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**GOVERNMENT NOTICES**

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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

No. 339

20 April 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

**Project Management**

registered by Organising Field 03 – Business, Commerce and Management, publishes the following qualification and unit standard for public comment.

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

Comment on the qualification and unit standard should reach SAQA at the address below and **no later than 17 May 2007**. All correspondence should be marked **Standards Setting – Project Management** addressed to

<p>The Director: Standards Setting and Development SAQA <i>Attention: Mr. D. Mphuthing</i> Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012 – 431-5144 e-mail: <a href="mailto:dmphuthing@saqa.org.za">dmphuthing@saqa.org.za</a></p>
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DR. S. BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### National Certificate: Project Management

SAQA QUAL ID	QUALIFICATION TITLE		
58395	National Certificate: Project Management		
SGB	PROVIDER		
SGB Project Management			
ETQA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	3 - Business, Commerce and Management Studies	Project Management	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	120	Level 5	Regular-Unit Stds Based

### PURPOSE AND RATIONALE OF THE QUALIFICATION

#### Purpose:

The purpose of the qualification is to develop in learners the following competencies to enable them to operate effectively as project managers of small to moderately complex projects. A learner completing this qualification is able to:

- Manage a simple to moderately complex project whilst:
  - Operating in a project context in a variety of routine and non-routine contexts, under general supervision.
  - Selecting from a wide choice of procedures ranging from standard and non-standard.
  - Taking full responsibility for the nature, quantity and quality of output.
  - Taking responsibility for group output as required/possible.
  - Showing possession of a wide range of scholastic and/or technical skills applicable in the field of Project Management.
  - Demonstrating of a broad knowledge base of project management with substantial depth in some areas.

The use of the term project manager is widespread and inconsistent in interpretation. In some organisations, project manager is a position with the title, while in others, it is a temporary assignment. Whether a full-time position or a part-time assignment, the term Project Manager is linked with a wide variety of responsibilities:

- A project manager could be responsible for all aspects of the feasibility, design, construction, and commissioning of a power plant with a budget of well over 10 Billion Rand.
- A project manager could be responsible for the development of a research report with a budget of less than 100 hours.
- A project manager could be responsible for a subproject that is an element of a larger project or program.

Regardless of the range of responsibilities, project managers at the threshold level of competence are expected to produce essentially the same result outputs and outcomes that are acceptable to relevant stakeholders. However, increasing complexity requires additional competence skills and judgement ability.

The purpose of this qualification is to address the project and general threshold competencies required to manage simple to moderately complex projects. A Project Manager who is competent at managing a project at NQF Level 5 may not be able to produce the expected results in the context of a higher level competency project (NQF Level 6). The Global Project Management Standards Initiative has developed an approach to differentiating projects based on their management complexity. This is used as input to the specification of the South African project management qualifications and standards.

A project manager operating at NQF Level 5 may act as a full time manager or be involved in the product design and development work as well as the project management work. i.e technical specialist and project manager. They tend to be hands on often with little or no administrative support in the project management processes and resultant outcomes. Typically, the organisation will have set up expectations and rules and procedures to be used on the project before it is given to the project manager. The project manager may well be working with a more senior person with regard to interfaces with clients and stakeholders, gate reviews and closure of the project. Their projects are of a simple to moderately complex nature, the ranges below describe this further:

Simple to moderately complex project can be defined as a project that has:

- High degree of stability, few uncertainties or low rate of change with regard to expected deliverables, phase contents, organisational processes and procedures, legislation and team members.
- Limited range of different methods or approaches relating to the design and creation of deliverables and end products.
- Low to moderate impact on the environment and or socio economic elements; Moderate to low need to comply with legislation: Moderate number of stakeholders affected by or interested in the project.
- Low strategic importance to the organisation or organisations involved; not necessary identified in strategic plans.
- Stakeholders, that are in agreement about the characteristics of the product of the project; Benefits of the project well defined and agreed.
- Low number of different organisations participating in the project; a low number; and or wide variety of interfaces between the project and other organisational entities in order to produce the end deliverable.

This qualification is intended for people with prior work experience and/or an NQF Level 4 qualification in Project Management. The learners accessing this qualification will be working in or with project management teams or using a project approach to their business. These projects may be technical projects, business projects, public sector projects or community development projects and will cut across a range of economic sectors. This qualification is also of value to learners running their own business, as Project Management is an integral component of any business system.

Qualifying learners working on a project will have the necessary knowledge, skills and attitudes to function more effectively and in a professional manner, add value to their job and enhance their ability to follow and implement policies and procedures.

On achieving the competencies, included in this Qualification, the learners may advance further into Project Management, Project Support Services or General Management within an organisation, across all sectors.

Rationale:

This National Certificate in Project Management, NQF Level 5 supports the development and recognition of project management skills in every sector. In South Africa there is a widespread need for skilled personnel to work as team members, team leaders, project managers and

support specialists to projects. Projects vary in their size and complexity. This qualification focuses on the core project specific skills required to manage or support small to moderately complex projects. It does not encompass all of the skills required but provides a solid foundation of the minimum set of skills needed.

The development of project management skills has historically been undertaken on the job and through short courses. There is still resistance to long learning programmes. This Certificate provides one building block in a series of qualifications that an individual or company can utilise to develop project management competence, in conjunction with application in the workplace, over a period of years.

Many people do not work full time as a project manager and this qualification supports the needs of such individuals and the types of projects that they are managing. It also supports the development of core competence which can be supplemented by further study and utilisation of other qualifications at the same NQF level or a higher level.

The Project industry is integrated in the global business environment and skilled practitioners are required to meet the demands of both community and the industry, providing significant benefits to individuals, global corporations, government and the country.

The Qualification gives accessibility and flexibility to the unemployed and employed. The level of flexibility reflects the multiple job roles, organisational requirements and the changing technological nature of the industry and also allows the individual to work towards a nationally recognised Qualification.

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

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

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

- Communication at NQF Level 4 or equivalent.
- Mathematical Literacy at NQF Level 4 or equivalent.
- Computer Literacy at NQF Level 4 or equivalent.

Recognition of Prior Learning:

Learners may access this Qualification in terms of Recognition of Prior Learning (RPL), which is subject to quality assurance by the relevant accredited ETQA and is conducted by a registered workplace assessor, subject to the terms of the model decided upon by the relevant ETQA.

Access to the Qualification:

To access the qualification a learner must be competent in:

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

#### **QUALIFICATION RULES**

Fundamental Component:

- The fundamental component consists of 15 credits. All Unit Standards are compulsory.

Core Component:

- Seventy three (69) credits have been allocated to the Core Unit Standards. All the Core Unit Standards are compulsory.

Elective Component:

- A minimum of 36 credits must be selected by the learner from the 95 credits available.

### **EXIT LEVEL OUTCOMES**

1. Conduct effective communication, while working on a project.
2. Plan the project.
3. Execute and control the project.

### **ASSOCIATED ASSESSMENT CRITERIA**

1.
  - Requirements for verbal and written communications on a project are understood and alternative methods for effective communication are applied to sustain effective communication with stakeholders.
  - Information is gathered, utilised and processed in accordance with project management requirements.
2.
  - Project deliverables, scope, work, schedules, costs and risks are defined using project management principles and techniques.
  - Product development and change control procedures are planned and agreed with stakeholders.
  - Project plan components are developed and integrated into an approved and documented project management plan.
3.
  - Project work is undertaken and products delivered in accordance with project requirements, the project management plan and agreed procedures.
  - Performance is measured in comparison with project plans and preventative and corrective actions are identified and implemented in line with project plans and procedures.
  - Project administration is undertaken in accordance with project plan, required standards and procedures.

Integrated Assessment:

Competencies may be developed through a combination of informal and formal learning, self-learning, training programmes and work based application. Providers should conduct diagnostic and formative assessment. Formative, continuous and diagnostic assessments should also take place in the work place. The learner should be able to assess their progress and determine readiness for a final summative assessment against this Qualification.

Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated.

Assessment of Communication and Mathematical Literacy should be conducted in conjunction with other aspects and should use authentic Project Operational 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. Groups of standards may also be assessed together.

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.

The final summative assessment for the qualification should be undertaken under the direction of the relevant Education and Training Quality Assurance (ETQA) body.

### **INTERNATIONAL COMPARABILITY**

Project Management is a discipline that crosses all sectors. During the last 15 years there has been increased advocacy for treating Project Management as a profession with associated self-regulation. Collaboration between professional bodies, academia, some governments (e.g. UK, Japan and China), qualification authorities and a wide range of interested parties resulted in a growth of globally recognised best practices, standards and qualifications. The application of Project Management is seen to be within the management and administration/support roles in organisations. The majority of the training and qualifications offered are at NQF level 5 or above. Whilst most of the training is mainly of the short course nature there is an increasing number of leading global universities offering Masters in Project Management.

Internationally, few qualifications exist that are equivalent to this qualification. Currently the NEPAD and SADC regions, other than South Africa, rarely use an independent Project Management qualification. If a qualification is used it is most likely to be from the UK (PRINCE2 or Information Systems Examining Board (ISEB) or Association for Project Management (APM)), from the Project Management Institute (PMI) or as part of a programme from a university or a donor.

In the developing countries individuals wishing to acquire Project Management related skills are linking with global initiatives from donors, or to PRINCE2 from the UK government and/or to professional bodies such as Project Management Institute (PMI), Association for Project Management (APM) and International Project Management Association (IPMA). A common trend for global companies is to utilise qualifications from PMI, APM or the PRINCE2 set (UK) in conjunction with own qualifications and career path. Consequently these combined qualifications are introduced to a country that previously had none or limited local training in Project Management.

In Africa the development of Project Management capacity is primarily driven by individuals and some large global corporations. It is a common practice for individuals to join an international professional body and later to use its qualifications. There are 55 Chapters of PMI across the world including in some African countries like Egypt, Lebanon, Nigeria and South Africa.

For this qualification the currently available standards were referenced as well as our subject expert's knowledge of developments in the Project Management sector. A global project established with the support of the key institutions across the world including SAQA, the Services SETA and Project Management South Africa (PMSA). Members of the Project Management SGB have been participating in the project, which is developing global performance standards for project management personnel. The intent was to produce models that can be used anywhere in the world as a reference for performance assessment and as a tool to map qualifications. The Global Level 1 set of standards have been used to map to this qualification. An output from the global project is a detailed analysis of a range of standards. This analysis has been used when developing this qualification. It is too detailed to report here but information from the project can be accessed on the website [www.globalPMstandards.org](http://www.globalPMstandards.org).

Several of the subject experts who contributed to this qualification are contributors to international research, literature, standards and qualifications and several also deliver training in



many countries. South Africa is recognised by other countries as one of the leaders in project management standards and training.

This NQF 5 National Certificate utilises internationally recognised best practices and standards in Project Management. It provides an entry point to further learning for NQF levels 5 and 6 and above or for international qualifications in Project or General Management.

Countries which are recognised as leaders in Project Management training include the USA, Canada, UK, European Countries, South Africa and Australia.

Qualifications and standards that have been referenced include the following qualifications:

- Project Management Institute (Global).
  - Project Management Professional (PMP).
  - Certified Associate in Project Management (CAPM).
- Business Services Training Australia (now part of Innovation & Business Skills Australia).
  - Business Services Training Package Project Management Competency.
  - Standards AQF Level 5. These are detailed below.

Innovation & Business Skills Australia; SAQA:

- Identifier; Ibsa Standard Title:
  - Saqa Title:
- BSBPM501A; Manage application of project integrative processes:
  - Develop an integrated project management plan for a simple to moderately complex project.
  - Establish a project or project phase and its processes for a simple to moderately complex project.
  - Monitor and control the execution of the project management plan for a simple to moderately complex project.
  - Coordinate closure of a simple to moderately complex project.
- BSBPM502A; Manage project scope:
  - Develop a project scope statement for a simple to moderately complex project.
  - Determine the work required to accomplish the objectives and organise the scope of a simple to moderately complex project.
- BSBPM503A; Manage project time:
  - Produce an optimised work and resource schedule for a simple to moderately complex project.
- BSBPM504A; Manage project costs:
  - Develop a project cost management plan for a simple to moderately complex project.
- BSBPM505A; Manage project quality.
- BSBPM506A; Manage project human resources:
  - Encourage team members through recognising strengths, encouraging participation in decision making and delegating tasks.
- BSBPM507A; Manage project communications:
  - Conduct a project or business meeting.
  - Manage stakeholder relations on a simple to moderately complex project.
- BSBPM508A; Manage project risk:
  - Manage risks on a simple to moderately complex project.

- BSBPM509A; Manage project procurement:
  - Manage procurement for a simple to moderately complex project.

United Kingdom:

- The Engineering Construction Industry Training Board (G4L3 25) National occupational standards for project management (2004).
- Information Systems Examination Board -Certificate in Information Systems project management.

