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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 378

4 May 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

Forensic Science

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

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

Comment on the unit standards should reach SAQA at the address below and *no later than 4 June 2007*. All correspondence should be marked Standards Setting - SGB for Forensic Science and addressed to

The Director: Standards Setting and Development
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DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Demonstrate an understanding of forensic trace analysis***

SAQA USID	UNIT STANDARD TITLE		
244145	Demonstrate an understanding of forensic trace analysis		
SGB	PROVIDER		
SGB Forensic Science			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

SPECIFIC OUTCOME 1

Explain the characteristics of forensic chemical trace evidence.

SPECIFIC OUTCOME 2

Explain the value of explosives as trace evidence in forensic investigations.

SPECIFIC OUTCOME 3

Explain elementary principles of techniques applied in forensic trace analysis.

SPECIFIC OUTCOME 4

Explain the evidential value of trace evidence in forensic investigations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of the analytical principles of forensic toxicology investigation

SAQA USID	UNIT STANDARD TITLE		
244146	Demonstrate an understanding of the analytical principles of forensic toxicology investigation		
SGB	PROVIDER		
SGB Forensic Science			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 5	/5

SPECIFIC OUTCOME 1

Classify common poisons.

SPECIFIC OUTCOME 2

Explain elementary principles of poison identification.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the collection and preservation of toxicology evidence.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Demonstrate an understanding of the field of forensic questioned documents*

SAQA USID	UNIT STANDARD TITLE		
244147	Demonstrate an understanding of the field of forensic questioned documents		
SGB	PROVIDER		
SGB Forensic Science			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

SPECIFIC OUTCOME 1

Demonstrate an understanding of the characteristics of handwriting and signatures used in questioned document examinations.

SPECIFIC OUTCOME 2

Demonstrate an understanding of printing processes related to questioned document examination.

SPECIFIC OUTCOME 3

Explain the use of marks and indentations on documents in terms of forensic questioned document examinations.

SPECIFIC OUTCOME 4

Document forgery methods are described in context to forensic questioned document examinations.

SPECIFIC OUTCOME 5

Explain the falsification of documents for purposes of identification.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of the evidential value of forensic questioned documents evidence

SAQA USID	UNIT STANDARD TITLE		
244148	Demonstrate an understanding of the evidential value of forensic questioned documents evidence		
SGB	PROVIDER		
SGB Forensic Science			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 5	10

SPECIFIC OUTCOME 1

Explain the different types of evidence examined in forensic questioned document examinations.

SPECIFIC OUTCOME 2

Explain the role of handwriting standards.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the collection of forensic questioned document evidence.

SPECIFIC OUTCOME 4

Explain the preservation and packaging procedures of forensic questioned documents evidence.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Demonstrate an understanding of forensic fire investigation***

SAQA USID	UNIT STANDARD TITLE		
244149	Demonstrate an understanding of forensic fire investigation		
SGB	PROVIDER		
SGB Forensic Science			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

SPECIFIC OUTCOME 1

Demonstrate an understanding of the elementary concepts of the chemistry of fire.

SPECIFIC OUTCOME 2

Explain the causes of fire.

SPECIFIC OUTCOME 3

Demonstrate knowledge of fire scene evaluation.

SPECIFIC OUTCOME 4

Explain the elementary principles of analysis of fire debris residues.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Demonstrate an understanding of the field of forensic ballistics***

SAQA USID	UNIT STANDARD TITLE		
244150	Demonstrate an understanding of the field of forensic ballistics		
SGB	PROVIDER		
SGB Forensic Science			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 5	18

SPECIFIC OUTCOME 1

Explain the elementary principles of internal ballistics in terms of firearm mechanisms.

SPECIFIC OUTCOME 2

Explain the elementary principles of external ballistics in context of forensic ballistics examinations.

SPECIFIC OUTCOME 3

Explain the elementary principles of terminal ballistics in terms of the interaction of a bullet and a target.

SPECIFIC OUTCOME 4

Explain intermediate ballistics principles in terms of the events surrounding the muzzle of a firearm.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**..... Demonstrate an understanding of firearms in the field of forensic ballistics**

SAQA USID	UNIT STANDARD TITLE		
244151	Demonstrate an understanding of firearms in the field of forensic ballistics		
SGB	PROVIDER		
SGB Forensic Science			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	18

SPECIFIC OUTCOME 1

Explain elementary operational principles of firearms in order to identify firearm mechanism types.

SPECIFIC OUTCOME 2

Explain firearm mechanisms types in context of forensic ballistic examinations.

SPECIFIC OUTCOME 3

Demonstrate an understanding of firearm manufacturing methods in terms of the different firearm components and materials.

SPECIFIC OUTCOME 4

Demonstrate an understanding of firearm safety in forensic ballistics collection and preservation of firearm evidence.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Explain visual recording of a scene of incidence***

SAQA USID	UNIT STANDARD TITLE		
244152	Explain visual recording of a scene of incidence		
SGB	PROVIDER		
SGB Forensic Science			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 5	15

SPECIFIC OUTCOME 1

Explain photography as a method for recording a scene of incidence.

SPECIFIC OUTCOME 2

Explain videography as a method for recording a scene of incidence.

SPECIFIC OUTCOME 3

Compile an elementary plan of a scene of incidence.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Demonstrate an understanding of forensic drug investigation***

SAQA USID	UNIT STANDARD TITLE		
244153	Demonstrate an understanding of forensic drug investigation		
SGB	PROVIDER		
SGB Forensic Science			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 5	15

SPECIFIC OUTCOME 1

Describe and classify drugs.

SPECIFIC OUTCOME 2

Demonstrate knowledge of elementary principles of drug identification.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the collection and preservation of evidence in forensic drug investigations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Demonstrate an understanding of forensic questioned documents examinations***

SAQA USID	UNIT STANDARD TITLE		
244154	Demonstrate an understanding of forensic questioned documents examinations		
5GB	PROVIDER		
SGB Forensic Science			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	110

SPECIFIC OUTCOME 1

Explain the various degrees of conclusions in questioned document examinations.

SPECIFIC OUTCOME 2

Explain the elementary concepts of examination techniques of questioned documents.

