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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 459

25 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

Generic Management

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

This notice contains the title, field, sub-field, NQF level, 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 than 25 June 2007*. All correspondence should be marked Standards Setting - Generic Management and addressed to

The Director: Standards Setting and Development
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DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Masters Degree in Business Management (Motor Retail)

SAQA QUALID	QUALIFICATION TITLE		
58623	Masters Degree in Business Management (Motor Retail)		
SGB			PROVIDER
SGB Generic Management			
ETQA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Masters Degree	3 - Business, Commerce and Management Studies	Generic Management	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	240	Level 8 and above	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

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

This qualification would be assessed in any motor retail business which includes a combination of several of the following:

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

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

This qualification will provide education and training providers workplaces! coaches, mentors, assessors and learners with a clear idea of how to plan and implement learning programmes

and to assess the outcomes of such learning programmes, or how to assess those with extensive experience for the purpose of recognising prior learning.

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

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

- Lead and manage the motor retail business.
- Measure performance of the motor retail business.
- Develop, implement and evaluate strategies for revised or new business activities.
- Compile a mini-dissertation based on research.

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

Rationale:

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

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

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

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

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE

The credits for this qualification are based on the assumption that the learner either has a formal qualification and some experience of the motor retail business or has extensive experience within the motor retail business. If a learner does not have such experience or qualifications, the learning time will be increased.

Learners are assumed to have communication, management, administrative, human resource, financial, operational, organisational, marketing, sales, problem solving, situational analysis, relationship, decision making and planning skills at NQF Level 6 in the context of the motor retail industry. Such skills may be acquired through the National Diploma in Business Management (Motor Retail): NQF Level 6.

Access to the Qualification:

Access to the qualification is open to learners in possession of an appropriate Honours degree at NQF Level 7.

Recognition of Prior Learning:

This qualification may be obtained through the process of RPL. The learner should be thoroughly briefed prior to the assessment and support should be provided to assist the learner in the process of developing a portfolio. While this is primarily a work-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

QUALIFICATION RULES

Rules of Combination:

The qualification consists of the following components:

- Theoretical knowledge is compulsory for all learners, 25% (60 credits).
- Application of theory in work environment, 250/0 (60 credits).
- A research thesis on a topic from specific work environment, 500/0 (120 credits).

EXIT LEVEL OUTCOMES

The Exit Level Outcomes for this qualification reflect a combination of Specific Outcomes and Critical Cross-field Education and Training Outcomes. The way in which the critical outcomes have been advanced through the learning required for this qualification is embedded in the way in which outcomes and assessment criteria have been constructed. Critical Outcomes form the basis of acquiring the skills, and knowledge and values. The application of these critical outcomes in a specific context results in the achievement of specific outcomes described below.

1. Lead and manage the operational aspects of a motor retail business.
2. Use appropriate tools and techniques to evaluate the performance of a motor retail business against industry benchmarks and regulatory and other requirements.
 - o Range: Performance includes financial performance, sales and marketing, branding, service levels, customer satisfaction, people development and technical aspects of the business.
3. Conceptualise, develop, implement and evaluate a strategy that enhances the growth, or the performance, or the sustainability or the profitability of a motor retail business.
 - o Range: Enhance can include innovation of new markets, products or services.
4. Compile a dissertation based on the formal research of an aspect of the business enhancement strategy in a selected area of specialisation and communicate the findings to a range of audiences.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - Appropriate forms and styles of leadership are applied to a specific context.
 - Human capital, operations, finances, quality and the relationships between the various aspects, including role players, partners, stakeholders and customers of the business are managed and controlled.

- Assets and resources are appropriately managed and optimised.
- Problems, issues, conflicts and disputes are resolved appropriately.
- The performance of all aspects of the motor retail business is monitored and managed.
- Leadership and management issues are communicated to relevant role players and stakeholders using appropriate media and business conventions.
- The leadership styles enhance the brand both internally and externally.

2.

- A suitable framework and appropriate sets of metrics are developed to measure the performance of the motor retail business.
- Results are benchmarked against best practice sites.
- Areas of improvement are identified and analysed.
- An appropriate improvement approach is identified and applied.
- The implementation of the intervention and its outcomes are evaluated using a suitable framework and appropriate sets of metrics.

3.

- External and internal factors are analysed and areas of opportunity or concern are identified.
- Strategic issues and root causes of current situation are identified, a theory of action is developed and strategic objectives are set.
- Organisational vision, commitment and capacity are created.
- Sources of funding and other resources are mobilised.
 - Range: Mobilised includes identified, justified, negotiated, acquired and allocated.
- Stakeholders and role players are involved in all aspects of the process and provided with recognition for their contributions.
- Implementation of the strategy yields an improvement in at least one financial indicator on a sustainable basis.
- The risks, implications and consequences of the strategic intervention are assessed and the strategy adjusted.
- The implementation plan includes the operational issues, visualisation, communication and support, training and development and reinforcement mechanisms to promote sustainable change.
- The implementation is monitored, adjustments are made and gains are consolidated and integrated.
- Results and impact indicators are collected, analysed, evaluated and presented.

4.