Global:

- Association for Project Management Professional (APMP) from Association for Project Management (APM).
- Association for the Advancement of Cost Engineering International. Certified Cost Engineer (CCE).
- Performance standards by GAPPS, the Global Project Management Performance Standards project.

- Global Standard Title:
- SAQA Standard Title:

- PM01 Manage Stakeholder Relationships:
  - Manage stakeholder relations on a simple to moderately complex project.
  - Conduct a project or business meeting.
- PM02 Manage Interpersonal Relationships:
  - Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks.
  - Conduct a project or business meeting.
- PM03 Manage development of the plan for the project:
  - Develop a project scope statement for a simple to moderately complex project.
  - Determine the work required to accomplish the objectives and organise the scope of a simple to moderately complex project.
  - Produce an optimised work and resource schedule for a simple to moderately complex project.
  - Develop a project cost management plan for a simple to moderately complex project.
  - Manage risks on a simple to moderately complex project.
  - Develop an integrated project management plan for a simple to moderately complex project.
- PM04 Manage project progress:
  - Establish a project or project phase and its processes for a simple to moderately complex project.
  - Monitor and control the execution of the project management plan for a simple to moderately complex project.
  - Manage risks on a simple to moderately complex project.
  - Manage procurement for a simple to moderately complex project.
- PM05 Manage product acceptance:
  - Monitor and control the execution of the project management plan for a simple to moderately complex project.
- PM06 Manage project transitions:
  - Coordinate closure of a simple to moderately complex project.

International standards/knowledge that have been referenced include:

- United Kingdom - Body of Knowledge from the Association for Project Management.
- International - International Standards Organisation (ISO) 10006.
- Europe - International Project Management Association Competence Baseline.
- Project Management Professional role delineation study from PMI® knowledge areas:
  - Professionalism and Ethics:
    - Legal requirements.
    - Communications.
    - Conflict of interest.
    - Ethnic and cultural norms.
    - PMP® code of ethics.

Project Management is developing as a profession and there are several bodies around the world that provide research, standards and qualifications for the field. This qualification has been benchmarked against a wide range of standards and qualifications and provided to several international bodies for comparison purposes.

In addition, references were made to the following professional bodies or Training Authorities, delivering qualifications or advice on learning in this area:

- Association for Project Management (UK).
- International Project Management Association (Europe).
- Australian Institute for Project Management (Australia).
- Project Management Institute (PMI®).
- Association for the Advancement of Cost Engineering International (International).
- The Engineering Construction Industry Training Board (UK).
- Innovation and Business Skills Australia.

The following International standards have been referenced:

- Global performance standards for project management personnel (GAPPS-Global).
- A Guide to the Project Management Body of Knowledge (PMBok Guide), 2000 and 2004 versions, from Project Management Institute (PMI®).
- Extensions to PMBoK® Guide for Government from PMI®.
- Australian National Competency Standards for Project Management, 1996 and 2003.
- Body of Knowledge from Association for Project Management, UK.
- ISO 10006.
- IPMA Competence Baseline from International Project Management Association.
- Project Management role delineation studies from PMI® for CAPM and PMP.
- Project Management Competency Development Framework from PMI® 2002.

### **ARTICULATION OPTIONS**

Horizontal articulation is possible with:

- ID 24493: National Certificate: Management, NQF Level 5.
- ID 48872: National Certificate: Information Technology (Systems Development), NQF Level 5.
- ID 48908: National Certificate: Sanitisation Project Co-ordination, NQF Level 5.
- ID 49469: National Diploma: Complex Procurement, NQF Level 5.
- ID 49793: National Certificate: Productivity, NQF Level 5.
- ID 49794: National Diploma: Productivity, NQF Level 5.
- ID 49692: National Diploma: Human Resources Management and Practices, NQF Level 5.
- ID 58309: National Diploma: Project Management, NQF Level 5.

Vertical articulation is possible with:

- ID 48700: Bachelors Construction Management: Built Environment, NQF Level 6.

**MODERATION OPTIONS**

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must register as an assessor with the relevant accredited Education and Training Quality Assurance (ETQA) Body or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA.

- Assessment and moderation of assessment will be overseen by the relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA, according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies).

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

- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant accredited ETQA.

**CRITERIA FOR THE REGISTRATION OF ASSESSORS**

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

- Be registered as an assessor with the relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA.
- Hold a Project Management Qualification at NQF level 6 or above, or equivalent management qualification.
- Have at least three (3) years experience working on projects, applying project processes and techniques.

**NOTES**

Exit point for learners who do not complete the Qualification:

- Learners will be credited with Unit Standards in which they have proved competence.
- Learners who complete individual Unit Standards but do not complete this Qualification retain their credits. However, should the substance of the Unit Standard change, the validity of the credits towards the Qualification may be reviewed.
- Learners who change their provider or learning site before completing the Qualification may transfer their credits to the new learning site.

**UNIT STANDARDS**

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	243811	Determine the work required to accomplish the objectives and organise the scope of a simple to moderately complex project	Level 5	7
Core	243820	Develop an optimised work and resource schedule for a simple to moderately complex project	Level 5	12
Core	243980	Manage risks on a simple to moderately complex project	Level 5	6
Core	243813	Develop a project cost management plan for a simple to moderately complex project	Level 5	12
Core	243824	Develop an integrated Project Management plan for a simple to moderately complex project	Level 5	8
Core	243815	Manage stakeholder relations on a project	Level 5	12
Core	243812	Monitor and control the execution of the project management plan for a simple to moderately complex project	Level 5	12
Elective	243819	Coordinate the closure of a simple to moderately complex project	Level 5	8
Elective	15224	Empower team members through recognising strengths, encouraging participation in decision making and	Level 5	4

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
		delegating tasks		
Elective	115821	Apply business financial practices	Level 5	4
Elective	115817	Provide and respond to feedback	Level 5	4
Elective	115835	Operate in a professional manner utilising trouble shooting techniques while applying creative thinking processes	Level 5	5
Elective	119350	Apply accounting principles and procedures in the preparation of reports and decision making	Level 5	15
Elective	119342	Apply knowledge of ethical principles, standards and professional conduct in public sector management and administration	Level 5	8
Elective	242668	Demonstrate knowledge and application of the Occupational Health and Safety Act, 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act	Level 4	4
Elective	243817	Develop a project risk management plan for a simple to moderately complex project	Level 5	7
Elective	243821	Manage the procurement process for a simple to moderately complex project	Level 5	10
Elective	243814	Establish a project or project phase and its processes for a simple to moderately complex project	Level 5	14
Elective	243823	Develop a preliminary project scope statement for a simple to moderately complex project	Level 5	12
Fundamental	115789	Sustain oral interaction across a wide range of contexts and critically evaluate spoken texts	Level 5	5
Fundamental	115790	Write and present for a wide range of purposes, audiences and contexts	Level 5	5
Fundamental	115823	Gather and manage information for decision-making	Level 5	5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Manage risks on a simple to moderately complex project***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243980	Manage risks on a simple to moderately complex project		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Project Management			
<b>FIELD</b>	<b>SUBFIELD</b>		
3 - Business, Commerce and Management Studies	Project Management		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	6

**SPECIFIC OUTCOME 1**

Demonstrate an understanding of project risk management.

**SPECIFIC OUTCOME 2**

Identify and analyse the risks on a project.

**SPECIFIC OUTCOME 3**

Develop a risk management plan for the project.

**SPECIFIC OUTCOME 4**

Monitor, evaluate and respond to risk events.

No. 340

20 April 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

**Hospitality, Gaming and Leisure**

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

Comment on the qualification and unit standards should reach SAQA at the address below and **no later 17 May 2007**. All correspondence should be marked **Standards Setting – Hospitality Gaming and Leisure** addressed to

The Director: Standards Setting and Development  
SAQA

*Attention: Mr. D. Mphuthing*

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

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

**DR. S. BHIKHA**

**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**


**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**
**QUALIFICATION:  
National Certificate: Gaming Dealing**

<b>SAQA QUAL ID</b>	<b>QUALIFICATION TITLE</b>		
58453	National Certificate: Gaming Dealing		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>ETQA</b>			
<b>QUALIFICATION TYPE</b>	<b>FIELD</b>	<b>SUBFIELD</b>	
National Certificate	11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure	
<b>ABET BAND</b>	<b>MINIMUM CREDITS</b>	<b>NQF LEVEL</b>	<b>QUAL CLASS</b>
Undefined	120	Level 3	Regular-Unit Stds Based

**PURPOSE AND RATIONALE OF THE QUALIFICATION**
**Purpose:**

This qualification has been developed for dealers in the gaming industry. The gaming industry is a high growth area and it is essential that the employees within the industry comply with regulations and demonstrate a high standard of competence. This qualification will ensure that these needs are met. It provides learners with a solid grounding in the technical competencies required by croupiers/dealers, as well as the skills required to operate effectively in an organisation and provide acceptable levels of customer service. Since the exposure to cheating and fraud is potentially high in this industry, aspects of security are also emphasised.

A learner who has achieved this qualification will be able to:

- Perform dealing functions.
- Maintain security while dealing.
- Perform customer interactions to enhance the gaming experience.
- Operate effectively as a member of a team.

**Rationale:**

This qualification was developed to meet the training and development needs of dealers, or croupiers, who work in a Casino environment. Gambling institutions are governed by a well-defined legislative framework, and it is thus imperative that individuals who work in the environment have the skills to ensure compliance and accountability. Completing this qualification, with its structured combination of learning outcomes, will equip learners to deal card and table games in a professional and customer-service oriented manner.

This qualification will also prepare the learner for further learning and specialisation in the gaming industry. The qualification will increase the employability and mobility of the dealers in the casino industry and assist them with multi-skilling within the industry. It will increase overall expertise in the gaming sector.

**RECOGNIZE PREVIOUS LEARNING?**

Y

**LEARNING ASSUMED TO BE IN PLACE**

It is assumed that the learners are competent in:



- Communication at NQF Level 2.
- Mathematical Literacy at NQF Level 2.

#### Recognition of Prior Learning:

This Qualification may be achieved in part or in whole through the Recognition of Prior Learning. Any learner wishing to be directly assessed may arrange to do so without attending further training or education.

The assessor and learner will decide together:

- On the most appropriate assessment route to be taken.
- How the experience of the learner will be evaluated against the unit standards which forms part of the qualification.
- On the nature and value of evidence required for the assessment of the various unit standards and exit level outcomes.

#### Access to the Qualification:

There is open access for learners wishing to pursue a career within the gaming industry. However learners need to apply and be granted a gaming licence from the relevant provincial gaming board in order to be able to demonstrate applied competence in a casino environment for completion of the qualification.

#### **QUALIFICATION RULES**

- All Unit Standard totalling 36 credits in the Fundamental components are compulsory.
- All Unit Standard totalling 45 credits in the Core are compulsory.
- There are 42 Unit Standards credits in the Elective component and a minimum of 39 is required to achieve this Qualification.
- Total for the Qualification is 120 credits.

#### **EXIT LEVEL OUTCOMES**

Qualifying learners will be able to:

1. Perform dealing functions.
2. Maintain security while dealing.
3. Perform customer interactions to enhance the gaming experience.
4. Operate as a member of a team.

#### Critical Cross-Field Outcomes:

The learner will be expected to demonstrate the ability to:

- Identify and solve problems and make responsible ethical decisions within own limit of authority.
- Work effectively with others as a member of a team, group, organisation or community to achieve work unit objectives.
- Organise and manage oneself and one's activities responsibly and effectively to plan, lead, organise and control towards achievement of work unit objectives.

- Collect, organise and critically evaluate information in order to measure performance.
- Communicate effectively using visual, mathematical and language skills in the modes of oral, and/or written presentation to lead a team.
- Demonstrate the world as a set of systems by aligning work unit objectives to organisational strategy.
- Be culturally and aesthetically sensitive across a range of social contexts in managing and interacting diverse people in the workplace.
- Use science and technology effectively in researching, recommending and implementing technological solutions, showing responsibility toward the environment and health of others.

### **ASSOCIATED ASSESSMENT CRITERIA**

1.

- The accepted Code of Conduct and Business Procedures applicable within the casino industry are applied in the workplace.
- A working knowledge of the legislation relevant to gaming is demonstrated and applied to ensure compliance in own area of responsibility.
- Chips are handled using various procedures to ensure compliance with gaming legislative procedures.
- Dealing functions for various games are performed according to prescribed procedures.
- The cash float is managed following gaming rules.

2.

- Security procedures for dealers are executed at all times.
- Customer cheat moves are recognised and reported to prevent loss of revenue to casino.
- Players are recognised and tracked to enhance security.
- Behaviour resulting from problem or pathological gambling is understood and identified in players.

3.

- A level of service is provided that ensures customer satisfaction.
- Health and hygiene standards are maintained to ensure a high standard of service and good reputation.
- Required health and safety functions are performed in line with organisational policies.
- Personal appearance is maintained to a high standard to portray professionalism in the workplace.
- Awareness of cultural diversity is displayed when performing dealing functions.

4.