SPECIFIC OUTCOME 3

Demonstrate and understanding of the specialized examination equipment used in forensic questioned document examinations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of forensic chemistry analysis

SAQA US ID	UNIT STANDARD TITLE		
244155	Demonstrate an understanding of forensic chemistry analysis		
SGB			PROVIDER
SGB Forensic Science			
FIELD			SUBFIELD
8 - Law, Military Science and Security			Safety in Society
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 5	110

SPECIFIC OUTCOME 1

Identify the fields of forensic chemistry.

SPECIFIC OUTCOME 2

Explain the elementary concepts of properties of matter.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the elementary concepts of measurement in chemistry.

SPECIFIC OUTCOME 4

Explain the elementary principles of chemical reactions.

SPECIFIC OUTCOME 5

Adhere to health and safety regulations in a forensic chemical environment.

SPECIFIC OUTCOME 6

Define the elementary principles of operation for instruments used in chemical instrumental analysis.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Explain the role of ammunition in the field of forensic ballistics**

SAQA USID	UNIT STANDARD TITLE		
244156	Explain the role of ammunition in the field of forensic ballistics		
SGB			PROVIDER
SGB Forensic Science			
FIELD			SUBFIELD
8 - Law, Military Science and Security			Safety in Society
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	18

SPECIFIC OUTCOME 1

Classify ammunition types.

SPECIFIC OUTCOME 2

Describe cartridge cases in terms of the functioning principles of ammunition.

SPECIFIC OUTCOME 3

Describe bullets in terms of the functioning principles of ammunition.

SPECIFIC OUTCOME 4

Explain propellants in terms of firearm technology and thermodynamics.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**.....: ""Demonstrate an understanding of the field of fingerprinting**

SAQA USID	UNIT STANDARD TITLE		
244158	Demonstrate an understanding of the field of fingerprinting		
SGB	PROVIDER		
SGB Forensic Science			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Reoular	LevelS	1,5

SPECIFIC OUTCOME 1

Explain the elementary principles of fingerprinting as identification method.

SPECIFIC OUTCOME 2

Explain the elementary principles of fingerprint classification.

SPECIFIC OUTCOME 3

Explain the methods used in fingerprint examination.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Demonstrate an understanding of forensic ballistics examination techniques*

SAQA USID	UNIT STANDARD TITLE		
244160	Demonstrate an understanding of forensic ballistics examination techniques		
SGB	PROVIDER		
SGB Forensic Science			
FIELD	SUBFIELD		
8 - Law, Military Science and Security	Safety in Society		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 5	18

SPECIFIC OUTCOME 1

Explain the elementary concepts of firearm identification, individualization and examination.

SPECIFIC OUTCOME 2

Explain the identification and comparison of bullets.

SPECIFIC OUTCOME 3

Explain the identification and comparison of cartridges according to forensic ballistics examination principles.

SPECIFIC OUTCOME 4

Identify equipment used for the identification and comparison of ballistic impressions based on its purpose and function.

SPECIFIC OUTCOME 5

Explain the identification and individualization of tool marks.

SPECIFIC OUTCOME 6

Explain the restoration of obliterated numbers on metals through the electro magnetic process.

No. 379

4 May 2007



SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Aerospace Operations

registered by Organising Field 10, Physical, Mathematical, Computer and Life Sciences, publishes the following unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address *below and no later than 4 June 2007*. All correspondence should be marked Standards Setting - Aerospace Operations addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Conduct low-level formation aerobatic manoeuvres**

SAQA US ID	UNIT STANDARD TITLE		
244157	Conduct low-level formation aerobatic manoeuvres		
SGB	PROVIDER		
SGB Aerospace Operations			
FIELD	SUBFIELD		
10- Physical, Mathematical, Computer and Life Sciences	Physical Sciences		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	I Regular	Level 6	I 10

SPECIFIC OUTCOME 1

Assess formation member-readiness to perform low-level formation aerobatic manoeuvres.

SPECIFIC OUTCOME 2

Plan a flight that includes low-level formation aerobatic manoeuvres.

SPECIFIC OUTCOME 3

Conduct a low-level formation aerobatic manoeuvres flight briefing.

SPECIFIC OUTCOME 4

Fly low-level formation aerobatic manoeuvres during actual flights.

SPECIFIC OUTCOME 5

Review team performance after conducting a low-level formation aerobatic manoeuvre flight.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Perform individual low-level aerobatic manoeuvres in an aircraft*

SAQA USID	UNIT STANDARD TITLE		
244159	Perform individual low-level aerobatic manoeuvres in an aircraft		
SGB	PROVIDER		
SGB Aerospace Operations			
FIELD	SUBFIELD		
10 - Physical, Mathematical, Computer and Life Sciences	Physical Sciences		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 6	10

SPECIFIC OUTCOME 1

Assess self-readiness to perform low-level aerobatic manoeuvres.

SPECIFIC OUTCOME 2

Plan a low level flight taking into account the aerobatic manoeuvres portion of the flight.

SPECIFIC OUTCOME 3

Fly low-level aerobatic manoeuvres during actual flights.

SPECIFIC OUTCOME 4

Review own performance after conducting a low-level aerobatic manoeuvre flight.

No. 380

4 May 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

Equine Management and Equestrian Instruction

registered by Organising Field 02, Culture and Arts, 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. 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 4 June 2007*. All correspondence should be marked Standards Setting - Equine Management and Equestrian Instruction and addressed to

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DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

*QUAL/FICATION:**General Education and Training Certificate: Equine and Equestrian*

<i>SAQA QUALID</i>	<i>QUAL/FICATION TITLE</i>		
58493	General Education and Training Certificate: Equine and Equestrian		
<i>SGB</i>	<i>PROVIDER</i>		
SGB Equine Management and Equestrian Instruction			
<i>ETQA</i>			
<i>QUAL/FICATION TYPE</i>	<i>FIELD</i>	<i>SUBFIELD</i>	
National Certificate	2 - Culture and Arts	Soort	
<i>ABETBAND</i>	<i>MINIMUM CREDITS</i>	<i>NQFLEVEL</i>	<i>QUAL CLASS</i>
Undefined	120	Level 1	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUAL/FICATION

Purpose:

The General Education and Training Certificate: Equine and Equestrian is the first step in providing formal learning to people working with and around horses.

