policies and procedures are applied for effective and sustainable housing development.
- Leadership and management skills are applied to ensure effective housing delivery.
- An understanding of the project life cycle is demonstrated and project management principles are applied in housing development projects.

7.

- Different housing delivery mechanisms are analysed within context.
- The complexities of housing needs across variables such as cultural norms, values, household characteristics, health and safety laws, and special needs are described and discussed in the context of housing delivery mechanisms.
- Housing delivery mechanisms are analysed and implemented to meet specific individual or group's housing needs, choices or preferences.

8.

- A set of management processes and procedures for effective housing development are explained using case studies.
- The processes of ensuring efficiency, efficacy and effectiveness are planned and organized to improve organisational operations in housing development.
- The housing environment is critically analysed to determine what processes are required for housing development and management.

9.

- Knowledge of the policies governing social housing is demonstrated within context.
- Knowledge of the principles guiding social housing operations is demonstrated with examples.
- The concept of corporate governance is discussed in social housing context.
- Range: Social housing includes but is not limited to rental housing; co-operative housing etc.

10.

- Housing development principles integrate local economic development as a key component to creating sustainable human settlement.
- Housing construction projects are initiated to create jobs and on-the-job skills training.
- Local economic development is promoted using municipal housing sector plans.

Integrated assessment

Both formative and summative forms of assessment may be used to determine competencies acquired through learning. This may include a combination of formal and informal learning, self-

learning, training programmes, short-courses and work-based experience. Assessors must assess and give credit for the evidence of learning that has already been acquired through the above learning process including knowledge acquired through learner-ships. Providers should conduct both formative and summative assessment throughout the learning process.

Assessment must take place in an integrated manner in that both theoretical and practical components should be assessed together. The assessment practices must be open, transparent, fair, valid and reliable and must ensure that the learner is not disadvantaged in any way whatsoever.

Where it is not possible to assess the learner in the workplace or on-the-job, role-plays, simulations, case studies, assignments, projects, and other similar assessment techniques should be used to provide a context appropriate to the assessment.

The applied competence (practical, foundational and reflexive competencies) of this qualification will be achieved if the learner is able to demonstrate adequate competency against the exit level outcomes of this qualification.

INTERNATIONAL COMPARABILITY

International qualifications and programmes in the field of housing were examined to ensure that the qualification is comparable with qualification models, unit standards generated, and competencies required for learners at this level in the field of housing to assess similarities or contrasts in the qualifications. The learning programmes and short courses offered in countries where the search was conducted were compared in terms of the scope, content, duration, and qualification levels to benchmark best practices. The comparison focused on learning programmes offered by accredited training institutions and organisations which include, amongst others, universities, non-governmental organisations, providers, in both developing and developed nations.

Searches indicate that no developing country, other than South Africa, has offered housing specific qualifications. Countries that face similar social, economic, technological challenges like South Africa within the SADC region in particular such as Botswana, Malawi, Swaziland, Zimbabwe, Namibia, Rwanda, Ghana, Kenya, and Tanzania to name but a few, have been examined in terms of the qualifications or learning programmes offered, unfortunately none of these have been found to have qualifications and/or standards in place. This qualification will therefore provide a model that could be benchmarked by other countries especially within the SADC region.

The search indicated that most countries especially the Netherlands, Norway, Hong Kong, and Australia offer only conventional built environment qualifications such as architecture, construction management, property management, civil engineering and town and regional planning courses. Housing specific courses are mainly aimed at social housing or rental housing as most of their housing provision is predominantly rental accommodation, compared to community and individual based type of housing found in South Africa.

Other countries compared in developed economies include amongst others, New Zealand, United States of America, United Kingdom, Ireland, Scotland, Sri Lanka, India, and Netherlands. However, the countries examined have been found to have qualifications and/or learning programmes offered by some institutions and/or service providers that are registered with the Centre for Housing Institute (CIH) in the United Kingdom, an institute that has relations with the South African government through the National Department of Housing. The qualifications identified compare well with this qualification in terms of content, scope and duration although they are not specifically addressing housing at the level and context that South Africa does, given the dynamics in terms of social, economic and cultural diversity orientation. However, some of the countries are using a curriculum model as opposed to outcomes-based model in which this qualification is structured.