- Working relationships are maintained with other members of the staff, including new members of a team.
- Roles of team members are understood and explained with examples.

### **Integrated Assessment:**

Integrated assessment at the level of qualification provides an opportunity for learners to demonstrate that they are able to balance adherence to legislative requirements and focus on customer service whilst improving productivity within the gaming industry. The integrated assessment for this qualification must occur during busy and quiet periods of the operation to ensure the learners' ability to demonstrate competence in a range of situations and adapt performance to improve productivity.

Integrated assessment must judge the quality of the observable performance, but also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision making that underpins their demonstrated performance. Some assessment practices will be of a more practical nature, while others will be of a theoretical nature.

In addition to theoretical assessments, learners should produce a portfolio of evidence documenting application of theory and practice within the gaming industry.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

### **INTERNATIONAL COMPARABILITY**

When researching the National Certificate: Gaming Dealing, Level 3 it became apparent that it would be virtually impossible to compare this Qualification with training in emerging markets. This is mainly due to the fact that gaming establishments are not recognised in all markets and that most training is conducted in-house and the detail thereof is not readily available to the general public.

When comparing this Certificate against training offered in the United States of America, and most notably in Nevada, it is clear that the training offered through this Certificate is not as comprehensive as the training offered in the USA. This however does not mean that the training offered in this Certificate is of a lesser quality, but rather reflects the differences between gaming in South Africa and Nevada in terms of income generated, number of customers serviced, etc. Employees in the USA specialise in one sector of the gaming industry and are expected to work across sectors or be competent in other jobs. National Certificate: Gaming Dealing, Level 3 addresses the competencies contained in the US Occupational Information Network for Gaming Dealers.

These competencies include:

- Exchange paper currency for playing chips or coin money.
- Pay winnings or collect losing bets as established by the rules and procedures of a specific game.
- Deal cards to house hands, and compare these with players' hands to determine winners, as in black jack.
- Conduct gambling games such as dice, roulette, cards, or keno, following all applicable rules and regulations.
- Check to ensure that all players have placed bets before play begins.
- Stand behind a gaming table and deal the appropriate number of cards to each player.
- Inspect cards and equipment to be used in games to ensure that they are in good condition.
- Start and control games and gaming equipment, and announce winning numbers or colors.
- Open and close cash floats and game tables.
- Compute amounts of players' wins or losses, or scan winning tickets presented by patrons to calculate the amount of money won.

In addition the training offered by US providers such as the Certificate in Gaming offered by the University of Nevada and the Casino School Course offered by the National Bartenders, Casino Games and Hospitality Schools address similar competencies to the ones stipulated in this Certificate.

These include:

- Provide Customer Service.
- Gaming regulations and control.
- Hygiene and safety within Casino Environment.
- Learn about equipment used.
- Rules and objectives of the game.
- Dealer and player positions.
- Handling cards.
- Games procedures.
- Gaming protection.

- Dealing techniques.

Despite the differences with the USA training offered to personnel, it is felt that this qualification is internationally comparable as it covers the competencies offered in training in a country with a similar gaming sector.

### ARTICULATION OPTIONS

This qualification articulates horizontally with the three other qualifications that have been developed for the gaming sector, namely:

- ID 14117: National Certificate: Gaming Cashiering, NQF Level 3.
- ID 14120: National Certificate: Gaming Slots Operation, NQF Level 3.
- ID 14121: National Certificate: Gaming Surveillance, NQF Level 3.

### MODERATION OPTIONS

• Anyone assessing a learner, or moderating the assessment of a learner, against this qualification must be registered as an assessor with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

• Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. 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 both in individual Unit Standards as well as the integrated competence described in the qualification.

### CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- To be registered as an assessor with the relevant ETQA.
- To be in possession of a relevant qualification.
- To have a minimum of three years practical and relevant occupational experience.

### NOTES

N/A

### UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	244012	Recognise and track players	Level 2	3
Core	244021	Manage the float in a gaming environment	Level 3	4
Core	244016	Recognise and report customer cheat moves	Level 3	3
Core	244015	Comply with security procedures for dealers	Level 3	3
Core	244018	Comply with legislation in a casino environment	Level 3	3
Core	244017	Describe layout, services and facilities of the organisation	Level 2	4
Core	244020	Maintain a safe and secure working environment	Level 3	6
Core	113904	Explain how money laundering legislation impacts on monetary transactions in South Africa	Level 2	2
Core	244011	Provide customer service	Level 4	8
Core	7906	Demonstrate and explain accepted code of conduct and Business procedures within the Casino	Level 4	2
Core	244022	Dealing with problem and pathological gambling in the workplace	Level 3	4
Core	244013	Handle casino chips	Level 3	3

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	244014	Deal American Roulette	Level 3	16
Elective	120496	Provide risk-based primary emergency care/first aid in the workplace	Level 2	5
Elective	114979	Operate a computer workstation in a business environment	Level 3	2
Elective	114941	Apply knowledge of HIV/AIDS to a specific business sector and a workplace	Level 3	4
Elective	244019	Deal Blackjack	Level 3	6
Elective	242812	Induct a member into a team	Level 3	4
Elective	244023	Deal Poker	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	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	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	5
Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Provide customer service**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244011	Provide customer service		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	8

**SPECIFIC OUTCOME 1**

Place customer service at the centre of the service provider's own context.

**SPECIFIC OUTCOME 2**

Build up knowledge and expertise in a particular area.

**SPECIFIC OUTCOME 3**

Construct a network of support in order to provide excellent customer service.

**SPECIFIC OUTCOME 4**

Develop a resource database to enable proper customer support.

**SPECIFIC OUTCOME 5**

Respond to customer queries.

**SPECIFIC OUTCOME 6**

Explain the implications of customers' reaction to poor service.

**SPECIFIC OUTCOME 7**

Make decisions relating to customers' complaints.

**SPECIFIC OUTCOME 8**

Implement customer service best practice.

**SPECIFIC OUTCOME 9**

Reflect on own performance and identify possible areas for self-improvement.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Recognise and track players**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244012	Recognise and track players		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	3

**SPECIFIC OUTCOME 1**

Track, recognise and greet regular players.

**SPECIFIC OUTCOME 2**

Discuss and promote a loyalty programme.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Handle casino chips**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244013	Handle casino chips		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	3

**SPECIFIC OUTCOME 1**

Make mandatory announcements.

**SPECIFIC OUTCOME 2**

Handle chips accurately.

**SPECIFIC OUTCOME 3**

Ensure good customer service.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Deal American Roulette***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244014	Deal American Roulette		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	16

**SPECIFIC OUTCOME 1**

Demonstrate an understanding of the game of roulette.

**SPECIFIC OUTCOME 2**

Operate the game of roulette.

**SPECIFIC OUTCOME 3**

Take bets and make payouts.

**SPECIFIC OUTCOME 4**

Handle players and unexpected situations in a professional manner.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Comply with security procedures for dealers***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244015	Comply with security procedures for dealers		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	3

**SPECIFIC OUTCOME 1**

Implement company security procedures for dealers.

**SPECIFIC OUTCOME 2**

Implement Gaming Board security procedures for dealers.

**SPECIFIC OUTCOME 3**

Describe the role of the surveillance department in assisting with security issues.

**SPECIFIC OUTCOME 4**

Exercise discretion with minimum disruption in all security dealings with customers.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Recognise and report customer cheat moves***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244016	Recognise and report customer cheat moves		
<b>SGB</b>			<b>PROVIDER</b>
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	3

**SPECIFIC OUTCOME 1**

Recognise potential situations for cheat moves.

**SPECIFIC OUTCOME 2**

Describe the importance of identifying cheat moves and the impact of cheating on the organisation.

**SPECIFIC OUTCOME 3**

Identify and prevent cheat moves.

**SPECIFIC OUTCOME 4**

Follow the relevant report procedure.



**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

**UNIT STANDARD:**

***Describe layout, services and facilities of the organisation***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244017	Describe layout, services and facilities of the organisation		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	4

**SPECIFIC OUTCOME 1**

Explain the importance of staff knowing all departments, facilities and services.

**SPECIFIC OUTCOME 2**

Describe the interrelationship between product knowledge and customer service.

**SPECIFIC OUTCOME 3**

Describe the roles and lines of communication of the people working in the department.

**SPECIFIC OUTCOME 4**

Locate the different facilities, departments and services.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Comply with legislation in a casino environment**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244018	Comply with legislation in a casino environment		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	3

**SPECIFIC OUTCOME 1**

Explain gaming board rules and regulations.

**SPECIFIC OUTCOME 2**

Act in situations of non-compliance.

**SPECIFIC OUTCOME 3**

Implement policies and procedures to ensure license and regulation compliance.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Deal Blackjack**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244019	Deal Blackjack		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	6

**SPECIFIC OUTCOME 1**

Handle all aspects of the dealing cycle.

**SPECIFIC OUTCOME 2**

Adhere to blackjack dealing procedures.

**SPECIFIC OUTCOME 3**

Assist customers with playing Blackjack.

**SPECIFIC OUTCOME 4**

Understand the game of Blackjack.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Maintain a safe and secure working environment***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244020	Maintain a safe and secure working environment		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	6

**SPECIFIC OUTCOME 1**

Implement the legislative and company procedures for maintaining a safe working environment.

**SPECIFIC OUTCOME 2**

Respond to factors, faults or incidents that threaten the safety of staff and customers.

**SPECIFIC OUTCOME 3**

Implement company security regulations and procedures to maintain a secure working environment.

**SPECIFIC OUTCOME 4**

Participate in preventative action to avoid security breaches.

**SPECIFIC OUTCOME 5**

Describe security procedures to avoid and/or handle violent situations.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Manage the float in a gaming environment***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244021	Manage the float in a gaming environment		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	4

**SPECIFIC OUTCOME 1**

Implement the technical aspects of managing a float.

**SPECIFIC OUTCOME 2**

Describe the importance of managing a float.

**SPECIFIC OUTCOME 3**

Explain the importance of good communication whilst managing the float.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Dealing with problem and pathological gambling in the workplace***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244022	Dealing with problem and pathological gambling in the workplace		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	4

**SPECIFIC OUTCOME 1**

Understand the signs and symptoms of problem and pathological gambling.

**SPECIFIC OUTCOME 2**

Describe the implications and consequences of problem and pathological gambling for the individual and the organisation.

**SPECIFIC OUTCOME 3**

Dealing with gambling and pathological gambling.

**SPECIFIC OUTCOME 4**

Explain the recovery process and implications.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Deal Poker***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244023	Deal Poker		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Hospitality, Gaming & Leisure			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	5

**SPECIFIC OUTCOME 1**

Handle chips and cards according to gaming requirements.

**SPECIFIC OUTCOME 2**

Adhere to poker dealing procedures.

**SPECIFIC OUTCOME 3**

Assist customers with playing Poker.

**SPECIFIC OUTCOME 4**

Understand the game of Poker.

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

Comment on the qualification and unit standards should reach SAQA at the address below and **no later 17 May 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  
0145  
or faxed to 012 – 431-5144  
e-mail: [dmphuthing@saqa.org.za](mailto:dmphuthing@saqa.org.za)

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



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *National Certificate: Retail Perishable Food Sales*

SAQA QUAL ID	QUALIFICATION TITLE		
49792	National Certificate: Retail Perishable Food Sales		
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 3	Regular-Unit Stds Based

### PURPOSE AND RATIONALE OF THE QUALIFICATION

#### Purpose:

The National Certificate: Retail Perishable Food Sales, Level 3 addresses the skills and competencies required to equip learners to understand and familiarize themselves with the underlying principles of a specialized area related to the Wholesale and Retail sector which is the dealing with perishable food, including:

- Cold foods.
- Frozen foods.
- Hot foods.
- Fresh produce.

Learners who successfully complete the qualification will be able to:

- Understand the sector in which they operate.
- Maintain safety, security and hygiene requirements in food retailing.
- Handle Cold Chain processes.
- Handle Food merchandising and perishable food sales.
- Provide a high level of service to customers.

The qualification enables further advancement and specialization as part of a career path within the Wholesale and Retail sector.

#### Rationale:

The Wholesale and Retail environment buys a wide range of products and stock from manufacturers and sells them to the end user/consumer. The retailing of perishable food within this environment requires specific operational know-how and skills due to the need to maintain particular health, safety and hygiene standards in this operational area.

Ineffective knowledge and skills in the handling of food produce will impact negatively on operational profitability and could result in the potential loss of growth and job opportunities. In addition there could be a negative impact on the health and safety of consumers utilising retailing services for the procurement of perishable food items where legal and operational health and safety requirements are not met.

The qualification addresses skills in food retailing which are applicable to a wide variety of organisations in the sector, including:

- Spaza/house shops.
- Independent stores specialising in food produce.
- Chain stores involved in food retailing.
- Small and large wholesalers specialising in food retailing.
- Food distribution centres.
- External contractors involved in food related produce.