This Qualification will provide learners with access to various employment opportunities within the Equine and Equestrian industry. This Qualification will contribute to increasing levels of efficiency and effectiveness and will develop a common integrated and co-ordinated approach to this industry. A person acquiring this Qualification will be able to obtain the necessary applied competence to work in the Equine Handling sector. Depending on the area of specialisation, a person acquiring this Qualification will have an understanding of the general and basic Equine and Equestrian skills and techniques. They will be able to work in a stable yard and in the horse racing industry by being able to provide an essential service at the entry level.

The Qualification aims at developing a competent and professional work force to provide a service to clients in a safe, secure and confident manner. The skills, knowledge, values and understanding demonstrated in this Qualification are essential for the safe handling and safe keeping of a horse in a stable.

The core component of the Qualification offers the learner the knowledge and skills required that form the foundation of any career within the Equine and Equestrian Industry that the learner may wish to follow. The Qualification through its elective component enables the learner to specialise in areas that will enhance their chosen career path. It goes without saying that this Qualification will provide the broad knowledge, skills and values needed in the industry and will facilitate access to, and mobility and progression within, education and training.

Rationale:

The General Education and Training Certificate: Equine and Equestrian is designed to meet the needs of learners in the Equine and Equestrian industry. It is designed to provide learners with the necessary knowledge, skills and attitudes required in this highly specialised industry. This is the first qualification in the learning pathway in this sector which progresses through to qualifications at NQF level 5 and offers people involved in working with and around horses the opportunity to begin with a programme of life-long learning. The qualification will help them to become knowledgeable and skilled people with enhanced employment opportunities who are able to contribute to improved productivity and efficiency in the Equine and Equestrian Industry.

This Qualification aims to develop learners and promote professionalism and a strong, positive work ethic within the Equine and Equestrian industry, while at the same time bringing it into line with international standards. It provides learners with a knowledge and skills platform from which they can develop additional competencies required for a range of occupations and job-roles in the sector. It will also enable learners to receive a formal Qualification in equine and equestrian handling and stable yard skills where previously no formal recognition of expertise and competence existed.

This Qualification will ensure that the quality of education and training in the Equine and Equestrian industry is enhanced and is in line with the standards worldwide.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners accessing this qualification are competent in Communication and Mathematical Literacy at ABET Level 3 on the NQF or equivalent.

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:

- Gaining of credits for unit standards in the qualification.
- Obtaining of this Qualification in part or in whole.

Access to the Qualification:

Access to this Qualification is open.

QUALIFICATION RULES

The Qualification is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totalling 120 minimum credits.

Fundamental: 39 credits.

Core: 55 credits.

Elective (Minimum): 26 credits.

Total: 120 credits.

Fundamental Component:

- All the Fundamental Unit Standards totalling 39 credits are compulsory.

Core Component:

- All the Core Unit Standards totalling 55 credits are compulsory.

Elective Component:

The qualification consists of a number of elective learning specialisations covering various aspects of the equine and equestrian sector. Learners must select one of the specialisations and complete all the unit standards allocated to it. Should the credits for a specialisation not total the minimum of 26 credits required to complete the qualification, learners must select unit standards from the other specialisations to total the minimum required. The specialisations are:

Race Grooming:

- The unit standards are:
 - o Explain and apply race day routines.
 - o Fit basic horse racing tack.
 - o Operate a personal computer system.
 - o Perform horse riding proficiency skills on a trained horse.
 - o Repair racing tack.

Riding Proficiently:

- There is only one unit standard, namely:
 - o Perform horse riding proficiency skills on a trained horse.

Learners are to select other unit standards from any of the other specialisations to make up the required credits.

Stable Yard Routines:

- The unit standards are:
 - o Demonstrate basic occupational health and knowledge pertaining to the principles of handling of materials in a workplace.
 - o Contribute to the suppression of wildfires at basic fire-fighting level.
 - o Select other Unit Standards from any of the other Elective Unit Standards to make up the required credits.

More specialisations will be added as they become available.

EXIT LEVEL OUTCOMES

1. Work with and handle horses.
2. Work in a stable yard.
3. Understand and effect stable routines.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - Touch and prepare a horse for riding in a safe manner for themselves and the animal.
 - Take care of the well-being of the horse to ensure its health and fitness.
2.
 - Conduct repairs to property and boundaries in a stable yard in accordance with safety standards and procedures.

- Perform cleaning and maintenance procedures in a stable yard environment to ensure the safekeeping and health of the horse and people in accordance with safety and environmental standards and procedures.

3.

- Prepare a horse for transportation in a safe manner in accordance with safety standards.
- Work in a safe manner in a stable yard in accordance with health and safety standards and procedures.
- Provide assistance in the event of an injury in a stable yard in accordance with legislative regulations and guidelines.

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.

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 time gaining evidence of integration.

INTERNATIONAL COMPARABILITY

This Qualification and set of Unit Standards utilizes international and locally recognised best practice and standards. There is no leading country in this field but there is an international body, The International Equestrian Federation (IEF) consisting of 32 member countries that regulates equestrian qualifications on an international scale for its member countries through its qualifications body called, The International Group for Equestrian Qualifications. This body has as its objective and function to ensure a high standard of equestrian training in member countries and to issue international equestrian trainer's passports for use by people seeking employment in other countries. The following learning programmes offered by institutions and organisations that are part of the IEF were looked at to inform the generation process in terms of specific components of the General Education and Training Certificate: Equine and Equestrian:

- Stable Management and Riding Proficiency offered by The Pony Club.
- Mounted Policing offered by the Metro Police UK and the Royal Canadian Mounted Police.
- Stud Management/Breeding offered by Massey, Kellogg's.
- Disabled Persons Riding offered by the Federation of Riding for the Disabled International.
- Farriers offered by Farriers USA.
- Welfare offered by the RSPCA.
- Complimentary Health Care offered by Equiworks USA.
- Tourism Trail Riding offered by the International Tourism Federation, Ireland.