The results indicated that the countries that are affiliated to the Centre for Housing Institute (CIH) offer programmes that contain some elements of the qualification generated and showed prevalence of the themes in terms of content of the unit standards of courses offered mainly in the United Kingdom and New Zealand which are recognised as leaders in the generation of qualifications and unit standards. The qualification and unit standards are based on the international courses for housing.

United Kingdom

A web-site search was conducted in the United Kingdom web-site for the Qualification and Curriculum Authority (QCA) which is responsible for standards in education and training.

The site covers the school curriculum, accreditation and monitoring of qualifications in schools, colleges and workplace based learning. A number of institutions of higher learning that provide qualifications at degree levels were searched and a list of qualifications relating to housing were found. However, most of the qualifications are either at entry level.

(Certificate and Professional Diploma in Housing Studies) or Bachelor of Science (Hons) in Housing Management, Policy and Practice. These are awarded by a number of universities such as:

- University of Wales Institute, Cardiff.
- University of Ulster.
- University of the West England, Bristol.
- University of Northumbria, Newcastle.
- University of Greenwich.
- University of Central England, Birmingham.
- Southampton Institute.
- Sheffield Hallem University.

The qualification that compared favourably with this degree is the one offered by the University of Central England, Birmingham, United Kingdom. The qualification: Professional Housing Studies Foundation Degree addresses most of the scope and content. However, the duration of the qualification is two years.

Course Content:

Modules in Year 1 include:

- Government and Social policy- Housing Practice.
- Housing Policy.
- Housing Construction and Property Management.
- Personal Development Planning.
- Management Skills.
- Contemporary Housing Issues.
- Social and Economic Perspectives.
- Diversity and Housing.

Modules in Year 2 include:

- Supporting People.
- Strategic and Organisational Management.
- Law and Good Practice.
- Regeneration and Partnerships.
- Personal Development Planning.
- Managing Housing.
- Housing Finance.

- Development Process.
- Project Management.
- De Montfort University, Leicester, East Midlands: Foundation Degree in Housing, Communities and Regeneration.

The above university offers the Foundation Degree in Housing, Communities and Regeneration which links housing, urban and rural regeneration and community involvement. This course is aimed at housing practitioners and others who are seeking to develop a career in the housing and regeneration sectors. The programme focuses on policy and practice, mainly in the social housing field. Emphasis is also given to the development of academic skills and professional competencies to enable students to make a full and effective contribution across a range of roles. In the first year, the focus is on skills and knowledge in housing construction and development, regeneration, housing policy-making and community involvement. In the second year, housing management finance and area regeneration are considered in more detail, plus skills in ICT, report writing and numeracy are developed. The final year focuses on the development of specific skills and expertise such as housing and the customer and housing law. Considering the content of the programme, it is reflective of modules such as housing laws, housing policy-making and community involvement, these compare well with this qualification although the context may not be the same given the dynamics and South African environment.

In general, most of the B.A Degree courses are offered at an Honours level and at a Diploma level but found to be closer to this qualification although it is offered on a part-time basis.

New Zealand

Research was also conducted in New Zealand to identify housing programmes or degrees offered at this level and there was no housing degree found that could compare with this qualification. However, some of the programmes found are pegged at lower levels than the level of the qualification.

ARTICULATION OPTIONS

The qualification allows for vertical articulation and horizontal articulation possibilities with other qualifications within the built environment which include, amongst others:

Horizontal Articulation

- Bachelors Degree in Town and Regional Planning.
- Bachelor Degree: Architecture Level 6.
- Bachelor Degree: Human Resources Level 6.
- Bachelor in Science in Construction Management Level 6.
- Bachelor Degree in Sociology Level 6.
- Bachelor Degree in Land Surveying Level 6.
- National Certificate at NQF Level 6 in Social Housing.
- National Certificate at NQF Level 6 in Local Economic Development.
- National Diploma in Building and Construction Management.

Vertical Articulation

- Masters Degree: Town and Regional Planning.
- Master: Construction Management.