- The dissertation conforms to the conventions and standards of an academic work at this level.
 - Range: Conventions include a clear statement of the research problem, literature review, independent research, referencing, layout, data analysis and representation, use of information and evidence to support argument.
- The dissertation demonstrates an understanding of the key theories, texts and authors and best practices in the field of specialisation.
- The dissertation demonstrates an understanding of research methodologies and a rationale for the approach selected.
- Data collection and analysis methods are appropriate to the research problem.
- Content, use of language and presentation methods are adjusted for various types of audiences.

Integrated Assessment Criteria:

- Evidence demonstrates that use of theory and research is integrated into other aspects of the overall performance, specifically in strategy formulation and evaluation.
- Evidence demonstrates that the practitioner can critically reflect on the theoretical models in the area of specialisation, their applicability to local contexts and their overall validity.

The assessment should give a 50% weighting to the research aspects of this qualification. The research may be evaluated on a combination of:

- Basic research.
- Applied research.
- Evaluation research.
- The dissertation.

Integrated Assessment:

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

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

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

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

The assessment process should cover the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities. The assessment process should also establish how the learning process has advanced the Critical Cross-field Outcomes.

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

INTERNATIONAL COMPARABILITY

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

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

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

marketing, particularly in dealers that are larger, more competitive, and more efficient". In addition, in the USA and in Europe, fviBA-type programmes have been developed specifically for the motor retail industry.

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

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

- USA, UK - all part-time, South Africa.
- Certificate - 1 year.
- Associate degree - 2 years, Post-graduate Certificate - 18 months, National Diploma NQF 5 - 2 years.
- Bachelors Degree - 2 years, Post-graduate Diploma - 18 months in addition to certificate, National Diploma NQF 6 - 2 years.
- MBA - 1 - 2 years, MSc - about 12 months, Masters Degree NQF 7 - 2 years.

Education programmes for practitioners at a level equivalent to NQF level 7 vary considerably:

- Certification of a 'Master Dealer' which is restricted to the proprietors, partners or senior executives of a motor retail business, generally referred to as the dealer or dealer principal.
- Mid-level executives in the automotive supply chain, from manufacturer to dealer principal.
- Graduates from other automotive programmes (eg certificates or diplomas) who are engaged in the industry.

The Master Dealer programme is essentially a licensing programme for members of an association in the United States of America. To qualify, applicants must:

- Provide evidence that their business is in good standing.
- Attend skills development workshops whose curriculum covers:
 - o Management Review.
 - o Merchandising Revisited.
 - o Managing Human Resources.
 - o Financial Management.
 - o Business Planning.
 - o Pass a written examination.

To retain the certification after the initial 3 year period, the dealer must provide evidence of a further 12 hours of continuing education credits from the university which develops and runs the programme.

The mid-level executive programme is based on an existing Master of Business Administration programme at a private, accredited university in the USA, the De-Vos Graduate School, Northwood University. The MBA is extended by including overseas students and visits to other learning sites, eg Singapore. It is a two-year part-time programme using a case study method of tuition and simulation covering the following subjects:

- Financial analysis and control.
- Individual and group behaviour, ethics and organizational implications.
- Global behavioral economics.
- Leadership, organizational design and change.
- Corporate finance.
- Operations management.

- Line of business strategy.
- Corporate strategy.
- Integration.
- Management and leadership simulation.
- Two automotive related disciplines.

Assessment is based on the completion of course work.

Loughborough University in the United Kingdom offers an MSc in Automotive Retail Management. It requires the completion of a related Certificate and Diploma in Automotive Retail Management and then two additional modules followed by a dissertation. The modules are:

- Strategic dealership management.
- Retail marketing strategy.

The dissertation is workplace based. This MSc portion of the programme lasts 12 months. Module options in the certificate and diploma include choices from:

- Maximising performance through people.
- Creating a marketing plan.
- Managing quality.
- Building successful teams.
- Generating customer loyalty.
- Creating a business plan.
- Operations management for the service business.
- Operations management for the new car sales business.
- Operations management for the used car business.
- Operations management for the parts business.
- Marketing for the new car sales business.
- Marketing for the used car sales business.
- Marketing the after sales business.
- Introduction to employment law.
- Analysing and budgeting for your business.
- Introduction to product and consumer law.
- Personal effectiveness for managers.
- Recruiting the right people.
- Improving performance through coaching.
- Financial skills for nonfinancial managers.
- Successful team leadership.
- Profitability through people.
- Managing the accident repair centre part 1.
- Managing the accident repair centre part 2.
- Decision making for managers.
- Coaching and facilitation.
- Professional presentation skills.
- Management and leadership skills.
- Operations management for the automotive retail business.
- Operations management for the accident repair centre.

The target market for the MSc is existing dealer principals and managers.

Other programmes in Europe are largely based on typical MBAs and include automotive related topics. To promote a global perspective these programmes often link their students with students from other countries, include visits to learning institutions in other countries or include students from various countries in each cohort. Examples of such programmes are found at the

Groupe ICN Ecole De Management in France and SDA Bocconi in Italy. Duration of programmes ranges from 12 months full-time to two years part-time. Assessment is based on completion of course work and a company-based project. The target market is primarily aspiring managers.

A variation of the MBA programme in the UK is focused on parts management and other specialised areas of the motor retail business such as car rental and leasing. The course is split between core business modules (60% and automotive industry specific modules (40%). Automotive modules are aligned with modules taught in several European countries. Core modules cover:

- Understanding strategy.
- Managing human resources.
- Managing information and knowledge.
- Strategic marketing.
- Learning and changing.
- Financial management.
- Ethical management.
- Strategic operations management.
- Corporate responsibility and risk.