The contents of those programmes were incorporated, where applicable, into the draft qualification and unit standards.

The completed qualification and unit standards were then compared with the following qualifications, which are also approved by the IEF:

United Kingdom:

Frederick A. Cook Partnership: Equine Certificate.

This qualification contains the following components:

- Ground training, backing, schooling and jumping.
- Re-schooling and corrective training.
- Rehabilitation after racing.
- Rehabilitation after injury.
- Management advice.
- Preparation of horses going into training.
- Natural and traditional training methods.

The General Education and Training Certificate: Equine and Equestrian matches most of the components of the above programme, such as, ground training, backing, schooling and jumping, basic management and preparation of horses going into training. The missing components: Re-schooling, Rehabilitation after racing, Rehabilitation after injury and Natural and traditional training methods will be added as specialisations.

British Equestrian Federation:

Their Equine Ethnology Certificate contains the following components:

- Horse behaviour theory.
- Horse behaviour fundamentals primary grounded skills.
- Horse behaviour fundamentals primary ridden skills.
- Understanding horse behaviour ground skills online A (12ft).
- Horse behaviour ridden patterns A.
- Understanding horse behaviours grounded skills online B (22ft).
- Horse behaviour ridden patterns B.
- Horse behaviour fundamentals at liberty.
- Horse behaviour intermediate riding skills freestyle.
- Horse behaviours, advanced grounded skills online (45ft).
- Understanding horse behaviour to develop engagement advanced riding skills A.
- Horse behaviour advanced ground skills at Liberty.
- Understanding horse behaviour to develop engagement advanced riding skills B.
- Understanding horse behaviour to develop engagement advanced riding skills C.
- Understanding horse behaviour to develop engagement advanced riding skills D.

As with the Frederick A. Cook Partnership training programme, the General Education and Training Certificate: Equine and Equestrian does not contain all of the components of the above qualification. The missing elements will be included in elective specialisations, if applicable.

Norway:

Riding Instructor Level 1.

It contains the following components:

- Practical element:
 - o Dressage riding.
 - o Show jumping.
 - o Cross-country riding.
 - o Instruction.
 - o Practical stable work.
 - o Lunging.
 - o Vaulting.
 - o Coach driving.

a Young horse training/riding.

- Theoretical elements:

- a Riding theory.
- a Pedagogic.
- a Riding centre administration and management.
- a Riding centre economics.
- a Horse health/veterinary subject.
- a Stable management
- a Breeding/conformation.
- a Young horse theory.
- a Horse psychology.
- a Shoeing.
- a Riders anatomy.

- Other subjects:

- a First aid.
- a Riding for the disabled.

The comparison is the same as for the previous two qualifications.

Malaysia:

Majlis Ekuin Malaysia.

This qualifications consists of the following:

- Core Skills (Modules):

- a General Horsemanship A.
- a General Horsemanship B.
- a Saddlery.
- a Rugs, Boots and Bandages.
- a Grooming.
- a Foot care.
- a Feeding.
- a Horse death.
- a Fitness and conditioning.
- a Travelling.

- Elective Courses:

- a Riding on the Flat.
- a Riding over fences.
- a Horse management lecture.
- a Basic lunging techniques for exercise.
- a Basic coaching principles.
- a Basic coaching on the flat.
- a Basic coaching over fences.
- a Towing a horse float.
- a Introduction to the shoeing process.
- a Trail riding supervisor.
- a Horse handling and general husbandry.
- a Saddlery and equipment.
- a Grooming and presentation.
- a Clipping.
- a Foot care and shoeing.
- a Common foot problems.

- o Feeding.
- o Horse health.
- o Common skin problems.
- o Common leg problems.
- o Common ailments and disorders.
- o Common diseases.
- o Special health considerations.
- o Fitness and conditioning.
- o Travelling.
- o Lunging.

Not all components are included in the General Education and Training Certificate: Equine and Equestrian.

Conclusion:

Despite the fact that there is no one-for-one match of the learning in the General Education and Training Certificate: Equine and Equestrian with all that is contained in the above-mentioned qualifications, it is felt that the General Education and Training Certificate: Equine and Equestrian is comparable with best practice internationally as the core learning found in the international qualifications are also in the General Education and Training Certificate: Equine and Equestrian. This conclusion is also based on the fact that the learning in other world renowned training programmes was used to inform the design of the General Education and Training Certificate: Equine and Equestrian and its standards.

ARTICULATION OPTIONS

Horizontal articulation is possible with the following Qualifications:

- ID 48970: General Education and Training Certificate: Animal Production, NQF Level 1.
- ID 20287: General Education and Training Certificate: Farming, NQF Level 1.
- ID 48971: General Education and Training Certificate: Mixed Farming Systems, NQF Level 1.
- ID 57937: General Education and Training Certificate: Hygiene and Cleaning, NQF Level 1.

Vertical articulation is possible with the following Qualifications:

- ID 48976: National Certificate: Animal Production, NQF Level 2.
- ID 20288: National Certificate: Farming, NQF Level 2.
- ID 48977: National Certificate: Mixed Farming Systems, NQF Level 2.

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

Criteria for the registration of assessors:

- Relevant Qualification at NQF level 2 or higher.
- Minimum of 2 years' experience of equine and equestrian disciplines.
- Registration as an assessor with the relevant ETQA.