MODERATION OPTIONS

- Moderation includes both internal and external moderation of assessments at exit points of the qualification, (unless the relevant ETQA's policies specifies otherwise) and also involves the achievement of competence described in unit standards.
- Anyone moderating the assessment of a learner against this qualification must be registered as a moderator, 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 should encompass achievement described in both individual unit standards, exit level outcomes as well as integrated competence described in the qualification.
- Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.
- Moderators must be registered as moderators with the appropriate ETQA, or with an ETQA that has a Memorandum of Understanding with the appropriate ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

The following criteria should be applied by the relevant ETQA:

- For an applicant to register as an assessor, the applicant needs interpersonal skills, subject matter expertise and a minimum of two years experience in a housing environment. The subject matter expertise of the assessor can be established by the recognition of prior learning.
- Registration as an assessor with the relevant ETQA and other relevant ETQA which has signed a Memorandum of Understanding with relevant ETQA.
- Any other criteria required by the ETQA.
- Must have appropriate experience and understanding of assessment theory, processes and practices.

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	243741	Evaluate and explain the development theories and origins of housing development in national and international contexts	Level 6	10
Core	243731	Design and develop the housing policy for effective housing provision	Level 6	15
Core	243733	Examine and appraise the housing institutions responsible for housing provision	Level 6	4
Core	243745	Implement the various housing delivery mechanisms in response to housing needs	Level 6	12
Core	243732	Interpret and apply housing laws and related legislative frameworks affecting housing development	Level 6	10
Core	243730	Demonstrate an understanding of land acquisition processes for housing development	Level 6	10
Core	243739	Monitor and evaluate housing projects	Level 6	10
Core	243743	Demonstrate an understanding of and explain housing finance mechanisms and products	Level 6	8
Core	115590	Design public participation processes	Level 6	10
Core	115446	Develop a business vision and strategy	Level 6	20
Core	114913	Develop and promote labour intensive construction strategies	Level 7	20
Core	115329	Develop competent officials	Level 6	3
Core	7886	Develop and implement a business plan	Level 5	8
Core	120504	Determine the impact and policy implications of the concepts of 'integrated sustainable development' and 'sustainable human settlements' for a municipal area	Level 5	8
Core	243734	Demonstrate an understanding of housing development and management processes and procedures	Level 6	12
Core	243735	Manage capacity building functions to improve organisational performance	Level 6	10
Core	243740	Demonstrate an understanding of the township establishment process	Level 6	15
Core	243742	Design and develop housing provision programmes	Level 6	12
Core	117853	Conduct negotiations to deal with conflict situations	Level 5	8
Core	117724	Demonstrate knowledge and understanding of the role, responsibilities and functions of social housing institution (SHI) boards and board members	Level 6	8