Electives include:

- The leasing industry.
- The daily rental industry.
- The fleet industry.
- The global motor industry.
- Automotive distribution.
- Automotive manufacturing strategy.
- Supply chain management.
- Components and parts management.

Assessment is through course work, examinations and a work-based project.

Conclusion:

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

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

The contents of international courses and modules are reflected clearly in the exit level outcomes, in the related assessment criteria and in the suggested contents contained in the notes section of this qualification.

While some of the international qualifications appear to focus either on the dealerships or on the corporate business, this qualification is designed to straddle the divide between the independent dealers and the increasing trend towards dealers becoming part of larger groups. This qualification caters for a wider range of motor retail businesses, including traditional dealerships and other combinations of motor retail related services and products.

This qualification is designed to retain the entrepreneurial flair of the independent retailers while optimising the management and development of the business through the application of corporate best practice.

References:

USA:

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

UK:

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

France:

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

Germany:

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

ARTICULATION OPTIONS

This qualification has been designed and structured so that qualifying learners can move from one context to another. Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

Overview of the proposed qualifications pathway and articulation possibilities:

NQF level, Qualification, Other Specialisations:

- 7, Masters Degree in Business Management (Motor Retail), PhD in a business-related field, Specialised masters levels qualifications, eg marketing.

MODERATION OPTIONS

Source: National Learners' Records Database

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

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

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

Moderators should be qualified assessors in their own right.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

- Relevant qualification in the field of management at NQF Level 8 or higher.
- Minimum of 5 years' experience in a motor retail environment.
- Registration as an assessor with a relevant ETQA.

NOTES

The content of programmes for this qualification should broadly cover the following topics:

- Leadership.
- Financing and financial management.
- Business and asset management.
- Operational management.
- Marketing and brand management.
- Customer relations management.
- Human capital management.
- Automotive technology.
- Information technology, e-commerce.
- Economics related to the automotive industry.
- Global trends in the automotive industry, the motor retail industry and in technology which affects the operations of motor retail businesses.
- Research methodology and techniques related to:
 - Basic research.
 - Applied research.
 - Evaluation research.

Definitions of terms:

- Theory of action: A strategic approach formulated as a theory, (if .. then).
- Motor retail business: Any retail business that provides services related to vehicles or vehicle components.

UNIT STANDARDS

This qualification is not based on Unit Standards.



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

Library and Information Studies

registered by Organising Field 04 - Communication Studies and Language, 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 than 25 June 2007*. All correspondence should be marked Standards Setting - Library and Information Studies addressed to

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DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Library and Information Services

SAQA QUALID	QUALIFICATION TITLE		
58624	National Certificate: Library and Information Services		
SGB	PROVIDER		
SGB Library and Information Studies			
ETQA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	4 - Communication Studies and Language	Information Studies	
ABETBAND	MINIMUM CREDITS	NQFLEVEL	QUAL CLASS
Undefined	123	Level 5	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This Qualification serves to equip the qualifying learner with the fundamental skills, knowledge and attitudes necessary to support the provision of LIS to a particular community of users. The nature and scope of the LIS community will vary and includes business, government, state institutions, professional institutions, schools, communities etc.

This Qualification aims to help people entering the sector and those already working in it maintain and improve their competencies in meeting and anticipating the information needs of clients. It will create the opportunity:

- For a career path.
- To provide process and service standards
- To improve productivity.
- To improve service delivery.

The learner assessed as competent against this Qualification will be able to:

- Apply knowledge of the relevant community in the provision of library and information services.
- Administer library and information services.
- Provide library and information user services.
- Provide library and information technical and maintenance support services.

Rationale:

This Qualification will provide vocational education and training for people who are employed in all communities of Library and Information Services (LIS). They may work in the public or private sectors, in rural or urban organisations, in libraries that operate as separate entities or, more often, in libraries which form part of another organisation or institution. The areas of activity in which the qualifying learners will operate are public libraries/community libraries, school libraries/resource centres, academic libraries, corporate libraries, state departments etc.

This Qualification is aimed at the unemployed, school leavers, library support staff, new entrants to LIS and adult learners. The demand expressed by employees and employers for support staff to be formally recognised for LIS skills, knowledge and experience has influenced the development of this qualification at NQF level 5. Furthermore, the South African government has

recognised the significant role of LIS in community development and the advancement of literacy for nation building.

The planned combination of learning outcomes of this Qualification is not restricted to skills related to the library and information industry. It provides added value to the qualifying learner by developing the whole learner by including information skills, life-skills, reading skills, critical thinking skills, general knowledge, environmental awareness and ethics. It will serve to increase the skills base, productivity and efficiency of the nation's human capital as well as add value to information provision.

The majority of LIS staff provides support services with no formal Qualification. This Qualification will provide the opportunity to enhance the skills and service delivery of library and information services staff.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE

It would be desirable for learners wishing to access this qualification to be competent at:

- Language and Communication at NQF Level 4 or equivalent.
- Mathematical Literacy at NQF Level 4 or equivalent.
- Computer literacy at NQF Level 3 or equivalent.