NOTES

N/A

UNIT STANDARDS

	10	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	116999	Apply accurate information about HIV & AIDS to everyday life	Level 1	2
Core	114957	Contribute to the health, safety and security of a financial services workplace	Level 2	2
Core	244041	Explain basic horse behaviour and body structure	Level 1	6
Core	244034	Use basic horse tack, blankets and boots	Level 1	5
Core	244037	Groom a horse	Level 1	6
Core	244039	Lunge a trained horse for exercise	Level 1	10
Core	243204	Understand basic cleaning principles	Level 1	15
Core	119567	Perform basic life support and first aid procedures	Level 1	5
Core	244033	Load and unload horses for and from transport	Level 2	4
Elective	116160	Apply basic human resource management principles and practices applicable in an agricultural environment	Level 1	2
Elective	117082	Contribute to the suppression of wildfires at basic fire-fighting level	Level 1	2
Elective	119304	Compile a portfolio of evidence for assessment	Level 1	3
Elective	119568	Demonstrate basic occupational health and knowledge pertaining to the principles of handling of materials in a workplace	Level 1	1
Elective	244038	Fit basic horse racine tack	Level 1	4
Elective	116932	Operate a personal computer svstem	Level 1	3
Elective	116174	Recoonise basic breedino behaviour of farm animals	Level 1	6
Elective	244040	Repair racing tack	Level 2	6
Elective	13172	Understand the employer/employee relationship	Level 1	3
Elective	119306	Recognise, group, use and care for materials which can impact on health and the environment	Level 1	10
Elective	244036	Perform horse riding proficiency skills on a trained horse	Level 1	7
Elective	119303	Handle and dispose of waste	Level 1	12
Elective	244035	Apply race day routines	Level 1	8
Fundamental	7464	Analyse cultural products and processes as representations of shape, space and time	Level 1	2
Fundamental	7451	Collect, analyse, use and communicate numerical data	Level 1	2
Fundamental	7449	Critically analyse how mathematics is used in social, political and economic relations	Level 1	2
Fundamental	7463	Describe and represent objects and the environment in terms of shape, space, time and motion	Level 1	2
Fundamental	7461	Use maps to access and communicate information concernina routes, location and direction	Level 1	1
Fundamental	7447	Workino with numbers in various contexts	Level 1	6
Fundamental	14084	Demonstrate an understanding of and use the numbering system	Level 1	1
Fundamental	119635	Engage in a range of speaking/signing and listening interactions for a variety of purposes	Level 1	6
Fundamental	119640	Read/view and respond to a range of text types	Level 1	6
Fundamental	119636	Write/Sian for a variety of different purposes	Level 1	6
Fundamental	119631	Explore and use a variety of strateaeies to learn	Level 1	5



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Load and unload horses for and from transport***

SAQA USID	UNIT STANDARD TITLE		
244033	1 Load and unload horses for and from transport		
SGB	PROVIDER		
SGB Equine Management and Equestrian Instruction			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 2	14

SPECIFIC OUTCOME 1

Prepare horses to be to moved and transported.

SPECIFIC OUTCOME 2

Load horses for transport.

SPECIFIC OUTCOME 3

Unload horses from transport.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Use basic horse tack, blankets and boots**

SAQA US ID	UNIT STANDARD TITLE		
244034	Use basic horse tack, blankets and boots		
SGB	PROVIDER		
8GB Equine Management and Equestrian Instruction			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 1	15

SPECIFIC OUTCOME 1

Identify and fit basic tack on a horse.

SPECIFIC OUTCOME 2

Take apart, clean and re-assemble basic tack.

SPECIFIC OUTCOME 3

Identify, fit and care for horse blankets.

SPECIFIC OUTCOME 4

Identify, fit and care for horse boots.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Apply race day routines**

SAQA USID	UNIT STANDARD TITLE		
244035	Apply race day routines		
SGB			PROVIDER
SGB Equine Manaoement and Equestrian Instruction			
FIELD			SUBFIELD
2 - Culture and Arts			Sport
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 1	18

SPECIFIC OUTCOME 1

Feed and water a horse for race day.

SPECIFIC OUTCOME 2

Turnout a horse for racing.

SPECIFIC OUTCOME 3

Explain race day routines.

SPECIFIC OUTCOME 4

Handle a horse in a parade ring.

SPECIFIC OUTCOME 5

Conduct a post race inspection of the race horse.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Perform horse riding proficiency skills on a trained horse**

SAQA USID	UNIT STANDARD TITLE		
244036	I Perform horse riding proficiency skills on a trained horse		
SGB		PROVIDER	
SGB Equine Management and Equestrian Instruction			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 1	17

SPECIFIC OUTCOME 1

Perform riding manners and discipline in an enclosed area.

SPECIFIC OUTCOME 2

Respond to basic commands on a trained horse.

SPECIFIC OUTCOME 3

Explain, fit and the use of basic safety equipment for the rider when riding.

SPECIFIC OUTCOME 4

Mount and dismount a trained horse.

SPECIFIC OUTCOME 5

Explain and demonstrate the seat on the flat.

SPECIFIC OUTCOME 6

Use aids to control a trained horse.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Groom a horse**

SAQA USID	UNIT STANDARD TITLE		
244037	Groom a horse		
SGB	PROVIDER		
SGB Equine Management and Equestrian Instruction			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 1	16

SPECIFIC OUTCOME 1

Explain and apply safety procedures when working with and around horses.

SPECIFIC OUTCOME 2

Handle a horse for grooming purposes.

SPECIFIC OUTCOME 3

Explain and care for the grooming kit.

SPECIFIC OUTCOME 4

Clean, bath and groom a horse.

SPECIFIC OUTCOME 5

Clean and care for a horse's hooves.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Fit basic horse racing tack***

SAQA US ID	UNIT STANDARD TITLE		
244038	Fit basic horse racing tack		
SGB	PROVIDER		
SGB Equine Manacement and Equestrian Instruction			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABET BAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 1	14

SPECIFIC OUTCOME 1

Explain and assemble basic training and racing tack for race horses.

SPECIFIC OUTCOME 2

Fit basic training and racing tack to racehorses.

SPECIFIC OUTCOME 3

Explain and fit protective training and racing tack to a race horse.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Lunge a trained horse for exercise***

SAQA US ID	UNIT STANDARD TITLE		
244039	t.unoe a trained horse for exercise		
SGB			PROVIDER
SGB Equine Manacement and Equestrian Instruction			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABET BAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 1	10

SPECIFIC OUTCOME 1

Prepare a trained horse for lungeing.

SPECIFIC OUTCOME 2

Explain the use of lunge rein, whip and verbal commands.

SPECIFIC OUTCOME 3

Conduct lungeing of a trained horse for exercise.