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	116919	Use the principles of employment equity to relate corporate social responsibility to organisational transformation	Level 5	10
Core	117721	Explain and evaluate social housing concepts, principles and processes	Level 6	12
Core	116424	Integrate construction management principles	Level 7	10
Core	115196	Establish, implement and control procurement processes	Level 6	12
Core	243746	Demonstrate an understanding of disaster management policy framework and related programmes in response to emergency housing situations	Level 6	6
Core	243738	Examine and interpret the legal and policy contexts of intergovernmental relations	Level 6	8
Core	243736	Evaluate and discuss the impact of HIV/AIDS on housing	Level 5	2
Elective	110496	Develop and implement a strategic plan for a local economic development programme with specific reference to identified economic variables and priorities	Level 6	8
Elective	10604	Manage skills, training and development within a team in a manufacturing unit	Level 6	8
Elective	116367	Apply basic human resources practices	Level 6	8
Elective	116368	Apply basic business marketing practices	Level 6	8
Elective	7887	Develop and Manage Marketing Plans and Strategies	Level 6	12
Elective	10053	Manage customer requirements and needs and implement action plans	Level 5	8
Elective	10052	Monitor handling of customers by frontline customer service	Level 5	6
Elective	15080	Conceptualise and maintain the marketing, selling and leasing of residential properties	Level 6	17
Elective	242585	Analyse the dynamics of different interactive styles in client relationships	Level 5	3
Elective	10044	Implement a generic communication strategy	Level 5	10
Elective	115376	Demonstrate an understanding of the principles of implementing and managing a web server	Level 5	10
Elective	115369	Design and build a web-site using simple HTML	Level 5	5
Elective	115372	Demonstrate an understanding of tools and products available for web-site development	Level 5	3
Elective	115365	Apply the principles of designing computer system inputs and outputs	Level 5	7
Elective	114049	Demonstrate an understanding of Computer Database Management Systems	Level 5	7
Elective	115442	Understand and apply building construction technology	Level 6	20
Elective	115449	Manage construction projects	Level 6	12
Elective	117750	Manage company documentation and records in a social housing institution	Level 5	8
Elective	12885	Apply concepts and principles relevant to the practical aspects of corporate governance and accountability	Level 6	10
Elective	117736	Plan, design and manage a maintenance programme for social housing	Level 6	12
Elective	117739	Manage the development of social housing stock	Level 6	12
Elective	117743	Structure a property finance solution to meet social housing development needs	Level 6	16
Elective	117757	Establish a social housing institution	Level 6	10
Elective	110516	Compile and implement a resource plan to support the local economic development policy and strategic plan for a local economic development programme	Level 6	12
Elective	110492	Develop and implement a local economic development policy for the local economic development unit	Level 6	8
Elective	110477	Design and apply appropriate value management systems and techniques for an local economic development unit	Level 6	10
Fundamental	230078	Apply the principles of ethics to a business environment	Level 6	10
Fundamental	116365	Evaluate the financial practices of a business	Level 6	9
Fundamental	123430	Evaluate the impact of human rights provision and democratic governance on South African society	Level 6	12
Fundamental	116350	Undertake a research project in the built environment	Level 7	20



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of land acquisition processes for housing development

SAQA US ID	UNIT STANDARD TITLE		
243730	Demonstrate an understanding of land acquisition processes for housing development		
SGB			PROVIDER
SGB Housing			
FIELD			SUBFIELD
12 - Physical Planning and Construction			Physical Planning, Design and Management
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	10
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Discuss the South African land policy and related legislative framework in respect of housing development.

SPECIFIC OUTCOME 2

Evaluate the various land reform programmes for housing delivery.

SPECIFIC OUTCOME 3

Apply land economic principles to analyse the urban and rural land market.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the role and procedures of environmental impacts assessment for housing development.

SPECIFIC OUTCOME 5

Demonstrate an understanding of the role of land taxation in regulating access to land for housing development.

SPECIFIC OUTCOME 6

Demonstrate understanding of collective and individual tenure forms and land management system.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Design and develop the housing policy for effective housing provision***

SAQA US ID	UNIT STANDARD TITLE		
243731	Design and develop the housing policy for effective housing provision		
SGB	PROVIDER		
SGB Housing			
FIELD	SUBFIELD		
12 - Physical Planning and Construction	Physical Planning, Design and Management		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	15
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Explain and discuss the specific stages in policy formulation and implementation.

SPECIFIC OUTCOME 2

Analyse the national and international policy frameworks that impact on housing development.

SPECIFIC OUTCOME 3

Evaluate and discuss the principles governing housing policy development.

SPECIFIC OUTCOME 4

Design and develop a framework to guide policy development.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Interpret and apply housing laws and related legislative frameworks affecting housing development

SAQA US ID	UNIT STANDARD TITLE		
243732	Interpret and apply housing laws and related legislative frameworks affecting housing development		
SGB	PROVIDER		
SGB Housing			
FIELD	SUBFIELD		
12 - Physical Planning and Construction	Physical Planning, Design and Management		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	10
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Explain and discuss the constitutional rights in the context of housing providing adequate housing for all.

SPECIFIC OUTCOME 2

Analyse, interpret and apply the relevant legislative frameworks in housing.

SPECIFIC OUTCOME 3

Determine roles, functions and responsibilities of role-players in housing provision.