Recognition of Prior Learning:

This Qualification and all the fundamental, core and elective unit standards associated with it, as described in the rules of combination, can be achieved by any learner through the recognition of prior learning, which includes learning outcomes achieved through formal, informal and non-formal learning and work experience. The exit-level outcomes and the related Unit Standards may also be achieved through the recognition of prior learning.

Access to the Qualification:

There are no access limitations on any learners or classes of learners for this qualification, besides the recommendations in the learning assumptions outlined below.

QUALIFICATION RULES

The qualifying learner will achieve this Qualification by complying with the following rules of combination for the accumulation of credits:

- All Fundamental Unit Standards: 11 credits.
- All Core Unit Standards: 86 credits.
- Minimum Elective Credits: 26 credits.
- Minimum Total Credits: 123 credits.

EXIT LEVEL OUTCOMES

1. Apply knowledge of the relevant community in the provision of library and information services.
2. Administer library and information services.
3. Provide library and information user services.
4. Provide library and information technical and maintenance support services.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - A range of written and oral communication techniques are demonstrated in chairing meetings and leading discussions in the LIS environment.
 - Reports and presentations are compiled and presented in relation to organisational objectives and procedures.
 - Diversity is harnessed and commonality in diversity is utilised to enhance the team performance in the provision of LIS.
 - The role of LIS in South African communities is explained in relation to setting-up and maintaining library information services.
2.
 - LIS record keeping is demonstrated by compiling statistics, presenting trend reports and processing fees in the provision of LIS support services.
 - The circulation function is demonstrated in relation to fines, membership and shelving according to organisational procedures.
 - A collection of library and information resources are maintained and developed in terms of the LIS community needs.
 - Organisational code of conduct is adhered to in the administration and provision of LIS support services.
3.
 - Principles of customer service and knowledge of personality types are applied to manage internal and external LIS client relations.
 - Library users are assisted to develop independence in locating, accessing and evaluating information relevant to their need.
 - Planned learning experiences for users are facilitated in relation to the principles of information literacy.
 - Reference and referral skills are applied in relation to the requested information/material and organisational policies.
 - Literacy and reading is promoted and supported in terms of the user groups in the LIS community.
4.
 - New and circulating library material is prepared and processed for circulation according to organisational processes and procedures.
 - LIS equipment use and maintenance is monitored and appropriate corrective measures are undertaken according to institutional policy and procedures.
 - The working condition of furniture, fixtures and fittings are monitored and reported according to organisational procedures.

Integrated Assessment:

Integrated assessment at the level of the Qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose of the Qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome as described in the exit level outcomes.

Integrated assessment must judge the quality of the observable performance, and 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 underpin their demonstrated performance. Some assessment practices will demand practical evidence while others may be more theoretical, depending on the type of outcomes to be assessed. The ratio between action and interpretation is not fixed, but varies according to the demands of the particular exit level outcome of the qualification.

Both formative and summative forms of assessment should be used appropriately. 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

The research undertaken indicates that traditionally, LIS Qualifications were only offered at post graduate level, while this National Certificate in Library and Information Services at NQF level 5 involves under-graduate study. The International Federation of Library Associations (IFLA) recognised the need for an international Information Literacy Certificate (IILC) much like the International Computer Driving licence (ICDL). This proposed IILC resembles the closest comparison to the South African National Certificate in LIS as detailed herein.

The broad competencies of this Qualification were compared with equivalent qualifications from the following English speaking countries of America, Europe, Asia and Africa that either represented best practice in the field or offered qualifications at this level of competence:

- United States of America.
- United Kingdom.
- India.
- Kenya.

United States of America (<http://www.uma.edu/home.html>):

Research indicates that there are no undergraduate LIS courses available. In 1940s the application for three years Bachelor's program in library science was rejected by the Board of Education of the American Library Association. The Master's degree became the standard qualification in 1951.

The University of Maine at Augusta offers a library technicians program, which prepares students for the posts of Library Assistant and other technical jobs. The entry eligibility for this course is the pre-university course. The Undergraduate Certificate in LIS has been drawn from the International information Literacy paradigm, programs and best practices and comprises the following modules:

- ILS 100: Introduction: Library information careers.
- ILS 101: Library and public services.
- ILS 109: Information literacy.
- ILS 150: Basic reference and database.
- ILS 175: Library technical processes.
- ILS 205E: Readers advisory.
- ILS 225: library and information technology media.
- ILS 250: Collection development.
- ILS 299: Library assistant practicum.
- IIS 442; library management.

United Kingdom (http://drtc.isibang.ac.in/-saiful/colloq/lis_edu.html):

Research indicates that there are approximately 17 institutions in United Kingdom which offer courses in library and information studies. Some of these are based in universities, and the remaining are in polytechnics and other institutions of higher studies. Most institutions offer courses at first degree and postgraduate level. The following competencies are catered for:

- Information Science.
- Information Handling.
- Developing Information Services.
- Information Retrieval.

- Subject Analysis and Indexing.
- Current issues.
- Marketing of Information.