SPECIFIC OUTCOME 4

Remove and store lungeing tack after use.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Repair racing tack**

SAQA USID	UNIT STANDARD TITLE		
244040	Repair racing tack		
SGB	PROVIDER		
SGB Equine Management and Equestrian Instruction			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	1Regular	Level 2	16

SPECIFIC OUTCOME 1

Identify a range of racing tack components and equipment.

SPECIFIC OUTCOME 2

Plan the repair process.

SPECIFIC OUTCOME 3

Repair racing tack.

SPECIFIC OUTCOME 4

Finish the repair process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain basic horse behaviour and body structure

SAQA US ID	UNIT STANDARD TITLE		
244041	Explain basic horse behaviour and body structure		
SGB			PROVIDER
SGB Equine Manaoement and Equestrian Instruction			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	I Regular	Level 1	16

SPECIFIC OUTCOME 1

Explain basic horse behavioural patterns and body language.

SPECIFIC OUTCOME 2

Explain the basic identifying features of the horse.

SPECIFIC OUTCOME 3

Recognise the signs of good and bad health in horses.

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4 May 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

Architecture

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

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

Comment on the qualification should reach SAQA at the address below and *no later 4 June 2007*. All correspondence should be marked Standards Setting - Architecture addressed to

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

DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT


SOUTH AFRICAN QUALIFICATIONS AUTHORITY
**QUALIFICATION:
Master of Arts: Architecture**

SAQA QUALID	QUALIFICATION TITLE		
58540	Master of Arts: Architecture		
SGB	PROVIDER		
8GB Architecture			
ETQA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Masters Degree	12 - Physical Planning and Construction	Physical Planning, Design and Management	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	240	Level 8 and above	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The principal purposes of the qualification are to:

- Provide advanced training in research methods and procedures.
- Facilitate advanced, prescribed study.
- Produce qualified persons:
 - Whose work will be to the advantage of the national economy.
 - With the capacity to work in teams appointed to conduct research.
 - For employment in fields of economic activity related to the built environment.
 - With the capacity to work at an advanced intellectual level.
- Provide appropriately qualified persons with opportunities for career-path advancement/articulation routes leading to Ph D study/research.

The following table illustrates the relationship between the M Arch and the National Qualifications Framework (NQF):

NQF Principle; Master's Degree In Architecture:

- Recognition of Prior learning; Allows for Recognition of Prior Learning as a means of career advancement.
- Articulation/Progression; Forms part of a learning pathway incorporating a range of architectural and related qualifications.
- Life-Long learning; Produces qualifying learners who are prepared for and understand the principles of:
 - Life-long learning.
 - Critical citizenship.
 - Lateral, critical and creative thinking.
 - A wide range of issues which are crucial to the welfare of society.

Rationale:

The Master's Degree in Architecture by Research (M Arch) may be obtained by completing a research dissertation. This programme is research-based and includes specified advanced study, under the guidance of a supervisor or supervisors appointed for that purpose.

The M Arch is:

- For persons who:
 - Meet the admission requirements.
 - Satisfy the requirements for the award of the qualification.
 - Desire to undertake research and specified study at an advanced level.
- Intended to assist all relevant stakeholders and roleplayers, such as potential employers operating in the built environment or other fields related to physical planning and construction, curriculum developers and providers of learning programmes, all education and training bodies, moderators, learners and their parents, to understand the criteria which determine the level and the outcomes associated with this postgraduate programme.

Through the pursuance of research-based enquiry and dissemination of information via dynamic post-graduate study, the M Arch also:

- Serves as a prerequisite qualification for entry to doctoral study (Ph D) in the context of the built environment, arts and architecture.
- Enhances the body of knowledge pertaining to architecture and related fields in South Africa and internationally.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

- A qualification at NQF Level 7, or equivalent.
- Prior experience in research.
- Demonstrable competence in analytical thought at a level appropriate to the carrying out of independent research and advanced study.
- Good communication skills.

Recognition of Prior Learning:

Persons desiring entrance to the programme leading to this qualification are:

- Advised, assisted and supported (portfolio compilation, orientation to required levels of competence, substantiation of their claims regarding prior skills/experience, planning of progression).
- Evaluated and assessed in accordance with their claims regarding prior skills and experience gained (portfolio review, implementation of assessment/evaluation methods, recommendations arising from the assessment/evaluation processes).
- Provided with quality management/assurance objectives to support the achievement of competence leading to the award of the qualification (assessment of competence in respect of required outcomes, auditing, approval, recommendation, reporting).

Access to the qualification:

Any NQF Level 7 qualification recognised for the purposes of access to this postgraduate programme.

Or

Appropriate prior learning, skills/competence and experience which has been evaluated and assessed in accordance with the Recognition of Prior Learning policy defined in the South African Qualifications Framework (SAQA) Act 1998 (No 58 of 1998).

QUALIFICATION RULES

Credits and Learning Components:

A minimum of 240 credits is assigned to the M Arch., reflecting the area of specialisation of the qualification and emphasis placed on independent research.

Since the M Arch is a (specialised) post-graduate qualification, all credits pertain to elective learning. Fundamental and core learning is assumed to be in place.

EXIT LEVEL OUTCOMES

There are no interim exit levels. The qualification is awarded on completion of the programme.

Qualifying learners are competent to demonstrate:

- Acquired skills following exposure to epistemological issues and research methods.
- Familiarity with literature relevant to (selected) fields of research.
- Their capacity for competent execution of the following research tasks:
 - o Writing a research proposal.
 - o Using literature to identify the theoretical issues pertaining to the proposal.
 - o Formulating precise research questions.
 - o Selecting or devising appropriate research methods.
 - o Executing the research.
 - o Critical analysis of the results and findings emanating from the research.
 - o Writing up the research.
 - o Undertaking advanced postgraduate study.

ASSOCIATED ASSESSMENT CRITERIA

Qualifying learners will be required to demonstrate:

- Understanding of the principles of epistemological and methodological issues in drafting a dissertation.
- Familiarity with the relevant literature.
- Competence in conducting research, related to:
 - o Writing a research proposal.
 - o Conducting a critical literature review.
 - o Structuring precise research questions.
 - o Selecting or devising appropriate research methods.
 - o Critical analysis of the results emanating from the research.
 - o Writing up the research dissertation.
 - o Application of recognised referencing methods.
 - o Undertaking study at an advanced level.
 - o Critical analysis of the results emanating from the research.
- Above-average linguistic skills, including correct spelling, grammar, text formatting and presentation.