The National Certificate in Retail Perishable Food Sales, is designed to meet the needs of learners who are either actively involved in the process of food sales and preparation within a Retail environment or individuals who desire to further develop their skills in order to access this area of operation. The skills, knowledge and understanding developed by the qualification will lead to improved operational performance resulting from the application of theoretical knowledge in the work environment.

### **RECOGNIZE PREVIOUS LEARNING?**

Y

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

It is assumed that learner accessing this Unit Standard is competent in the following:

- Communication at NQF level 2.
- Mathematical Literacy at NQF level 2.

Recognition of Prior Learning:

This Qualification can be achieved wholly or in part through the Recognition of Prior Learning and the Qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses providing they can demonstrate competence in the outcomes of the individual Unit Standards as required by the Fundamental, Core and Elective areas stipulated in the Qualification and by the Exit Level Outcomes.

An RPL process may also be used to credit learners with Unit Standards in which they have developed the necessary competency as a result of workplace and experiential learning.

Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment, and may be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition. While this is primarily a workplace-based Qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

Access to the Qualification:

There is open access to any learner who is able to arrange for assessment of the competencies in the Qualification and its Unit Standards in either a Wholesale or Retail or simulated environment.

### **QUALIFICATION RULES**

The 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 totaling 36 Credits are compulsory.

Core component:

Source: National Learners' Records Database

Qualification 49792

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- All unit standards totaling 56 Credits are compulsory.

Elective component:

- Elective unit standards to the value of 28 credits must be selected.

### **EXIT LEVEL OUTCOMES**

1. Apply core concepts of the Wholesale and Retail environment.
2. Maintain safety and security in the workplace.
3. Implement and maintain cold chain requirements.
4. Promote sales in a perishable food department.
5. Maintain Customer Service.

Critical Cross-Field Outcomes supported by the Unit Standard:

On completion of this qualification, the learner will be able to:

- Solve problems.
- Team work.
- Organisation.
- Information.
- Communication.
- Technology.
- Related systems.
- Personal development.

### **ASSOCIATED ASSESSMENT CRITERIA**

1.
  - The Wholesale and Retail business environment is explained focusing on wholesale and retail sub-sectors.
  - Operational requirements in the Wholesale and Retail environment are identified, explained and executed according to organisational requirements.
  - Personal and organization hygiene requirements are identified and maintained according to legislative requirements.
  - Oral and written communication in the workplace is carried out so that communication is understood by relevant parties.
2.
  - Safety and security requirements in the Wholesale and Retail environment are identified and explained according to workplace requirements.
  - Roles and responsibilities in the event of a safety and security emergency situation are explained according to workplace requirements.
  - Safety and emergency interventions are explained and applied according to standard operational procedures.
  - Cold chain environment equipment is used safely according to manufacturers' and organisational requirements.
3.
  - The concept of the cold chain is explained in term of products, flow and maintenance.
  - Cold chain products are prepared, handled and stored to reduce wastage in accordance with operational policies and procedures.

- Chillers and freezers are monitored to ensure effective maintaining of cold chain requirements.
- Premises and equipment is cleaned and maintained to promote health and hygiene according to cold chain requirements in the store.
- Personal hygiene and hygiene standards are explained and maintained to prevent contamination of perishable foods.

4.

- Practical methods to promote sales at perishable food departments are identified as they apply to the industry in general.
- Spoiled and expired perishable products are handled according to operational requirements.
- Perishable products are prepared, displayed and replenished attractively to support the promotion of sales.
- Accessories to enhance appeal and thus enhance sales are used practically.

5.

- The factors and standards impacting on customer service in the organization are identified and explained with practical examples.
- Customer service in the organization is maintained to meet perishable food retailing requirements and standards.
- Customer queries and interaction are maintained through the application of effective communication in accordance with the customer relations and service standards of the organization.
- Customer service is maintained in order to promote and enhance sales in own area of operation.

#### Integrated Assessment:

Integrated assessment at this level will evaluate the learner's ability to combine actions and ideas across a range of activities and knowledge areas. The integrated assessment must specifically assess the learner's ability to:

- Demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards required.
- Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken.

The assessment may require assessment methods, which take evidence generated during on-the-job activities into account. Because assessment practices must be open, transparent, fair, valid and reliable; ensuring that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the qualification.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work. Where it is not possible to assess the learner in the workplace 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. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated and, during integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, and foundational competencies should be assessed.

Assessment should further ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated way.

Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience as the assessment process is capable of being applied to RPL, subject to the rules and criteria of the relevant ETQA.

### **INTERNATIONAL COMPARABILITY**

International comparison for the National Certificate in Retail Perishable Food Sales, Level 3 was conducted against best practices associated with cold chain and perishable food handling in the wholesale and retail environment in Commonwealth Countries. The Commonwealth countries were chosen as good practice in wholesaling and retailing and, in particular, in perishable food handling are evident there.

Comparison was done with the following qualifications:

- The Level 2 Certificate in Chilled Food Retail Skills (Code: 100/5978/7) UK.
- The Level 2 Certificate in Fresh Food Retail Skills (Code: 100/5979/9) UK.
- The Level 3 Certificate in Food Processing (Sales) (Code: FDF30903) Australia.

The South African Qualification combines the skills for all perishable foods and does not differentiate in terms of competencies for fresh and chilled perishable foods as is done in the above qualification as practice in South African Qualification sees both types of foodstuff being handled by the same organization.

Neither of the qualifications from the United Kingdom provided the depth of the South African qualification, as both consisted of only four specific unit standards differentiated only by a shift in terms of application focus namely:

- Preparation and displaying of fresh/chilled food.
- Maintain required stock levels of fresh/chilled food.
- Maintain workplace cleanliness for fresh/chilled food.
- Receive and store fresh/chilled food into storage.

The South African Qualification contains the same competencies through the inclusion of the following areas of learning:

- Mark and label foods.
- Prepare foods for sale in a retail store.
- Merchandise chillers and freezers in a retail store.
- Implement requirements of cold chain.
- Implement personal hygiene requirements.
- Clean and maintain premises and equipment.
- Count stock for a stock take.
- Dispatch stock.
- Receive stock.

Specific product knowledge is provided in the South African qualification through electives focusing on areas of specialization such as seafood, the handling of fish and handling of meat.

The qualification is regarded as addressing both international best practice as contained in the above qualification and specific needs within the South African perishable food retailing environment.

Qualification FDF30903 provided opportunity for comparison in particular for the following areas contained in the National Certificate in Retail Perishable Food Sales, Level 3:

- Retail Sales - represented in the NC Perishable Food Sales by standards include:
  - Sell products to customers in a W&R outlet.



- Implement promotional instructions.
- Mark merchandise and maintain displays.
- Promote sales and reduce wastage at a perishable foods department:
  - Workplace Communication - represented in the fundamental component for communication of the NC Perishable Food Sales qualification.
  - Customer service - where the envisaged qualification aligns in terms of customer interaction.
  - Occupational Health and Safety as well as Food Safety where the maintaining of a safe and secure Wholesale and Retail environment and the cleaning of premises and equipment as well as the implementation of personal hygiene requirements benchmarked well.
  - Product knowledge - which again aligns adequately in the provision of standards for specialization in the handling of seafood and meat.

Over and above the learning in the Australian qualification, the qualification includes mathematical literacy and an overview of the Wholesale and Retail environment. Use of equipment, recording of transactions and the handling of point of sales as elective components enables application in smaller food retail outlets. The inclusion of these additional areas of competency adds value within the South African skills development context.

Qualification FDF30903 provided no focus on stock maintenance, nor the receiving or dispatching of goods which are included in the South African Qualification.

Comparison on a unit standard basis furthermore supports good comparability in terms of best practices as international standards as listed below translate directly to the newly developed unit standards included in the National Certificate in Retail Perishable Food Sales, Level 3:

- South African Unit Standards:
  - International Comparison.
- Implement requirements of the cold chain:
  - Work with temperature controlled stock (AUS FDFOPTTS3A).
- Merchandise chillers & freezers in a retail store:
  - Apply basic food safety practices (AUS FDFCORFS1A).
- Implement personal hygiene requirements:
  - Ensure Your Own Actions Reduce Risks to Health and Safety (SL B7WE 04).
  - Monitor and Maintain the Health, Safety and Security of Workers, Customers and Other Members of the Public (SL B9M6 04).
- Promote sales and reduce wastage at a perishable foods department:
  - Apply point of sale handling procedures (AUS WRRCS2B).
  - Develop and Maintain Positive Working Relationships with Customers (SL B4TL 04).
- Clean and maintain premises and equipment:
  - Clean and sanitize equipment (AUS FDFOPHS2A).
  - Clean food production areas, equipment and utensils in a commercial kitchen (NZ 13284).
  - Deep Clean Equipment used in the Preparation, Processing and Storage of Food (SL D7KF 04).
- Mark & label foods:
  - Label food and related product containers using automated labeling equipment (NZ 7653).
  - Wrap food or related products using automated equipment (NZ 7680).
- Prepare foods for sale in a retail store:
  - Demonstrate knowledge of terminology used for food and recipes in commercial cookery (NZ 15892).

**Conclusion:**

Qualifications scrutinized from specific areas of best practice for the Wholesale and Retail industry as listed in this comparison indicate that the envisaged National Certificate: Perishable Food Sales, Level 3 compares very well with international practices associated with the specific area of competence. The South African qualification provides a slightly broader operational focus but areas covered in international qualifications are clearly present and aligned in the South African Qualification. The extra competencies contained in the South African Qualification ensure that the qualification addresses the needs of the South African context.

**ARTICULATION OPTIONS**

This Qualification provides the following articulation opportunities:

**Vertical articulation:**

- ID 58393: Further Education and Training Certificate: Food and Beverage Service, NQF Level 4.
- National Certificate: Food and Beverage Control, NQF Level 4.
- ID 49397: Further Education and Training Certificate: Wholesale and Retail Operations Supervision, NQF Level 4.

**Horizontal articulation:**

- ID 48764: National Certificate: Wholesale and Retail Sales Practice, NQF Level 3.
- ID 14115: National Certificate: Fast Food Services, NQF Level 3.

**MODERATION OPTIONS**

- Anyone assessing a learner, or moderating the assessment of a learner, against this Qualification must be registered as an assessor/moderator with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Any institution offering learning that may enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Assessment and moderation of assessment may 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 both in individual Unit Standards as well as the integrated competence described in the Exit Level Outcomes of 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, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

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

**CRITERIA FOR THE REGISTRATION OF ASSESSORS**

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

- To be registered as an assessor with the relevant ETQA.

- To be in possession of a relevant Qualification a level higher than NQF Level 2.

**NOTES**

N/A

**UNIT STANDARDS**

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	114903	Interact with customers	Level 2	8
Core	119958	Implement requirements of the cold chain	Level 3	5
Core	119961	Implement personal hygiene for perishable food stores	Level 3	3
Core	119957	Clean and maintain premises and equipment	Level 3	5
Core	114895	Define the core concepts of the wholesale and retail environment	Level 2	10
Core	114912	Maintain a safe and secure wholesale and retail environment	Level 2	10
Core	119956	Promote sales and reduce wastage at a perishable foods	Level 3	15
Elective	114900	Sell products to customers in a Wholesale and Retail outlet	Level 3	12
Elective	114894	Process payment at a Point of Sales (POS)	Level 2	10
Elective	114904	Implement promotional instructions	Level 2	6
Elective	119960	Merchandise chillers and freezers in a retail store	Level 3	3
Elective	114906	Mark merchandise and maintain displays	Level 2	10
Elective	119959	Prepare food for sale	Level 3	16
Elective	119962	Mark and label perishable foods	Level 3	3
Elective	114891	Count stock for a stock-take	Level 2	5
Elective	114892	Dispatch stock	Level 3	10
Elective	114896	Receive stock	Level 3	12
Elective	114889	Record transactions	Level 2	8
Elective	8944	Fleck and fillet fish manually	Level 2	5
Elective	8942	Sort and handle raw seafood manually	Level 2	5
Elective	243018	Mince fish or meat using automated mincing equipment	Level 3	4
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	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	5
Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Promote sales and reduce wastage at a perishable foods department**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119956	Promote sales and reduce wastage at a perishable foods department		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Retail and Wholesale			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Wholesale and Retail		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	15

**SPECIFIC OUTCOME 1**

Minimise spoilage and wastage within the department.

**SPECIFIC OUTCOME 2**

Identify and dispose of spoiled/expired products.

**SPECIFIC OUTCOME 3**

Display products at the department.

**SPECIFIC OUTCOME 4**

Use equipment safely.

**SPECIFIC OUTCOME 5**

Promote the sale of products in the department.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Clean and maintain premises and equipment***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119957	Clean and maintain premises and equipment		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Retail and Wholesale			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Wholesale and Retail		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	5

**SPECIFIC OUTCOME 1**

Prevent the growth of micro organisms.

**SPECIFIC OUTCOME 2**

Use cleaning chemicals.