India (http://drtc.isibang.ac.in/-saiful/colloq/lis_edu.html):

The education for librarianship is done at various levels in India. Many polytechnics, local, and regional library associations conduct certificate and diploma level courses in library and information science. There are more than 100 universities and their affiliated colleges/institutions conducting courses in library and information science. The eligibility for certificate and diploma courses is Secondary or Senior Secondary Examination. The duration of these courses varies between three months and one year and comprises the following learning areas:

- Classification (Theory and Practice).
- Cataloguing (Theory and Practice).
- Library and Society.
- Library Organization.
- Information Sources and Services.
- Information Retrieval Techniques.
- Management of Library Services.
- Computer Application to Libraries.

Kenya (<http://www.ksps.ac.ke>):

The Kenya school of professional studies offers The Certificate in Library, Archives and Information Studies course is intended to impart knowledge, skills and techniques to the trainees that are required to work in: Archives, Libraries, Publishing firms, Information Technology Centres and other Information Centres. The learning areas are:

- Understand the operations and use of different types of information systems and services.
- Understand and supply the Information Technology techniques in libraries, archives and other information systems and services.
- Collect, process, store and care for information resources.
- Organize, retrieve and disseminate information.
- Apply management principles in the administration of libraries, archives and other information centres.

International Federation of Library Associations (<http://www.ifla.org>):

IFLA as international leader with other LIS partners including UNESCO, educational authorities, professional associations and international agencies met at a conference in Berlin: January 2003. The competencies described in the unit standards of the National Certificate in LIS at NQF level 5 compares with the modules of the Qualification proposed at this conference (International Information Literacy Certificate):

- Module 1: Basic concepts of ICT.
- Module 2: Information needs analysis and different ways of meeting needs.
- Module 3: Information seeking strategies and effective access and use of information.
- Module 4: Evaluation of information accessed.
- Module 5: Organising, applying and communicating information.
- Module 6: Synthesizing and creating new information.
- Module 7: Social and legal problems of information access and use.
- Module 8: Subject-, discipline- and occupation-specific information issues.
- Module 9: Specific information issues at national and regional level.
- Module 10: Knowledge management and information issues in organisations.

ARTICULATION OPTIONS

The possibility exists for vertical articulation with this Qualification. Examples of vertical articulation:

- National Diploma: Library and Information Studies, NQF Level 6.
- Bachelor of Library and Information Studies, NQF Level 6.

Examples of horizontal articulation with this Qualification:

- Diploma: Library and Information Science, NQF Level 5.
- Diploma: School Library and Information Science, NQF Level 5.

MODERATION OPTIONS

- Any institution offering learning that will enable achievement of this Qualification must be accredited by the relevant ETQA.
- External Moderation of assessment will be overseen by the relevant ETQA at its discretion.
- The accredited Training Provider will oversee internal Moderation of assessment.
- Moderation should encompass achievement of competence described in both individual Unit Standards as well as the integrated competence described in the Qualification.
- Moderation must also encompass achievement of the competencies described in the exit level outcomes described above.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

- Assessors must be registered as assessors with a relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Assessors must be in possession of a Qualification in Library and Information Science/Studies or a related qualification in the field of Communication and Language Studies at a minimum of NQF level 6.
- Assessors must have a minimum of three years LIS formal workplace experience.

NOTES

N/A

UNIT STANDARDS

	10	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	123554	Implement administrative routines for Library and Information support services	Level 4	5
Core	123555	Process library material	Level 4	4
Core	123552	Perform the circulation function in a library	Level 4	6
Core	10022	Comply with organisational ethics	Level 4	4
Core	244274	Acquire and facilitate basic information literacy	Level 5	15
Core	244277	Apply reference skills	Level 5	6
Core	244280	Promote literacy and reading in the LIS community	Level 5	8
Core	244279	Explain the role of library and information services in the community	Level 5	15
Core	244276	Maintain physical resources of a library	Level 5	6
Core	244275	Maintain and develop a collection of library and information resources	Level 5	8
Core	244278	Apply legislation, policies and statutes in a library and information services environment	Level 5	5
Core	119676	Apply the skills of customer care in a specific work environment	Level 4	4
Elective	114873	Apply basic financial procedures to PFMA principles	Level 5	3
Elective	242900	Apply administrative principles in the implementation of	Level 4	6

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
		public sector procedures and work schedule		
Elective	115391	Demonstrate an understanding of the principles of the internet and the world-wide-web	Level 4	3
Elective	114528	Monitor and report on conditions of heritage resources to enhance preservation and conservation	Level 4	16
Elective	117187	Apply behaviour management and support techniques in routine child and youth care work contexts	Level 4	10
Elective	230441	Facilitate access to information that impact on youth development	LevelS	7
Elective	242901	Apply the principles of good customer service to achieve public sector objectives	Level 4	6
Elective	8555	Contribute to information distribution regarding HIV/AIDS in the workplace	Level 4	4
Elective	114278	Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995)	LevelS	12
Fundamental	15233	Harness diversity and build on strengths of a diverse working environment	LevelS	3
Fundamental	12433	Use communication techniques effectively	LevelS	8



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Acquire and facilitate basic information literacy

SAQA US 10	UNIT STANDARD TITLE		
244274	Acquire and facilitate basic information literacy		
SGB	PROVIDER		
SGB Library and Information Studies			
FIELD	SUBFIELD		
4 - Communication Studies and Language	Information Studies		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 5	115

SPECIFIC OUTCOME 1

Advise users on the identification and selection of appropriate information sources.