Intergrated Assessment:

In the case of part-coursework/part dissertation programmes:

- The outcome of the coursework is required to demonstrate competent understanding of theoretical principles which are prerequisite to undertaking research.
- Both summative and formative evaluation methods are used for the coursework (examinations and projects).
- Evaluation of the dissertation is formative in character and synoptically assesses all outcomes.

In the case of a research-based qualification awarded on the basis of a dissertation only:

- Evaluation of the dissertation is formative in character.
- Synoptically assesses all outcomes.

In each of the above programme modes:

- Examiners submit formal reports on the dissertation.
- The examiners' reports are made available to the candidate.

INTERNATIONAL COMPARABILITY

An accepted Master's programme, whether solely research-based or based on a programme of specified study combined with the production of a dissertation, is required to be of a standard and rigour comparable with international benchmarks. Required quality is assured by the design and implementation of external examination systems associated with Master's programmes.

ARTICULATION OPTIONS

Master's qualifications provide articulation routes leading to Ph D studies.

Learners also have career path articulation options providing access to Master's degree programmes in other fields, including:

- Project Management.
- Construction Management.
- Housing.
- Town and Regional Planning.
- Property Studies.
- Facilities Management.

MODERATION OPTIONS

Master's dissertations are examined by at least two examiners external to the institution concerned. External examiners and supervisors of Master's research should, ideally, themselves be in possession of (at least) a Master's degree.

In the case of part-coursework/part-dissertation programmes, the coursework component (examinations and projects) is subject to both internal and external examination.

Accreditation Options:

Accreditation Options include:

- Accreditation of qualifications by statutory Councils (e.g. South African Council for the Architectural Profession, in terms of Act No 44 of 2000) and international institutions (e.g. Royal Institute of British Architects, domiciled in England). Accreditation processes vary in accordance with specific requirements of the accrediting body, and typically involve:
 - Submission of external examiners reports.
 - Interim accreditation visits by appointed external moderators.
 - A 5-yearly full accreditation visit to the host institution.
- Assessment of competence by statutory Councils (South African Council for the Architectural Profession, in terms of Act No 44 of 2000).
- Assessment of competence by international institutions (e.g. Royal Institute of British Architects).

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Examiners/assessors are appointed in a manner which is consistent with the quality assurance system of an institution offering the programme.

NOTES

In the case of degrees by dissertation only:

Source: National Learners' Records Database

Qualification 58540

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- An original contribution to knowledge is not a requirement of a programme leading to a Master's qualification.
- No work will be accepted which has been accepted by another academic institution for the purpose of obtaining a qualification.
- The dissertation constitutes a rigorous research endeavour in the discipline of architecture or a related field in the built environment.
- The examination consists primarily of an assessment of the dissertation, but may be supplemented by a written or oral examination on the subject of the work presented.

Supplementary Information:

A dissertation may not be submitted more than twice for examination.

Specified requirements may include legal and legislative specific requirements contained in one or more of the following documents:

Regulations:

- Occupational Health and Safety Act: Construction Regulations, published in Government Gazette No 25207, Regulation Gazette 7721, 18 July 2003.

Legal:

- Act 1: The Council for the Built Environment Act No 43 of 2000.
- Act 2: The Architectural Profession Act No 44 of 2000.
- Act 3: Sectional Titles Act No 95 of 1986.
- Act 4: Physical Planning Act No 125 of 1991.
- Act 5: The National Environmental Management Act No 85 of 1993.
- Act 6: National Building Regulations and Standards Act No 103 of 1977.
- Act 7: Labour Relations Act No 66 of 1995.
- Act 8: The South African Qualifications Authority Act No 58 of 1995.
- Act 9: The Higher Education Act No 101 of 1997.
- Act 10: Housing Act No 107 of 1997.
- Act 11: Employment Equity Act No 55 of 1998.
- Act 12: Housing Consumers Protection Measures Act No 95 of 1998.
- Act 13: The Skills Development Board Act No 97 of 1998.
- Act 14: Construction Industry Development Board Act No 38 of 2000.
- Act 15: The Project and Construction Management Profession Act No 48 of 2000.
- Act 16: Planning Profession Act No 36 of 2002.
- Act 17: National Heritage Resources Act No 25 of 1999.
- Act 18: The Occupational Health and Safety Act No 85 of 1993.
- Act 19: The Prescription Act No 68 of 1969.
- Act 20: Value Added Tax Act No 89 of 1991.
- Act 21: Unemployment Insurance Act No 30 of 1966.

Specifications, agreements and policies and procedures:

- The S A Bureau of Standards Specifications (as appropriate).
- The National Building Regulations.

UNIT STANDARDS

This qualification is not based on Unit Standards.

No. 382

4 May 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

Architecture

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

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

Comment on the qualification should reach SAQA at the address below and *no later 4 June 2007*. All correspondence should be marked Standards Setting - Architecture addressed to

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

DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Doctorate in Architecture

SAQA QUALID		QUALIFICATION TITLE	
58557		Doctorate in Architecture	
SGB		PROVIDER	
8GB Architecture			
ETQA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Doctoral Degree	12 - Physical Planning and Construction	Physical Planning, Design and Management	
ABETBAND	MINIMUM CREDITS	NQFLEVEL	QUAL CLASS
Undefined	360	Level 8 and above	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The principal purposes of the qualification are to:

- e Provide advanced training in research methods and procedures.
- e Facilitate appropriate, advanced study.
- e Produce qualified persons:
 - o Who are capable of undertaking research at an advanced level.
 - o Whose work will be to the advantage of the national economy.
 - o With the capacity to work independently on advanced research projects.
 - o Who are competent to work as educators and researchers in institutions of higher learning.
 - o With the capacity to work in teams appointed to conduct advanced research.
 - o For employment in fields of economic activity related to the built environment.