**SPECIFIC OUTCOME 3**

Identify and report presence of pests.

**SPECIFIC OUTCOME 4**

Clean equipment and utensils.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Implement requirements of the cold chain***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119958	Implement requirements of the cold chain		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Retail and Wholesale			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Wholesale and Retail		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	5

**SPECIFIC OUTCOME 1**

Identify requirements of products in the cold chain.

**SPECIFIC OUTCOME 2**

Monitor chillers and freezers.

**SPECIFIC OUTCOME 3**

Move and store cold chain products:



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Prepare food for sale**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119959	Prepare food for sale		
<b>SGB</b>			<b>PROVIDER</b>
SGB Retail and Wholesale			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Wholesale and Retail		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	16

**SPECIFIC OUTCOME 1**

Explain use of equipment and utensils.

**SPECIFIC OUTCOME 2**

Implement production plan.

**SPECIFIC OUTCOME 3**

Minimise wastage.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Implement personal hygiene for perishable food stores**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119961	Implement personal hygiene for perishable food stores		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Retail and Wholesale			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Wholesale and Retail	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	3

**SPECIFIC OUTCOME 1**

Implement personal hygiene.

**SPECIFIC OUTCOME 2**

Report health problems.

**SPECIFIC OUTCOME 3**

Wear protective clothing.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Mark and label perishable foods**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119962	Mark and label perishable foods		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Retail and Wholesale			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Wholesale and Retail		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	3

**SPECIFIC OUTCOME 1**

Use equipment to mark and label products.

**SPECIFIC OUTCOME 2**

Mark and label products.

**SPECIFIC OUTCOME 3**

Wrap and pack perishable foods.

No. 342

20 April 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

**Maritime Operations**

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

Comment on the qualification and unit standards should reach SAQA at the address below and **no later 17 May 2007**. All correspondence should be marked **Standards Setting – Maritime Operations** 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@saga.org.za](mailto:dmphuthing@saga.org.za)

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



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION: National Certificate: Fishing Operations

SAQA QUAL ID	QUALIFICATION TITLE		
58433	National Certificate: Fishing Operations		
SGB	PROVIDER		
SGB Maritime Operations			
ETQA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	11 - Services	Transport, Operations and Logistics	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	120	Level 2	Regular-Unit Stds Based

#### PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification is aimed at people who work or intend to work on board ship or fishing vessel as Deck Officer (Fishing under 24 metre) or Marine Motorman Grade 2 (on deck or in the engine room respectively), and those who seek recognition for essential skills in Fishing Operations. In particular, this qualification will be useful for the following people:

- Officers in charge of a navigational watch on fishing vessels under 24 metres.
- Chief engineer officer of a fishing vessel of less than 350kW propulsion power.
- Second engineer officer of a fishing vessel of less than 750kW propulsion power.
- Officer in charge of an engineering watch on a fishing vessel of less than 2000kW propulsion power.

This qualification is designed to equip qualifying learners with the knowledge and skills to conduct the essential operations associated with efficient and safe vessel operations, including fishing.

The qualifying learner will be able to:

- Contribute to safety and emergency related matters when working on a fishing vessel.
- Perform pollution prevention and pollution response duties and activities on a fishing vessel.
- Work effectively with other seamen and senior members on board a vessel.

Rationale:

The fishing industry is a priority area within the South African context and is supported by legislation, national policies and strategies. In order to meet the requirements of the workplace it is important to be able to identify and recognise competent seamen at various levels. There is a critical need in the industry to identify and give recognition to people who are able to conduct the essential operations associated with efficient and safe onboard operations in at least one of the Navigation and Engineering functions under fishing, coastal or port operations.

This Qualification is the first in the learning pathway and will give learners working in the maritime industry generally, and the fishing industry specifically the opportunity to build on experience or qualifications they already have, and complement their practical skills with the essential knowledge needed to earn a formal qualification in the fishing and maritime industry.

**RECOGNIZE PREVIOUS LEARNING?**

Y

**LEARNING ASSUMED TO BE IN PLACE**

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

**Recognition of Prior Learning:**

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

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

**This Recognition of Prior Learning may allow:**

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

**Access to the Qualification:**

This qualification is open to anyone with access to learning opportunities and work experience in the areas reflected in the exit level outcomes and unit standards. It is advisable that learners should be competent in the learning assumed to be in place before embarking on learning towards this qualification.

**QUALIFICATION RULES**

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

Fundamental: 36 credits.

Core: 25 credits.

Elective: 59 credits Minimum.

Total: 120 credits Minimum.

**Fundamental Components:**

- All Unit Standards in the Fundamental Component are compulsory.

**Core Components:**

- All Unit Standards in the Core Component are compulsory.

**Elective Components:**

- The Electives Unit Standards in this Qualification cover three main specialist areas namely, Deck, Engineering and Fishing. Learners are to choose either the deck or the engineering speciality and complete all the unit standards listed for the speciality. Learners are then to choose additional unit standards from the fishing electives to give an elective total of at least 59

credits. The Fishing electives should be chosen according to the type of fishing done on the vessel on which the learner works or which he/she has access.

#### Deck:

- Demonstrate knowledge of vessel construction and stability.
- Demonstrate an understanding of Marine Safety Information.
- Explain and operate echo sounders, speed logs, global navigational satellite systems and electronic plotters.
- Operate radar equipment.
- Demonstrate competence to plan and conduct a safe coastal passage.
- Demonstrate knowledge of safety with reference to fishing operations, fishing gear and fish handling.
- Demonstrate an understanding of the Merchant Shipping Collision Regulations and amendments.

#### Engineering:

- Demonstrate an understanding of the terms in the machinery spaces, basic construction and operation of equipment and propelling machinery on seagoing vessels.
- Demonstrate competence in use of hand and power tools.
- Demonstrate operation of the centrifugal separators in the seagoing maritime industry.
- Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems.
- Operate and carry out basic service checks on small vessel marine propulsion systems.
- Operate refrigeration equipment on board a vessel.
- Perform watch keeping procedures in the engine room of a seagoing vessel.

#### Fishing:

- Adjust and position crayfish traps.
- Catch fish using a pole and gaff.
- Demonstrate a basic knowledge of commercial fishing methods.
- Demonstrate knowledge of net mending and mend a net.
- Describe safe deck practices on a commercial fishing vessel.
- Identify current legislative and company procedures applicable to the fishing industry.
- Jig for squid.
- Maintain the equipment and vessel to pole fish.
- Maintain, prepare, deploy & retrieve crayfish traps to land catch.
- Maintain, prepare, deploy & retrieve fishing net to land catch.
- Monitor and control the implementation of safe working practices on a fishing vessel.
- Sort and handle raw seafood manually.
- Work on a deep sea commercial fishing vessel.

Learners may also choose other Elective Unit Standards that are applicable to their particular circumstances and career path.

#### **EXIT LEVEL OUTCOMES**

1. Contribute to safety and emergency related matters when working on a fishing vessel.
2. Perform pollution prevention and pollution response duties and activities.
3. Work effectively with other seamen and senior members on board a vessel.

#### **ASSOCIATED ASSESSMENT CRITERIA**

- 1.

- First aid functions are carried out on board a vessel in accordance with regulated requirements.
- Fire fighting and fire prevention procedures are carried out to ensure the safety of self and others onboard a vessel.
- Life-raft activities are carried out in emergencies in accordance with regulated requirements.
- Emergency legislation, procedures and practices are applied on board a vessel.
- Implement safe working practices while performing tasks on board a vessel.

2.

- Environmental policy is described and implemented in accordance with maritime legislation and shipboard practices.
- Normal duties are performed to prevent pollution.
- Pollution situations are dealt with according to maritime legislation and shipboard practices.

3.

- Instructions are interpreted and followed according to shipboard requirements and maritime legislation.
- Teamwork activities are practised to ensure the effective running of activities on board the vessel.

#### Integrated Assessment:

Assessment should be carried out at regular intervals as well as at the end of the periods of study and should be offered in an integrated way. It is envisaged that learners will work at more than one unit standard at a time.

The achievement of applied competence of this qualification will be demonstrated if the learner is able to apply operational knowledge and skills to operate on board a sea going vessel in a safe manner.

Evidence is required that the candidate is able to achieve the purpose of the qualification as a whole at the time of the award of the qualification. Integration of skills will be demonstrated through the achievement of the core operational standards.

Assessors should note that evidence of integration could well be presented by candidates when being assessed against the individual unit standards. Thus, there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same.

#### **INTERNATIONAL COMPARABILITY**

The Fishing profession is an area with globally recognised best practices, standards and Qualifications. This Qualification and set of Unit Standards utilises these international and locally recognised best practice and standards for comparison.

The International Convention for Standards for Training and Certification & Watchkeeping for Fishing Vessel Personnel (STCW-F) was adopted in July 1995 by a diplomatic conference convened under the auspices of the International Maritime Organisation (IMO).

South Africa is a member of the IMO Council and is expected to support this initiative and this Qualification complies with these principles and practices.

The South African Maritime Safety Authority (SAMSA) introduced in domestic law the principles and standards embodied in the convention. This qualification is an example of that and the majority of unit standards were drawn up with reference to the related maritime legislation, amendments and codes.

The following qualifications, courses and modules were used as part of the international comparability exercise as the countries in which they are offered are all party to the International Convention for Standards for Training and Certification & Watchkeeping for Fishing Vessel Personnel (STCW-F).

Papua New Guinea National Fisheries College:

Certificate in Fishing Operations 1 (CFO1):

- A course for deckhand qualifications for fishing boat crews:
  - Basic skills required for employment as qualified deckhands on fishing boats.
  - Safe working practices, safety at seas, radio operations, deck skills, fish quality and handling.
  - Teamwork, discipline and understanding the chain of command at sea.

Certificate in Small Fishing Operations 1 & 2:

- Boat Safety.
- Basic Navigation.
- Mechanical maintenance and repair.
- Fishing Gear Design.
- Fishing Operations.
- Seafood Handling.
- Small Business Management.
- Fisheries Resources Management.

The above Qualifications compare well with the South African Unit Standards.

United Kingdom Maritime Training (Plymouth):

Efficient Deck Hand (Ref. MCA-MGN 10):

- Meaning of common nautical terms.
- Name and function of various parts and equipment of the ship.
- Use and care of ropes and wires, splicing of ropes.
- Use of different types of blacks and shackles, bottle screws, bull-dog grips, thimbles, monkey plates.
- Rigging and attendance of pilot ladders and hoists.
- Rigging and bosun's chair and slinging an over side stager.
- Precautions to be taken while working over side.
- Identification of commonly used single letter flags.
- Maintain an efficient lookout.
- Operation of windlass, mooring winch, back spring, skip wire, rope stopper, chain stopper.
- Opening and closing hatches, rigging up derrick.
- Knots, bends and hitches in common use.
- Securing in anticipation of rough sea.

Deck Officer Certificates of Competence Ancillary Courses:

STCW'95 Basic Safety Training:

- Basic principles of First Aid.
- Fire Fighting, Survival at Sea.
- Personal Safety and Social Responsibility.

Basic and Advanced Fire Fighting:

- Principles of Fire Fighting.
- Breathing Apparatus.
- Command and Control of Fire Fighting Teams.

Navigation, Radar and ARPA Simulation:

- Navigation principles.
- Electronic navigation aids.
- Radar Principles and Operation.
- Collision prevention.
- Automatic Radar Plotting Aids.

Small Ships Navigation and Radar:

- Chartwork.
- Navigational aids.
- Bridge watchkeeping.
- Prevention of collision.
- Radar principles.

The courses and Qualifications offered by the United Kingdom are also well aligned with ours. However these are specifically aimed at people working on the deck of a vessel and exclude the Engineering and Fishing specific Elective components of the South African Qualification.

Australia, Australian Maritime College School of Maritime Industry Operations (SMIO):

Deck Hand Course:

- First Aid.
- Fire-fighting.
- Survival at Sea.
- Occupational Health and Safety.
- Seamanship Skills.

The above course only offers the learners skills which will allow them to become licensed to be able to work on board a vessel. It does not prepare them in any way for the other disciplines required to be a competent Deck Hand or Engineer aboard a vessel.

United States: Fort Lauderdale Maritime Professional Training Masters, Mates & Engineers Inc:

Courses:

Lifeboatman/Proficiency in survival Craft and Rescue Boats:

- Survival methods.
- Inflatable liferafts.
- Lifeboats.
- Survival equipment.
- Launching and recovery of life boats.
- Shipboard Davit Systems.
- Oar commands.

Automatic Radar Plotting Aids (ARPA):

- Review of Radar Plotting Techniques.



- ARPA Theory.
- ARPA Errors and limitations.
- Setting up and maintaining ARPA displays.
- Use of ARPA information to avoid close quarters situations.
- Navigation aided by ARPA.

#### Advanced Fire Fighting:

- Pre-fire planning.
- Rapid response team concept.
- Incident command team.
- Stability considerations during fire fighting operations.
- Fire party organisation.
- Training of the fire party.
- Hazardous materials storage and organisation.
- Inspection and service of fire detection and extinguishing systems and equipment.
- Port fire investigation.
- Combating shipboard fire.