SPECIFIC OUTCOME 2

Assist users to develop independence in locating and accessing information relevant to their needs.

SPECIFIC OUTCOME 3

Assist library users to analyse information needs at appropriate levels.

SPECIFIC OUTCOME 4

Guide users in the evaluation of the located information.

SPECIFIC OUTCOME 5

Explain the basic concepts of plagiarism, the ethical use of information and the need to acknowledge sources of information.

SPECIFIC OUTCOME 6

Plan appropriate learning experiences in which the principles of information literacy are applied.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Maintain and develop a collection of library and information resources

SAQA US ID	UNIT STANDARD TITLE		
244275	I Maintain and develop a collection of library and information resources		
SGB			PROVIDER
SGB Library and Information Studies			
FIELD	SUBFIELD		
4 - Communication Studies and Language	Information Studies		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	I Regular	Level 5	18

SPECIFIC OUTCOME 1

Describe categories of reading and information materials available in typical library collections.

SPECIFIC OUTCOME 2

Demonstrate an understanding of reading and information seeking behaviours in the community.

SPECIFIC OUTCOME 3

Maintaining and developing the collection in terms of the needs of the community.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Maintain physical resources of a library***

SAQA US ID	UNIT STANDARD TITLE		
244276	I Maintain physical resources of a library		
SGB	PROVIDER		
SGB Library and Information Studies			
FIELD	SUBFIELD		
4 - Communication Studies and Language	Information Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	I Regular	Level 5	1,6

SPECIFIC OUTCOME 1

Maintain a comfortable environment for users and staff.

SPECIFIC OUTCOME 2

Monitor the use and maintenance of equipment.

SPECIFIC OUTCOME 3

Routinely inspect of furniture, fixtures and fittings.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

*UNIT STANDARD:**Apply reference skills*

<i>SAQA US ID</i>	<i> UNIT STANDARD TITLE</i>		
244277	<i> Apply reference skills</i>		
<i>5GB</i>		<i>PROVIDER</i>	
SGB Library and Information Studies			
<i>FIELD</i>		<i>5SUBFIELD</i>	
4 - Communication Studies and Language		Information Studies	
<i>ABET BAND</i>	<i> UNIT STANDARD TYPE</i>	<i>NQFLEVEL</i>	<i> CREDITS</i>
Undefined	<i> Regular</i>	Level 5	16

SPECIFIC OUTCOME 1

Identify information required by a user.

SPECIFIC OUTCOME 2

Identify and select appropriate information sources in response to users need.

SPECIFIC OUTCOME 3

Provide information or material to the user.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply legislation, policies and statutes in a library and information services environment

SAQA US ID	UNIT STANDARD TITLE		
244278	Apply legislation, policies and statutes in a library and information services environment		
SGB		PROVIDER	
SGB Library and Information Studies			
FIELD		SUBFIELD	
4 - Communication Studies and Language		Information Studies	
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 5	15

SPECIFIC OUTCOME 1

Understanding the South African Constitution (Act 108 of 1996).

SPECIFIC OUTCOME 2

Apply current international/national Library and Information Services related legislation.

SPECIFIC OUTCOME 3

Apply the current films and publications act 65 of 1996 (amended 18 of 2004).

SPECIFIC OUTCOME 4

Explain and implement current local authority by-laws and tariffs in relation to library and information services.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain the role of library and information services in the community

SAQA USID	UNIT STANDARD TITLE		
244279	I Explain the role of library and information services in the community		
SGB			PROVIDER
SGB Library and Information Studies			
FIELD	SUBFIELD		
4 - Communication Studies and Language		Information Studies	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	I Regular	Level 5	15

SPECIFIC OUTCOME 1

Describing the history of library and information services in South Africa.

SPECIFIC OUTCOME 2

Understanding the role of library and information services in South African communities.

SPECIFIC OUTCOME 3

Set-up and maintain community information services.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Promote literacy and reading in the LIS community**

SAQA US ID	UNIT STANDARD TITLE		
244280	Promote literacy and reading in the LIS community		
SGB	PROVIDER		
SGB Library and Information Studies			
FIELD	SUBFIELD		
4 - Communication Studies and Language	Information Studies		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	18

SPECIFIC OUTCOME 1

Identify and describe genres of literature in typical library collections.

SPECIFIC OUTCOME 2

Read and review a wide variety of books.

SPECIFIC OUTCOME 3

Promote and support literacy and reading in the community.



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

Occupational Health and Safety

registered by Organising Field 09 - Health Sciences and Social 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. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and *no later than 25 June 2007*. All correspondence should be marked Standards Setting - Occupational Health and Safety 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:

National Certificate Occupational Safety

SAQA QUALID	QUALIFICATION TITLE		
58625	National Certificate: Occupational Safety		
SGB	PROVIDER		
SGB Occupational Health and Safety			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	9 - Health Sciences and Social Services	Preventive Health	
ABET BAND	MINIMUM CREDITS	NQFLEVEL	QUAL CLASS
Undefined	144	Level 5	Regular-Unit Stds Based

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

Learners credited with this qualification will be able to report and advise on occupational safety factors in a variety of working environments, so that a high level of health and safety may be maintained. They will be able to apply supervisory skills based on essential knowledge, and be able to take proactive and reactive measures in order to maintain a healthy and safe working environment. The qualification is designed to be flexible and accessible.