The following table illustrates the relationship between the PhD and the National Qualifications Framework (NQF):

NQF Principle; Doctor Of Philosophy In Architecture:

e Recognition of Prior Learning; Allows for Recognition of Prior Learning as a means of career advancement.

e Articulation/Progression; Forms part of a learning pathway incorporating a range of qualifications in Architecture and related disciplines.

e Life-Long learning; Produces qualifying learners who are prepared for and understand the principles of:

- o Life-long learning.
- o Critical citizenship.
- o Lateral, critical and creative thinking.
- o A wide range of issues which are crucial to the welfare of the society.

Rationale:

The Doctor of Philosophy in Architecture (PhD) is awarded on successful completion of research which makes a substantial and original contribution to the international body of knowledge

related to the built environment, encourages and supports pursuance of related research-based enquiry and promotes the dissemination of previously-unpublished information.

The research, and other advanced study which may be required, is undertaken under the guidance of a supervisor or supervisors appointed for that purpose.

The PhD is:

- For persons who:
 - Meet the admission requirements.
 - Satisfy the requirements for the award of the qualification.
 - Desire to undertake research and possibly other advanced study, at the highest postgraduate level.
- Intended to assist all relevant stakeholders and role-players, such as potential employers operating in the built environment or other fields related to physical planning and construction, curriculum developers and providers of learning programmes, all education and training bodies, moderators, learners and their parents, to understand the criteria which determine the level and the outcomes associated with this postgraduate programme.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

- A qualification at Masters level, or equivalent.
- Prior experience in research.
- Demonstrable competence for analytical thought at a level appropriate to conducting advanced independent research and advanced study.
- Good communication skills.

Recognition of Prior Learning:

Persons desiring entrance to the programme leading to this qualification are:

- Advised, assisted and supported (portfolio compilation, orientation to required levels of competence, substantiation of their claims regarding prior skills/experience, planning of progression).
- Evaluated and assessed in accordance with their claims regarding prior skills and experience gained (portfolio review, implementation of assessment/evaluation methods, recommendations arising from the assessment/evaluation processes).
- Provided with quality management/assurance objectives to support the achievement of competence leading to the award of the qualification (assessment of competence in respect of required outcomes, auditing, approval, recommendation, reporting).

Access to the Qualification:

- Any Masters level qualification recognised for the purposes of access to this qualification.

or

- Appropriate prior learning, skills/competence and experience which has been evaluated and assessed in accordance with the Recognition of Prior Learning policy defined in the South African Qualifications Framework (SAQA) Act 1998 (No 58 of 1998).

QUALIFICATION RULES

Credits and learning components:

A minimum of 360 credits are assigned to the PhD, which is awarded for the successful completion of a research thesis. Since this is a (specialised) post-graduate qualification, all credits pertain to elective learning. Fundamental and core learning is assumed to be in place.

EXIT LEVEL OUTCOMES

There are no interim exit levels. The qualification is awarded on completion of the programme. Qualifying learners are competent to demonstrate:

- A thorough grounding in epistemological issues and research methods.
- A thorough familiarity with the relevant literature.
- Their capacity for independent execution of the following research tasks:
 - Writing a research proposal.
 - Using literature to identify the theoretical issues pertaining to the proposal.
 - Formulating precise research questions.
 - Selecting or devising appropriate research methods.
 - Executing the research.
 - Critical analysis of the results and findings emanating from the research.
 - Writing up the research.
- Competence in carrying out research of a quality suitable for publication in international peer-reviewed journals (i.e. research that significantly contributes to knowledge).

ASSOCIATED ASSESSMENT CRITERIA

Qualifying learners will be required to demonstrate:

- Understanding of epistemological and methodological issues in drafting a research thesis.
- Thorough and critical familiarity with the relevant literature.
- Competence in conducting advanced research, related to:
 - Writing a research proposal.
 - Conducting a critical literature review.
 - Structuring precise research questions.
 - Selecting or devising appropriate research methods.
 - Executing the research.
 - Application of recognised referencing methods.
 - Critical analysis of the results emanating from the research.
 - Writing up the research thesis.
- Excellent linguistic skills, including correct spelling, grammar, text formatting and presentation.
- That their work meets the prerequisite standards for publication in international peer-reviewed journals (i.e. research that significantly contributes to knowledge).

Integrated Assessment:

The evaluation of a doctoral thesis:

- Is formative in character.
- Synoptically assesses all outcomes.

Examiners submit formal reports on the thesis, which should be made available to the candidate.

INTERNATIONAL COMPARABILITY

An accepted doctoral thesis is expected to be of a standard and rigour comparable with international benchmarks. Required quality is assured by the design of external examination systems associated with doctoral degree programmes.

ARTICULATION OPTIONS

As a PhD is the highest academic qualification attainable, articulation possibilities do not apply. However, while the possibility exists that learners who are admitted to programmes leading to

the awarding of Master's qualifications (by virtue of the quality of the work executed) may be permitted to change their respective candidatures to those for a **PhD** award, retrospective registration is not normally permitted.

MODERATION OPTIONS

Doctoral theses are examined by at least two examiners external to the institution concerned. External examiners and supervisors of doctoral research should ideally themselves be in possession of a doctorate. External examiners/assessors and internal supervisory academic staff will be appointed in a manner consistent with the quality assurance system of the institution offering the programme.

Accreditation Options:

Accreditation options are not applicable to research doctoral programmes.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Examiners/assessors are appointed in a manner which is consistent with the quality assurance system of an institution offering the programme.

NOTES

An original contribution to knowledge is a fundamental requirement of a doctoral programme and no work will be accepted which has been accepted by another academic institution for the purpose of obtaining a qualification. Primarily, an examination consists of assessment of the written thesis, but may be supplemented by a written or oral examination on the subject of the work presented.

Supplementary Information:

A thesis may not be submitted more than twice for examination.

Specified Requirements:

- Regulations.
- Legal.
- Glossary of terms.
- Context specific material.
- User manuals supplied by manufacturers.
- Specifications, agreements and policies and procedures.

UNIT STANDARDS

This qualification is not based on Unit Standards.