The Courses offered by the United States, as with the Australian ones also only cover certain aspects of working on board a vessel. They do however place a huge emphasis on the safety aspect of working on board a vessel. It also covers an in-depth knowledge of navigation, which is offered at a higher level in South Africa.

#### Mumbai, India International Maritime Training Centre:

##### Practical Deck Skills Workshop:

- Practical training in knots, bends, hitches and splices with synthetic and natural fibre rope.
- Practical training in splices with wire rope.
- Surface maintenance theory and procedures.
- General maintenance of deck equipment.

This course does not compare well to this South African qualification as it only focuses on working with ropes and the general maintenance on board a vessel.

#### New Zealand, New Zealand Qualifications Authority:

##### National Certificate in Seafood Vessel Operations (Fishing Technology) Level 3, 76 credits.

The first noticeable difference between the South African Qualification and the New Zealand one is the number of credits available for the Qualification. The South African Qualification together with its associated Unit Standards is far more comprehensive. The other difference is that it is pitched at a higher level, which is equivalent to Level 3 on the South African NQF.

The contents of the above international qualifications, courses and modules are reflected clearly in this Qualification's Exit Level Outcomes, in the related Associated Assessment Criteria and in the Unit Standards. It is evident that the international qualifications and the South African qualification have very similar, if not the same, contents. The South African Qualification however offers a more comprehensive range of competencies than any of its international counterparts.

#### **ARTICULATION OPTIONS**

Horizontal articulation is possible with:

- ID 23273: National Certificate: Mechanical Engineering Fitting, NQF Level 2.
- ID 23254: National Certificate: Mechanical Engineering Fitting and Machining, NQF Level 2.

Vertical progression is possible with:

- ID 48535: National Certificate: Maritime Operations, NQF Level 3.
- ID 23274: National Certificate: Mechanical Fitting, NQF Level 3.

### **MODERATION OPTIONS**

- Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQA's (including professional bodies); and in terms of the moderation guideline detailed immediately below.
- Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, exit level outcomes as well as the integrated competence described in the qualification.
- Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

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

- Relevant qualification at NQF level 3 or higher.
- Minimum of 2 years' experience.
- Registration as an assessor with the relevant ETQA.
- The requisite South African Maritime Safety Authority (SAMSA) licence or equivalent.

### **NOTES**

N/A

### **UNIT STANDARDS**

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Core	120496	Provide risk-based primary emergency care/first aid in the workplace	Level 2	5
Core	114002	Contribute to effective human relationships on board a vessel	Level 2	2
Core	243986	Describe and apply fire prevention and fire fighting aboard ship	Level 2	3
Core	243987	Handle a liferaft during an emergency	Level 2	8
Core	243999	Explain pollution control and safe working practices	Level 3	2
Core	243989	Respond to distress signals and emergencies at sea and in port	Level 3	3
Core	244006	Demonstrate knowledge and understanding of safety techniques aboard ship	Level 2	2
Elective	244010	Demonstrate knowledge of vessel construction and stability	Level 3	8
Elective	243988	Explain machinery spaces, construction and operation of equipment and propelling machinery on seagoing vessels	Level 3	15
Elective	114929	Demonstrate a basic knowledge of commercial fishing methods	Level 2	4
Elective	243990	Catch fish using a pole and gaff	Level 2	2
Elective	243998	Adjust and position crayfish traps	Level 2	3
Elective	114003	Carry out watch keeping duties in the engine room at sea and in port	Level 3	15
Elective	244000	Operate refrigeration equipment on board a vessel	Level 3	10

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	114007	Carry out basic service checks on small vessel marine propulsion system	Level 2	6
Elective	244009	Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems	Level 2	6
Elective	244007	Operate a centrifugal separator in the seagoing maritime industry	Level 2	6
Elective	119744	Select, use and care for engineering hand tools	Level 2	8
Elective	244008	Work on a deep sea commercial fishing vessel	Level 2	10
Elective	8942	Sort and handle raw seafood manually	Level 2	5
Elective	243992	Monitor and control the implementation of safe working practices on a fishing vessel	Level 3	3
Elective	114005	Maintain, prepare, deploy and retrieve fishing nets to land catch	Level 3	8
Elective	113993	Maintain, prepare, deploy and retrieve crayfish traps to land catch	Level 3	6
Elective	243994	Maintain the equipment and vessel to pole fish	Level 2	3
Elective	243997	Jig for squid	Level 2	2
Elective	115072	Identify current legislative and company procedures applicable to the Fishing Industry	Level 2	3
Elective	114006	Follow safe deck practices on a commercial vessel	Level 3	10
Elective	244024	Demonstrate knowledge of net mending and mend a net	Level 2	8
Elective	12219	Select, use and care for engineering power tools	Level 2	6
Elective	244001	Demonstrate an understanding of the Merchant Shipping Collision Regulations	Level 3	3
Elective	243993	Demonstrate an understanding of marine safety information	Level 2	3
Elective	243991	Operate radar equipment	Level 2	4
Elective	243995	Plan and conduct a safe coastal passage	Level 3	8
Elective	243996	Explain and apply safety measures related to fishing operations, fishing gear and fish handling	Level 3	8
Elective	244002	Explain and operate echo sounders, speed logs, global navigation satellite systems and electronic plotters	Level 2	4
Fundamental	119463	Access and use information from texts	Level 2	5
Fundamental	119454	Maintain and adapt oral/signed communication	Level 2	5
Fundamental	119460	Use language and communication in occupational learning programmes	Level 2	5
Fundamental	119456	Write/present for a defined context	Level 2	5
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	7480	Demonstrate understanding of rational and irrational numbers and number systems	Level 2	3
Fundamental	9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	Level 2	3
Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2
Fundamental	9007	Work with a range of patterns and functions and solve problems	Level 2	5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Describe and apply fire prevention and fire fighting aboard ship***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243986	Describe and apply fire prevention and fire fighting aboard ship		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Maritime Operations			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Transport, Operations and Logistics		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	3

**SPECIFIC OUTCOME 1**

Describe how to minimise the risk of fire and maintain a state of readiness to respond to emergency situations involving fire.

**SPECIFIC OUTCOME 2**

Demonstrate the use of ship-board fire-fighting equipment.

**SPECIFIC OUTCOME 3**

Extinguish fires using the appropriate method, extinguishing medium, fire-fighting appliances and equipment.

**SPECIFIC OUTCOME 4**

Navigate safely through darkened, high-expansion foam filled compartment wearing a lifeline.

**SPECIFIC OUTCOME 5**

Navigate safely through a darkened, smoke filled compartment wearing breathing apparatus.

**SPECIFIC OUTCOME 6**

Conduct a search and rescue in a darkened, smoke-filled compartment.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Handle a liferaft during an emergency***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243987	Handle a liferaft during an emergency		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Maritime Operations			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Transport, Operations and Logistics		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	8

**SPECIFIC OUTCOME 1**

Explain the different types of emergencies at sea and types of resources, equipment and methods to abandon ship.

**SPECIFIC OUTCOME 2**

Explain ship abandonment procedures.

**SPECIFIC OUTCOME 3**

Board a liferaft.

**SPECIFIC OUTCOME 4**

Explain the management of survivors and liferaft after abandoning ship.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Explain machinery spaces, construction and operation of equipment and propelling machinery on seagoing vessels***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243988	Explain machinery spaces, construction and operation of equipment and propelling machinery on seagoing vessels		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Maritime Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	15

**SPECIFIC OUTCOME 1**

Identify ships machinery and systems.

**SPECIFIC OUTCOME 2**

Explain the basic construction and operation of the ship's diesel engines.

**SPECIFIC OUTCOME 3**

Explain the basic construction and operation of the ship's refrigeration system.

**SPECIFIC OUTCOME 4**

Explain the basic construction and operation of the ship's main engineering pumping system.

**SPECIFIC OUTCOME 5**

Explain the basic construction and operation of the ship's steering gear.

**SPECIFIC OUTCOME 6**

Explain the basic construction and operation of the ship's electrical systems.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Respond to distress signals and emergencies at sea and in port***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243989	Respond to distress signals and emergencies at sea and in port		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Maritime Operations			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Transport, Operations and Logistics		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	3

**SPECIFIC OUTCOME 1**

Explain the measures to be taken in emergencies for the protection and safety of ship, passengers and crew.

**SPECIFIC OUTCOME 2**

Explain how to respond to emergencies and distress signals at sea.

**SPECIFIC OUTCOME 3**

Respond to emergencies in port.

**SPECIFIC OUTCOME 4**

Explain emergency steering systems.

**SPECIFIC OUTCOME 5**

Explain the area of operation and procedures of the South African Search and Rescue (SASAR) operation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Catch fish using a pole and gaff***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243990	Catch fish using a pole and gaff		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Maritime Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	2

**SPECIFIC OUTCOME 1**

Use equipment to catch fish.

**SPECIFIC OUTCOME 2**

Contain the catch.

**SPECIFIC OUTCOME 3**

Sort the catch.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Operate radar equipment**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243991	Operate radar equipment		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Maritime Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	4

**SPECIFIC OUTCOME 1**

Set-up radar equipment.

**SPECIFIC OUTCOME 2**

Use radar as an aid to navigation.

**SPECIFIC OUTCOME 3**

Use radar for collision avoidance.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Monitor and control the implementation of safe working practices on a fishing vessel***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243992	Monitor and control the implementation of safe working practices on a fishing vessel		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Maritime Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	3

**SPECIFIC OUTCOME 1**

Describe the legislation and safe working practices that are applicable on a fishing vessel.

**SPECIFIC OUTCOME 2**

Describe and apply basic safety principles and the philosophy of accident prevention.

**SPECIFIC OUTCOME 3**

Describe the roles and responsibilities of those employees involved in safety management on a fishing vessel.

**SPECIFIC OUTCOME 4**

Describe how routine inspections are conducted on a fishing vessel.

**SPECIFIC OUTCOME 5**

Describe how safety is implemented and conducted to specific investigations on a fishing vessel.

**SPECIFIC OUTCOME 6**

Describe the process of compiling and writing inspection and incident reports.

**SPECIFIC OUTCOME 7**

Describe the safety aspect review and follow up activities for the safety on fishing vessels.

**SPECIFIC OUTCOME 8**

Apply the requirements of the Merchant Shipping Act 57 of 1951 in respect to occupational safety on fishing vessels.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Demonstrate an understanding of marine safety information***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243993	Demonstrate an understanding of marine safety information		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Maritime Operations			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Transport, Operations and Logistics		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	3

**SPECIFIC OUTCOME 1**

Interpret information.

**SPECIFIC OUTCOME 2**

Explain the different types of signals, means of transmission and action required.

**SPECIFIC OUTCOME 3**

Use the International Code of Signals.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Maintain the equipment and vessel to pole fish***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243994	Maintain the equipment and vessel to pole fish		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Maritime Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	3

**SPECIFIC OUTCOME 1**

Prepare the equipment to pole fish.

**SPECIFIC OUTCOME 2**

Prepare the vessel to pole fish.

**SPECIFIC OUTCOME 3**

Maintain equipment for pole catch.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Plan and conduct a safe coastal passage***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243995	Plan and conduct a safe coastal passage		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Maritime Operations			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Transport, Operations and Logistics		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	8

**SPECIFIC OUTCOME 1**

Determine the ship's position on a chart.

**SPECIFIC OUTCOME 2**

Determine safe courses between two positions on a chart.

**SPECIFIC OUTCOME 3**

Explain the content, application and intent of the International Regulations for Preventing Collisions at Sea.

**SPECIFIC OUTCOME 4**

Keep a navigational watch.

**SPECIFIC OUTCOME 5**

Monitor a passage along a planned route.


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SOUTH AFRICAN QUALIFICATIONS AUTHORITY
**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**
**UNIT STANDARD:**

***Explain and apply safety measures related to fishing operations, fishing gear and fish handling***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243996	Explain and apply safety measures related to fishing operations, fishing gear and fish handling		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Maritime Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	8

**SPECIFIC OUTCOME 1**

Prepare a ship and equipment for fishing operations.

**SPECIFIC OUTCOME 2**

Explain the process of handling fishing gear.

**SPECIFIC OUTCOME 3**

Describe general safety procedures during fishing operations.

**SPECIFIC OUTCOME 4**

Explain the process of handling fishing gear and catch stowage.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Jig for squid***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243997	Jig for squid		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Maritime Operations			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Transport, Operations and Logistics		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	2

**SPECIFIC OUTCOME 1**

Implement safe working practices.

**SPECIFIC OUTCOME 2**

Catch squid.

**SPECIFIC OUTCOME 3**

Contain the catch.

**SPECIFIC OUTCOME 4**

Sort the catch.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Adjust and position crayfish traps*

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243998	Adjust and position crayfish traps		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Maritime Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	3

**SPECIFIC OUTCOME 1**

Implement safe working practices.