Learners credited with this qualification are capable of:

- Communicating effectively in a variety of ways.
- Performing essential inspections, measurements and evaluations to ensure health and safety in the occupational environment.
- Communicating effectively using visual, mathematical and language skills in the modes of oral and written presentation.
- Applying legislation applicable to the working environment.
- Describing concepts and principles in science and the occupational safety environment.
- Operating personal computers and computer systems.
- Collecting, analysing, organising and critically evaluating information about occupational safety conditions using science and technology effectively and critically to measure such information.
- Identifying and solving problems to make responsible decisions regarding workplace hazards and risks.
- Ensuring a healthy and safe workplace environment and culture.
- Working effectively with others as a member of a team, group, organisation or community to attain operational competence in occupational safety.
- Anticipating hazards and risks.

Rationale:

The impact of occupational safety on the social and economic environment in South Africa and internationally is significant. Exposure to poor working conditions and unsafe practices impacts on employee well-being and impedes worker productivity, resulting in financial loss. As a result of this indirect costs are also incurred and may include poor morale, poor productivity and excessive downtime. Improved conditions in the workplace could influence the South African

economy in direct costs alone to the value of millions of Rands each year. This qualification aims to meet the demand for learners who are able to facilitate a safe, healthy and productive working environment.

There is a critical need in industry to recognise learner competence regarding supervision related to safety management ensuring a healthy, safe and productive working environment. This qualification is a step along a career path of specialisation in Occupational Safety and is generic enough to allow maximum mobility within its scope of application.

The learning pathway in Occupational Health and Safety can be accessed from NQF Level 2, and Level 3 and 4 qualifications follow. These will qualify the learner to access the National Certificate at NQF Level 5 and subsequently, the National Diploma at NQF Level 5.

RECOGNIZE PREVIOUS LEARNING?

y

LEARNING ASSUMED TO BE IN PLACE

- Communication skills at NQF Level 4.
- Mathematical literacy at NQF Level 4.

Recognition of Prior Learning:

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence of competency can be presented in a variety of forms, such as previously obtained, equivalence-rated international or local qualifications, verified portfolios of evidence of previous relevant work done and performance records. Learners who have met the requirements of any unit standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA) or ETQA which has a Memorandum of Understanding in place with the relevant ETQA.

Access to the qualification:

Access to this qualification is open to any learner although it will be to his/her advantage to have an understanding of occupational safety before enrolling for this qualification.

Competence in the FETC in Occupational Hygiene and Safety (NQF Level Four) will facilitate learning towards this qualification.

QUALIFICATION RULES

- All 16 Fundamental component credits are compulsory.
- All 111 Core component credits are compulsory.
- A minimum of 17 Elective component credits are compulsory.

EXIT LEVEL OUTCOMES

1. Communicate in a business environment through the application of relevant communication techniques.
2. Apply labour relations legislation to ensure a productive and harmonious working environment.
3. Determine and discuss fundamental occupational safety, health and environmental issues.
4. Identify hazardous conditions within a workplace and take action to control the associated risks.

- o Range: All actions taken must be in accordance with specified procedures and requirements.
- 5. Develop control measures and programmes within integrated safety, health and environmental (SHE) contexts.
- 6. Implement control measures and programmes in accordance with management guidelines.
- 7. Monitor effectiveness of control measures and programmes.
- 8. Identify and interpret deficiencies in the SHEQ system of an organisation.
- 9. Maintain the process of continual improvement in terms of system requirements.

Critical Cross-Field Outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made:
 - o This critical cross-field outcome is addressed primarily through Exit Level Outcomes 3,4,7, 9.
- Working effectively with others as a member of a team, group, organisation or community:
 - o This critical cross-field outcome is addressed primarily through Exit Level Outcomes 3, 4, 5.
- Organising and managing oneself and one's activities responsibly and effectively:
 - o This critical cross-field outcome is addressed primarily through Exit Level Outcomes 1, 2, 4, 5, 8.
- Collecting, analysing, organising and critically evaluating information:
 - o This critical cross-field outcome is addressed primarily through Exit Level Outcomes 2,3,4,-6, 7,8,9.
- Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion:
 - o This critical cross-field outcome is addressed primarily through Exit Level Outcomes 1, 5, 8.
- Using science and technology effectively and critically, showing responsibility towards the environment and health of others:
 - o This critical cross-field outcome is addressed primarily through Exit Level Outcomes 3, 4,6, 7.
- Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation:
 - o This critical cross-field outcome is addressed primarily through Exit Level Outcomes 2, 3, 4, 5, 6,7,8,9.
- Contributing to the full personal development of each learner and the social and economic development of the society at large:
 - o This critical cross-field outcome is addressed primarily through Exit Level Outcomes 1, 2, 5, 8, 9.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - Meetings are chaired and conducted according to prescribed standards.