SPECIFIC OUTCOME 4

Critically examine the housing legislation in relation to applicability.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Examine and appraise the housing institutions responsible for housing provision***

SAQA US ID	UNIT STANDARD TITLE		
243733	Examine and appraise the housing institutions responsible for housing provision		
SGB	PROVIDER		
SGB Housing			
FIELD	SUBFIELD		
12 - Physical Planning and Construction	Physical Planning, Design and Management		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	4
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Appraise the internal and external role-players in housing provision.

SPECIFIC OUTCOME 2

Analyse the roles and responsibilities of housing institutions in housing provision.

SPECIFIC OUTCOME 3

Examine the relationships between role-players in housing provision.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of housing development and management processes and procedures

SAQA US ID	UNIT STANDARD TITLE		
243734	Demonstrate an understanding of housing development and management processes and procedures		
SGB		PROVIDER	
SGB Housing			
FIELD		SUBFIELD	
12 - Physical Planning and Construction		Physical Planning, Design and Management	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	12
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Explain housing as a set of processes and procedures in the context of integrated development.

SPECIFIC OUTCOME 2

Determine housing development management processes and procedures to ensure optimum delivery.

SPECIFIC OUTCOME 3

Implement housing development processes and procedures to promote integrated housing development.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Manage capacity building functions to improve organisational performance**

SAQA US ID	UNIT STANDARD TITLE		
243735	Manage capacity building functions to improve organisational performance		
SGB		PROVIDER	
SGB Housing			
FIELD		SUBFIELD	
12 - Physical Planning and Construction		Physical Planning, Design and Management	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	10
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Analyse capacity building from the organisational transformation context.

SPECIFIC OUTCOME 2

Conduct capacity building needs assessments.

SPECIFIC OUTCOME 3

Develop a capacity building framework.

SPECIFIC OUTCOME 4

Develop a capacity building policy and strategy.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Evaluate and discuss the impact of HIV/AIDS on housing*

SAQA US ID	UNIT STANDARD TITLE		
243736	Evaluate and discuss the impact of HIV/AIDS on housing		
SGB	PROVIDER		
SGB Housing			
FIELD	SUBFIELD		
12 - Physical Planning and Construction	Physical Planning, Design and Management		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	2
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Investigate the effects of HIV/AIDS epidemic on housing.

SPECIFIC OUTCOME 2

Examine and critically evaluate the existing strategies for managing the impact of HIV/AIDS on housing.

SPECIFIC OUTCOME 3

Formulate strategies and approaches for educating the consumer on how to manage the possible impact of HIV/AIDS.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Examine and interpret the legal and policy contexts of intergovernmental relations

SAQA US ID	UNIT STANDARD TITLE		
243738	Examine and interpret the legal and policy contexts of intergovernmental relations		
SGB		PROVIDER	
SGB Housing			
FIELD		SUBFIELD	
12 - Physical Planning and Construction		Physical Planning, Design and Management	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	8
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Examine and interpret the legal and policy contexts of intergovernmental relations.

SPECIFIC OUTCOME 2

Interpret the principles of co-operative governance and intergovernmental relations.

SPECIFIC OUTCOME 3

Analyse and interpret the roles and responsibilities of the different spheres of government with respect to service delivery.

SPECIFIC OUTCOME 4

Develop frameworks for intergovernmental relations.

SPECIFIC OUTCOME 5

Evaluate the areas of co-operation in service delivery.

SPECIFIC OUTCOME 6

Develop an action plan for co-operative governance between spheres of government.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Monitor and evaluate housing projects**

SAQA US ID	UNIT STANDARD TITLE		
243739	Monitor and evaluate housing projects		
SGB			PROVIDER
SGB Housing			
FIELD			SUBFIELD
12 - Physical Planning and Construction			Physical Planning, Design and Management
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	10
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Design the monitoring and evaluation systems.

SPECIFIC OUTCOME 2

Plan and prepare for the evaluation.

SPECIFIC OUTCOME 3

Determine the methods and tools to be used for evaluation of housing projects.

SPECIFIC OUTCOME 4

Measure the housing project progress and performance.

SPECIFIC OUTCOME 5

Establish an evaluation database.