**SPECIFIC OUTCOME 2**

Organise a work area to adjust the crayfish traps.

**SPECIFIC OUTCOME 3**

Adjust crayfish trap components to optimise the catch.

**SPECIFIC OUTCOME 4**

Position traps to optimise the catch.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Explain pollution control and safe working practices***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
243999	Explain pollution control and safe working practices		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Maritime Operations			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Transport, Operations and Logistics		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	2

**SPECIFIC OUTCOME 1**

Explain the precautions required to prevent pollution to the marine environment.

**SPECIFIC OUTCOME 2**

Explain the Code of Safe Working Practice for Fishermen (COSWPPF).

**SPECIFIC OUTCOME 3**

Describe safety precautions on board ship.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Operate refrigeration equipment on board a vessel**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244000	Operate refrigeration equipment on board a vessel		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Maritime Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	10

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of refrigeration equipment encountered on board the vessel.

**SPECIFIC OUTCOME 2**

Operate refrigeration equipment.

**SPECIFIC OUTCOME 3**

Identify and respond to deviations from normal operating conditions.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Demonstrate an understanding of the Merchant Shipping Collision Regulations***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244001	Demonstrate an understanding of the Merchant Shipping Collision Regulations		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Maritime Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	3

**SPECIFIC OUTCOME 1**

Explain the terms, definitions and rules reflected in the International Regulations for Preventing Collisions at Sea.

**SPECIFIC OUTCOME 2**

Explain the conduct of vessels in any condition of visibility.

**SPECIFIC OUTCOME 3**

Explain the conduct of vessels in sight of one another.

**SPECIFIC OUTCOME 4**

Explain the conduct of vessels in restricted visibility.

**SPECIFIC OUTCOME 5**

Explain the required Lights and Shapes to be exhibited by different types of vessels.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Explain and operate echo sounders, speed logs, global navigation satellite systems and electronic plotters***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244002	Explain and operate echo sounders, speed logs, global navigation satellite systems and electronic plotters		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Maritime Operations			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Transport, Operations and Logistics		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	4

**SPECIFIC OUTCOME 1**

Explain navigational aids.

**SPECIFIC OUTCOME 2**

Use a Global Navigation Satellite System.

**SPECIFIC OUTCOME 3**

Use electronic plotters as an aid to navigation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Demonstrate knowledge and understanding of safety techniques aboard ship***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244006	Demonstrate knowledge and understanding of safety techniques aboard ship		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Maritime Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	2

**SPECIFIC OUTCOME 1**

Explain elementary safety matters, safety information symbols and alarms signals.

**SPECIFIC OUTCOME 2**

Explain actions appropriate to a ship-board emergency signal in accordance with assigned duties.

**SPECIFIC OUTCOME 3**

Explain actions to be taken on encountering an accident or other medical emergency.

**SPECIFIC OUTCOME 4**

Explain the operation of fire, weather-tight and watertight doors.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Operate a centrifugal separator in the seagoing maritime industry*

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244007	Operate a centrifugal separator in the seagoing maritime industry		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Maritime Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	6

**SPECIFIC OUTCOME 1**

Demonstrate an understanding of separating liquids and solids using centrifugal force.

**SPECIFIC OUTCOME 2**

Prepare to separate liquids and solids.

**SPECIFIC OUTCOME 3**

Separate liquids and solids using centrifugal force.

**SPECIFIC OUTCOME 4**

Perform end of separation procedures.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Work on a deep sea commercial fishing vessel***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244008	Work on a deep sea commercial fishing vessel		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Maritime Operations			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Transport, Operations and Logistics		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	10

**SPECIFIC OUTCOME 1**

Describe the relevant legislated documentation required by a crew member on a deep sea commercial fishing vessel.

**SPECIFIC OUTCOME 2**

Describe safe working practices on a deep sea commercial fishing vessel.

**SPECIFIC OUTCOME 3**

Follow safe working procedures on a deep sea commercial fishing vessel.

**SPECIFIC OUTCOME 4**

Participate as a crew member of a deep sea commercial fishing vessel.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**SAQA**  
SOUTH AFRICAN QUALIFICATIONS AUTHORITY
**UNIT STANDARD:**

**Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244009	Operate and carry out basic routine servicing of marine extra low and low voltage electrical systems		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Maritime Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	6

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of Marine extra low and low voltage electrical systems.

**SPECIFIC OUTCOME 2**

Operate extra low and low voltage electrical systems.

**SPECIFIC OUTCOME 3**

Operate and carry out basic servicing of starter motors, alternators and associated equipment.

**SPECIFIC OUTCOME 4**

Follow safety and hazard control procedures.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Demonstrate knowledge of vessel construction and stability***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244010	Demonstrate knowledge of vessel construction and stability		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Maritime Operations			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Transport, Operations and Logistics		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	8

**SPECIFIC OUTCOME 1**

Identify the principal parts and fittings of a vessel.

**SPECIFIC OUTCOME 2**

Describe vessel stability and safety terminology.

**SPECIFIC OUTCOME 3**

Explain vessel stability and safety requirements.

**SPECIFIC OUTCOME 4**

Explain stowage safety requirements.

**SPECIFIC OUTCOME 5**

Describe the types of vessels in operation.

**SPECIFIC OUTCOME 6**

Describe systems on a vessel.

**SPECIFIC OUTCOME 7**

Explain the need to maintain the watertight integrity of the vessel.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Demonstrate knowledge of net mending and mend a net*

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244024	Demonstrate knowledge of net mending and mend a net		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Maritime Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	8

**SPECIFIC OUTCOME 1**

Explain materials used in net mending.

**SPECIFIC OUTCOME 2**

Explain tools used in net mending.

**SPECIFIC OUTCOME 3**

Demonstrate knowledge of methods used in net mending.

**SPECIFIC OUTCOME 4**

Mend a damaged net.

No. 343

20 April 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

**Transport and Logistics Operations**

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

Comment on the qualification and unit standards should reach SAQA at the address below and **no later 17 May 2007**. All correspondence should be marked **Standards Setting – Transport and Logistics Operations** addressed to

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

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



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *National Diploma: Freight Handling Logistics*

SAQA QUAL ID	QUALIFICATION TITLE		
58473	National Diploma: Freight Handling Logistics		
SGB	PROVIDER		
SGB Transport and Logistics Operations			
ETQA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Diploma	11 - Services	Transport, Operations and Logistics	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	242	Level 5	Regular-Unit Stds Based

### PURPOSE AND RATIONALE OF THE QUALIFICATION

#### Purpose:

The purpose of this qualification is to ensure the implementation of freight handling and logistics operations to meet and exceed customer needs in compliance with legislative requirements and international codes and practices.

A learner obtaining this qualification will be able to:

- Ensure the availability of resources and competitive infrastructure within the freight handling logistics environment.
- Handle, store, control and review resources.
- Comply with legislative requirements and international codes and practices for freight handling logistics.
- Analyse and apply the concepts of supply chain within the freight logistics environment.

The skills, knowledge, values and understanding in this qualification are essential for national competitiveness and will have a positive impact on social and economic transformation and upliftment of the democratic South African society.

#### Rationale:

Freight Handling Logistics is the movement and supply of goods. It involves the movement of goods and materials through the manufacturing process to the delivery of finished products and their disposal. It also deals with the routing of freight using all transport modes and related activities such as warehousing.

This qualification seeks to establish fundamental knowledge and skills in Freight Handling Logistics and to provide the necessary competencies for people who are new to the field as well as to other people who may be experienced in freight logistics. Learners completing this qualification will be able to work as managers within the Freight Handling Logistics environment.

This qualification will provide learners with access to employment opportunities within the Freight Handling Logistics environment. Learners will be able to take responsibility for the planning, handling, storage and transportation of goods nationally as well as internationally. The benefit for organisations and the community lies in the optimisation of their freight logistical processes. Government is also committed to improving the public service by supporting the transformation of the freight logistics environment.

**RECOGNIZE PREVIOUS LEARNING?**

Y

**LEARNING ASSUMED TO BE IN PLACE**

It is assumed that the learner entering this qualification will be competent in:

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

**Recognition of Prior Learning:**

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. The learner should be thoroughly briefed on the mechanism to be used and support and guidance should be provided. Care should be taken that the mechanism used provides the learner with an opportunity to demonstrate competence and is not so onerous as to prevent learners from taking up the RPL option towards gaining a qualification.

**Access to the qualification:**

Access to this Qualification is open to all learners with at least an NQF Level 4 Qualification or equivalent.

**QUALIFICATION RULES**

- All unit standards in the Fundamental Component (13 credits) are compulsory.
- All unit standards in the Core Component (199 credits) are compulsory.
- Learners must choose unit standards totalling at least 30 credits from the Elective Component.
- Total credit value of the Qualification is 242.

**EXIT LEVEL OUTCOMES**

1. Ensure the availability of resources and competitive infrastructure within the freight handling logistics environment.
2. Handle, store, control and review resources within the freight handling logistics environment.
3. Comply with legislative requirements and international codes and practices.
  - Health and safety, International Maritime Organisation (IMO), International Air Transport Association (IATA), Road Traffic Act, South African National Standards (SANS), Rail Regulations, International Civil Aviation Organisation (ICAO).
4. Analyse and apply the concepts of supply chain within the freight logistics environment.

**ASSOCIATED ASSESSMENT CRITERIA**

1.
  - Written and verbal communication conducted within the business environment in a manner appropriate to the situation.
  - Fundamental business concepts relating to the Freight Handling Logistics environment are applied.
  - Information technology tools are used to ensure the effective and efficient handling, storage and transportation of goods within the Freight Handling Logistics environment.
  - Strategies and action plans are developed and implemented to ensure that goals and objectives, as set out in the strategic and logistical plans, are met.
  - Resources required in maximizing efficiencies in services and freight movement are determined and allocated to achieve targets in a freight environment.
  - Strategies to establish and maintain relationships are applied at all times.

2.

- Freight location procedures are planned, implemented and evaluated to ensure freight integrity in a freight logistics environment.
- The proper care of freight is managed using handling, movement, securing and safeguarding techniques within the freight handling logistics environment.

3.

- A range of contract documentation, Codes of Practice and professional Ethic practices are applied as they relate to Freight Handling Logistics.
- Statutory health and safety requirements within freight storage transit areas are applied within the freight handling logistics environment.
- Quality management system principles are applied within the freight handling logistics environment.

4.

- A logistics plan, which governs the economic and efficient movement and handling of freight is generated, communicated and implemented to satisfy customer and industry requirements.
- The fundamental concepts relating to procurement, distribution, supply chain administration (operation) and logistics are applied as they relate to Freight Handling Logistics.
- International trade principles are applied to formulate solutions to problems, where such solutions are reliant on informed judgement, which affect the safe and efficient movement of freight within the international arena.

#### Integrated Assessment:

The applied competence (practical, foundational and reflexive competencies) of this qualification will be achieved if a candidate is able to apply the fundamental concepts, practices and principles within the Freight Handling Logistics environment.

The effective use of technology, communication skills, literacy, decision-making and numeracy as well as self-management and life skills must be assessed. Furthermore the world as a set of related systems must be assessed during any combination of practical, foundational and reflexive competencies assessment methods and tools to determine the integration of applied knowledge and skills.

A detailed portfolio of evidence is required to prove the applied competencies of the learner.

Assessors and moderators should develop and conduct their own integrated assessment by making use of a range of formative and summative assessment methods.

Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

#### **INTERNATIONAL COMPARABILITY**

Qualifications from the following countries were sourced for a comparison with the National Diploma in Freight Handling Logistics Level 5 as these countries are leaders in the field of Freight Handling Logistics (best practices):

- United Kingdom.
- United States of America.
- Australia.
- New Zealand.

#### United Kingdom:

The following courses or unit standards for the following qualifications are available from the Qualifications and Curriculum Authority (QCA):

- CIPS Level 5 Advanced Diploma in Purchasing and Supply.
- EDEXEL Level 5 NVQ in Supply Chain Management.
- CIPS Level 5 Graduate Diploma in Purchasing and Supply.
- CIPS Level 6 Graduate Diploma in Purchasing and Supply.
- CIPS Level 6 Graduate Diploma in Purchasing and Supply.

These qualifications cover the following areas:

NVQ: Supply Chain Management Level 5.

EDEXEL Level 5 NQV in Supply Chain Management:

Course content (compulsory components):

- Develop a supply chain strategy for the organisation.
- Establish strategic relationships within the supply chain.
- Improve the performance of supply chain.

Provide leadership.

Course content (Optional components):

- Commission projects to develop supply chain.
- Plan the flow of supplies.
- Plan improvement.
- Plan storage.
- Plan distribution.
- Plan transportation.
- Plan workforce.
- Manage finance in own area of responsibility.

Build your organisational understanding of markets and clients.

CIPS Level 5 Graduate Diploma in Purchasing and Supply:

- The purchasing environment.
- Managing human resources in purchasing and supply.
- Business analysis in purchasing and supply.

Legal and procurement processes:

- Introduction to supply and materials management.

Business organisation and processes in purchasing and supply.

CIPS Level 6 Graduate Diploma in Purchasing and Supply:

Compulsory units:

- Leading and influencing in purchasing.
- Strategic supply chain management.

Supply chain management in practice.

Options:

- Legal aspects in purchasing and supply.
- Advanced project management.

Finance for purchasers.

**CIPS Level 6 Graduate Diploma in Purchasing and Supply:****Compulsory units:**

- Leading and influencing in purchasing.
- Strategic supply chain management.

**Supply chain management in practice.****Options:**

- Storage and distribution in supply chain.
- Commercial relationships.
- Research project in purchasing and supply.
- Operations management.
- Marketing.
- Project management and control.
- Management for purchasing and supply.
- Retail merchandise management.

There are similarities with the Diploma in Freight Handling Logistics in the courses listed below although the focus is inclined to Export related issues.

**Introductory course - This course deals with the following:**

- Starter Course for Export.
- An Introduction to Exporting.
- An Introduction to Importing.
- Understanding Letters of Credit.
- An Introduction to Agents and Distributors.

**International logistics and documentation - This course deals with the following:**

- Advanced Export Practice.
- International Trade and Customs Planning.
- UN Dangerous Goods Awareness.

**International sales, marketing and marketing research - This course deals with the following:**

- International Market Research.
- An Introduction to Export Marketing.
- National Export Sales Training.
- Exporting and the Internet.
- Cultural Issues For Exporters.
- Marketing Services in International Trade.

**International trade finance - This course deals with the following:**

- Performance Bonds & Guarantees.
- Advanced Letters of Credit.
- Money Laundering and Currency Risk Management.

**International trade management - This course deals with the following:**

- The Complete Export Manager.
- Effective Export Business Planning.
- Managing International Distribution Channels.



- Export Controls.
- Incoterms & Payment Terms Workshop.

The following modules are in the Masters in Business Administration at Lancaster University:

- To develop an understanding of key drivers of supply chain performance and their inter-relationships with strategy and other functions of the company such as marketing, manufacturing and accounting.
- To impart analytical and problem solving skills necessary to develop solutions for a variety of supply chain management and design problems and develop an understanding for the use of information technology in supply chain optimization.
- To understand the ability to incorporate B2B and B2C electronic commerce in supply chain design and optimization.
- To understand the complexity of inter-firm and intra-firm coordination in implementing programmes such as e-collaboration, quick response, jointly managed inventories and strategic alliances.
- To develop the ability to design logistics systems and to formulate integrated supply chain strategy, so that all components are not only internally synchronized but also tuned to fit corporate strategy, competitive realities and market needs.

United States of America:

There are numerous short courses in the United States of America. The courses are intended for newcomers in the Freight Handling Logistics environment, supply chain environment as well as experienced professionals who would like to expand their knowledge, and executives from other corporate areas who would have been placed in positions where they manage freight logistics activities.

A course comparable to Freight Handling Logistics is the Fundamentals of Supply Chain Management: Council of Supply Chain Management Professionals (former Council of Logistics Management).

The following forms part of the course content:

- Fundamental of transportation.
- Outsourcing.
- Customer Services.
- Warehousing.
- Inventory management.
- Manufacturing integration.
- Information Systems.
- Facility location.
- Materials Handling.
- Reverse logistics.
- Project justification and management.

New Zealand:

The following qualifications are registered with the New Zealand Qualifications Authority:

- National Certificate in Freight Forwarding (Freight Administration).
- National Certificate in Freight Forwarding (International Freight Forwarding).
- Certificate in freight operations (level 4, 122 credits).

- MIT Diploma in shipping and freight (Level 5, 120 credits).
- MIT Graduate Certificate in freight and logistics (level 6, 60 credits).

No content is available for these qualifications to complete the comparison.

The following unit standards were found in the New Zealand Qualifications Authority:

- Demonstrate knowledge of methods of payment for an international trade (level 3, 6 credits).
- Demonstrate knowledge of the international freight forwarding industry (level 3, 6 credits).
- Demonstrate knowledge of authorities and legislation relating to international freight forwarding (level 3, 4 credits).
- Select, cost and recommend an international transport service and route for given consignments (level 3 6 credits).
- Process import documentation that governs the carriage of international goods (level 3, 5 credits).
- Prepare for freight forwarding of dangerous goods by sea (level 3, 3 credits).
- Demonstrate knowledge of international commerce terms (INCOTERMS) for international sale (level 4, 4 credits).
- Pursue a transport insurance claim (level 4, 5 credits).
- Process export documentation that governs the carriage of international goods by sea (level 4, 5 credits).
- Process export documentation that governs the carriage of international goods by air (level 4, 7 credits).
- Prepare for freight forwarding of dangerous goods by air (level 4, 6 credits).
- Optimise cargo outturn in terms of condition (level 5, 5 credits).

#### **ARTICULATION OPTIONS**

This qualification has horizontal articulation possibilities with the following qualifications:

- National Diploma: Supply Chain Technology Level 5.
- National Certificate: Purchasing and Stores Management Level 5.
- National Certificate: Purchasing Management Level 5.
- National Certificate: Logistics Management Level 5.
- National Diploma: Logistics Management Level 5.
- ID 22444: National Diploma: Freight Forwarding Level 5.

This qualification has vertical articulation possibilities with the following qualifications:

- National Diploma: Purchasing Management Level 6.
- Bachelor of Logistics Level 6.

#### **MODERATION OPTIONS**

- This Qualification will be assessed by an assessor and moderated by a moderator registered with the relevant accredited ETQA.
- Training providers must be accredited by a relevant ETQA.

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

- Assessors should be in registered with the relevant ETQA.
- Assessors should be in possession of a relevant qualification in Freight Handling Operations or a related field that is at least one level higher than the level of this Qualification.

#### **NOTES**

This qualification replaces qualification 14590, "National Diploma: Freight Handling Logistics", Level 5, 240 credits.

**UNIT STANDARDS**

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Core	11286	Institute disciplinary action	Level 5	8
Core	15137	Apply contract documentation	Level 5	10
Core	15215	Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division	Level 5	4
Core	119857	Plan and implement Quality Management Systems in corporate and project context	Level 5	8
Core	244027	Develop a logistics plan	Level 5	16
Core	8019	Schedule transport	Level 4	18
Core	244025	Apply fundamental concepts and principles of supply chain management	Level 5	20
Core	15219	Develop and implement a strategy and action plans for a team, department or division	Level 5	4
Core	15225	Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	4
Core	242668	Demonstrate knowledge and application of the Occupational Health and Safety Act, 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act	Level 4	4
Core	15233	Harness diversity and build on strengths of a diverse working environment	Level 5	3
Core	115395	Apply and explain the generic business process and value chain model	Level 5	12
Core	114050	Explain the principles of business and the role of information technology	Level 5	4
Core	15238	Devise and apply strategies to establish and maintain relationships	Level 5	3
Core	15236	Apply financial analysis	Level 5	4
Core	15231	Create and use a range of resources to effectively manage teams, sections, departments or divisions	Level 5	4
Core	15226	Implement systems to meet the flow of information in a team, department or division	Level 5	3
Core	15220	Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation	Level 5	4
Core	244026	Plan, select and implement resources in a freight handling environment	Level 5	12
Core	123190	Design and implement a risk management control system	Level 5	6
Core	118023	Demonstrate an understanding of the international trade environment	Level 6	12
Core	244032	Manage freight care	Level 5	16
Core	244030	Manage freight location and control	Level 5	20
Elective	244031	Manage dangerous goods logistics	Level 5	12
Elective	11218	Establish, Register, and Operate Rebate Stores	Level 4	5
Elective	10148	Supervise a project team of a business project to deliver project objectives	Level 5	14
Elective	117638	Understand the basics of Ships Design and Cargo operations	Level 4	10
Elective	242816	Conduct a structured meeting	Level 4	5
Elective	244028	Manage temperature controlled stock	Level 5	8
Elective	117650	Know and understand the basics of maritime liner trades	Level 5	12
Elective	117632	Work with container control administration.	Level 4	10
Elective	11215	Establish, Register, and Operate Customs and Excise storage warehouses	Level 4	4
Elective	11265	Assess insurance risks and formulate risk management policies and procedures for international trading companies	Level 5	11
Elective	15224	Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	Level 5	4
Elective	114878	Identify and measure the factors that influence productivity	Level 4	10
Elective	15235	Prepare and conduct staff selection interviews	Level 5	3
Fundamental	10622	Conduct communication within a business environment	Level 5	8
Fundamental	12891	Apply concepts and principles of business ethics in the	Level 6	5

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ID	UNIT STANDARD TITLE	LEVEL	CREDITS
	professional environment		



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Plan, select and implement resources in a freight handling environment***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244026	Plan, select and implement resources in a freight handling environment		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Transport and Logistics Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	12

**SPECIFIC OUTCOME 1**

Identify the resources required to meet the freight handling objectives of the organisation.

**SPECIFIC OUTCOME 2**

Identify and select process performance measurement systems.

**SPECIFIC OUTCOME 3**

Plan the procurement of resources effectively within financial constraints.

**SPECIFIC OUTCOME 4**

Implement and measure approved resource plan.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Develop a logistics plan***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244027	Develop a logistics plan		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Transport and Logistics Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	16

**SPECIFIC OUTCOME 1**

Develop strategic objectives and performance indicators relating to the logistics plan.

**SPECIFIC OUTCOME 2**

Conduct an environmental analysis and apply legislation, regulations and customer requirements appropriate to freight logistics planning.

**SPECIFIC OUTCOME 3**

Plan optimal transit systems, resources and routes.

**SPECIFIC OUTCOME 4**

Identify possible obstacles and develop contingency plans.

**SPECIFIC OUTCOME 5**

Review the logistics plan.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Manage temperature controlled stock**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244028	Manage temperature controlled stock		
<b>SGB</b>			<b>PROVIDER</b>
SGB Transport and Logistics Operations			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Transport, Operations and Logistics		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	8

**SPECIFIC OUTCOME 1**

Design and implement processes for goods/freight that require special temperature control and storage, taking into consideration the freight characteristics.

**SPECIFIC OUTCOME 2**

Monitor freight temperature in order to sustain freight integrity.

**SPECIFIC OUTCOME 3**

Maintain correct temperatures both in-storage and in-transit.

**SPECIFIC OUTCOME 4**

Develop and implement hygiene and safety measures required in a temperature controlled environment.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

### *Manage freight location and control*

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244030	Manage freight location and control		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Transport and Logistics Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	20

#### **SPECIFIC OUTCOME 1**

Categorise freight.

#### **SPECIFIC OUTCOME 2**

Plan the physical location for the storage of freight.

#### **SPECIFIC OUTCOME 3**

Plan and select the location of the facility in relation to the distribution network.

#### **SPECIFIC OUTCOME 4**

Plan the location of resources and equipment.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Manage dangerous goods logistics***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244031	Manage dangerous goods logistics		
<b>SGB</b>	<b>PROVIDER</b>		
SGB Transport and Logistics Operations			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Transport, Operations and Logistics		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	12

**SPECIFIC OUTCOME 1**

Develop and/or review company policies and procedures.

**SPECIFIC OUTCOME 2**

Develop a dangerous goods logistics plan.

**SPECIFIC OUTCOME 3**

Manage resources to create and maintain a safe environment.

**SPECIFIC OUTCOME 4**

Manage the dangerous goods communication process within the logistics chain.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Manage freight care**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
244032	Manage freight care		
<b>SGB</b>		<b>PROVIDER</b>	
SGB Transport and Logistics Operations			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Transport, Operations and Logistics	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	16

**SPECIFIC OUTCOME 1**

Review and control internal processes and procedures used in the movement and care of freight.

**SPECIFIC OUTCOME 2**

Facilitate joint co-ordination of role player activities.

**SPECIFIC OUTCOME 3**

Control the consolidation, separation, labelling and/or marking and securing of freight.

**SPECIFIC OUTCOME 4**

Implement measures to ensure quality of freight.

**SPECIFIC OUTCOME 5**

Ensure the implementation of loss control policy and security of freight.

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 Helpdesk: 086 010 3168



11 April 2007

The South African Qualifications Authority in terms of the National Standards Body Regulations (Government Gazette No. 08787) published on 28 March 1998, hereby gives notice of an additional name for the following Standards Generating Body for Organising Field 09 (Health Sciences and Social Services):

• **Standards Generating Body for Occupational Health and Safety**

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE / QUALIFICATIONS
Makomeni, T W	Goldfields Limited	Goldfields Training Division	<ul style="list-style-type: none"> <li>• National Diploma: Safety Management</li> <li>• Certificate: Primary Teaching</li> <li>• 7 years' teaching experience</li> <li>• 22 years' experience as Mine Safety Officer and Safety instructor</li> <li>• 7 years' experience in safety management</li> </ul>

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

**SAQA'S MISSION**

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