SPECIFIC OUTCOME 6

Demonstrate an understanding of the reporting system.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Demonstrate an understanding of the township establishment process**

SAQA US ID	UNIT STANDARD TITLE		
243740	Demonstrate an understanding of the township establishment process		
SGB	PROVIDER		
SGB Housing			
FIELD	SUBFIELD		
12 - Physical Planning and Construction	Physical Planning, Design and Management		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	15
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Demonstrate an understanding of pre-layout physical and socio-economic investigations.

SPECIFIC OUTCOME 2

Interpret a draft township layout plan.

SPECIFIC OUTCOME 3

Manage the sale and transfer of erven to beneficiaries.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Evaluate and explain the development theories and origins of housing development in national and international contexts

SAQA US ID		UNIT STANDARD TITLE	
243741		Evaluate and explain the development theories and origins of housing development in national and international contexts	
SGB		PROVIDER	
SGB Housing			
FIELD		SUBFIELD	
12 - Physical Planning and Construction		Physical Planning, Design and Management	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	10
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Analyse the causes of housing inadequacies and apply the different concepts and theories of poverty and underdevelopment.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the complexity of housing need across variables.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the role of international and South African socio-economic rights in addressing housing needs and inadequacies.

SPECIFIC OUTCOME 4

Apply models and theories for the post-occupancy evaluation of housing delivery and management approaches in the context of housing typologies in national and international contexts.

SPECIFIC OUTCOME 5

Analyse housing needs and responding housing delivery and management models.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Design and develop housing provision programmes***

SAQA US ID	UNIT STANDARD TITLE		
243742	Design and develop housing provision programmes		
SGB	PROVIDER		
SGB Housing			
FIELD	SUBFIELD		
12 - Physical Planning and Construction	Physical Planning, Design and Management		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	12
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Critically evaluate the existing housing programmes at national, provincial and local levels.

SPECIFIC OUTCOME 2

Plan and prepare for development of a housing programme.

SPECIFIC OUTCOME 3

Design a housing programme framework.

SPECIFIC OUTCOME 4

Develop guidelines for the implementation of a housing programme.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of and explain housing finance mechanisms and products

SAQA US ID	UNIT STANDARD TITLE		
243743	Demonstrate an understanding of and explain housing finance mechanisms and products		
SGB		PROVIDER	
SGB Housing			
FIELD		SUBFIELD	
12 - Physical Planning and Construction		Physical Planning, Design and Management	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	8
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Conduct an analysis of housing finance mechanisms.

SPECIFIC OUTCOME 2

Compare and contrast housing finance products.

SPECIFIC OUTCOME 3

Critically evaluate housing subsidy schemes and applicable housing programmes in terms of beneficiary housing finance.

SPECIFIC OUTCOME 4

Recommend a suitable housing finance to housing beneficiaries.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Implement the various housing delivery mechanisms in response to housing needs

SAQA US ID	UNIT STANDARD TITLE		
243745	Implement the various housing delivery mechanisms in response to housing needs		
SGB		PROVIDER	
SGB Housing			
FIELD		SUBFIELD	
12 - Physical Planning and Construction		Physical Planning, Design and Management	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	12
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Analyse and appraise the housing delivery mechanisms in South Africa.

SPECIFIC OUTCOME 2

Implement relevant housing delivery mechanism to meet individual, group and community housing needs.

SPECIFIC OUTCOME 3

Evaluate the subsidy schemes to implement the various housing delivery mechanism.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of disaster management policy framework and related programmes in response to emergency housing situations

SAQA US ID	UNIT STANDARD TITLE		
243746	Demonstrate an understanding of disaster management policy framework and related programmes in response to emergency housing situations		
SGB		PROVIDER	
SGB Housing			
FIELD		SUBFIELD	
12 - Physical Planning and Construction		Physical Planning, Design and Management	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	6
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1

Critically evaluate and interpret policy and legislation for disaster management.

SPECIFIC OUTCOME 2

Establish relevant structures to ensure disaster management in emergency housing situations.

SPECIFIC OUTCOME 3

Identify potential risks and recommend mitigating solutions.

SPECIFIC OUTCOME 4

Explain the implementation of housing assistance in emergency housing circumstances.