- Written and verbal communication is conducted according to prescribed business practice.
 - Business reports are generated using various data gathering techniques.
 - Presentations are delivered according to relevant standards.
- 2.
- Minor workplace problems are managed immediately to prevent solve conflict situations.
 - Remedial actions to problems are based on the clear application of legislative and procedural requirements.
 - Conflict management skills are applied according to behaviour intervention initiatives.
- 3.
- Safety theories and their associated principles are explained.
 - Relevant Occupational Health and Safety Legislation and other context-specific requirements, such as relevant Regulations, are identified and applied to an organisation.
 - The cleaner development mechanism (COM) project cycle is described, stakeholders and role players are identified and their roles and responsibilities determined.
- 4.
- Workplace hazards and associated risks are identified, assessed and control measures applied to prevent accidents.
 - Workplace hazards and risks are recorded and reported accordingly.
 - Follow-up assessments are conducted and addressed accordingly.
- 5.
- SHE Quality management systems are discussed and a suitable system, in line with management guidelines, is applied.
 - A record keeping system is created and implemented according to specified requirements.
- 6.
- Occupational safety and environmental conditions and elements are dealt with accordingly.
 - The communication process in promoting occupational health and safety in the working place is explained.
 - Projects are planned and executed in order to promote occupational health and safety in the working place.
 - Individuals are formed into teams to implement identified control measures and programmes according to management guidelines.
- 7.
- Equipment and techniques are selected and applied in accordingly in terms of their specified contexts and purposes.
 - The concept of decentralised control is explained and applied in a specific context or area.
 - Specific SHE issues are monitored, reported and advised on, according to specified requirements.
- 8.
- Areas of legal and system non-compliance are identified in terms of system requirements.
 - Non-compliances are interpreted and evaluated according to the regulations of business in general and the department/division in particular.
- 9.
- Meeting outcomes, records and reports are utilised for continual improvement.
 - A range of options to ensure continual improvement is considered and recorded for later testing.

- System optimisation recommendations, with appropriate time frames for implementation, are proposed to management to enhance continual improvement.

Integrated Assessment:

Integrated assessment is carried out as a series of structured, evidence gathering processes throughout the period of learning. The learner's performance is assessed through the use of a range of methods and culminates in a final or summative assessment. Methods include, but are not limited to:

- Written and oral tests.
- Simulation.
- Peer group presentations.
- Written reports and work plans.

For award of the qualification, a learner must achieve all core and fundamental unit standards, and at least 17 credits from any of the elective unit standards. The assessment criteria in the unit standards are performance-based, assessing applied competence rather than only knowledge, or skills. In addition, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to the environmental conditions in occupational contexts. Evidence is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and thus its purpose, at the time of the award of the qualification. Workplace experience can be recognised when assessing this qualification.

INTERNATIONAL COMPARABILITY

In the effort to establish the international comparability and suitability of the National Higher Certificate in Occupational Safety NQF Level 5 and its associated unit standards, national on-the-job-searches and international literature searches confirmed that Occupational Health and Safety training in the sub-Saharan and specifically, the SADC region, is almost non-existent.

The search focus then shifted towards all other continents to find countries that might have Occupational Health and Safety qualifications at this level. The search also identified current qualifications and new initiatives at South African tertiary institutions, as well as proposed qualifications put forward by the Institute of Safety Management. A number of international qualifications were identified as representative of a few schools of thought in tertiary education in Occupational Health and Safety. These were and placed in a matrix along with the South African initiatives, so that content and depth could be compared. This matrix is found below.

The comparison highlighted the fact that international terminology in Occupational Health and Safety is not standardised, thus resulting in a relatively subjective analysis caused by the required interpretation. Furthermore, the assessment of subject content and depth had to be based on titles, levels of subject and the very brief descriptions available of subjects/aspects compared. This clearly also increased the level of subjectivity of comparisons.

During the comparison, two main aspects for comparison analysis were isolated, viz.:

- The number of qualifications in which a specific subject/aspect were represented, as an indication of the significance or importance of that aspect to be included in an Occupational Safety qualification at this level.
- The number of subjects/aspects represented in a qualification as an indication of how well that qualification covered the breadth of possible aspects in the field of Occupational Safety.

The following conclusions were drawn from the comparison:

- Of all the qualifications used for comparison, the National Higher Certificate as proposed by the 8GB: OHS covers the second highest number of subjects/aspects out of a possible 87. The National Certificate covers 29% of possible aspects and the National Diploma covers 38% of the possible aspects. The qualification that provides the next best coverage covers only 23/0 of subjects/aspects.
- Of the 13 subjects/aspects isolated as being the most significant across the board (represented in six and more of the 13 qualifications) the proposed National Certificate covers six and the proposed National Diploma covers most of the remainder. Therefore, the two qualifications *should* be seen as a unit. Other *significant* subjects/aspects are covered in higher and/or lower level qualifications.

It is thus concluded that the proposed National Certificate: Occupational Safety NQF Level 5 compares favourably with a selection of qualifications from all over the world. An added advantage, when comparing the proposed certificate with other qualifications, is that our qualification focuses on aspects *specifically* required in Southern *African* conditions and thus addresses our specific needs.

ARTICULATION OPTIONS

Vertical articulation:

- Lever 5 or 6 qualifications in the discipline of Occupational Safety, or in various industrial sectors and related sub-fields. Most qualifications on the NQF require competence regarding this discipline, and it thus provides an access point to, for example, qualifications in the Physical Planning and Construction field, the Manufacturing, Engineering and Technology field, and also the Business, Commerce, Management and other related fields.

Horizontal articulation:

- Any other related qualification at NQF Level 5 certificate level.

MODERATION OPTIONS

- Any provider offering this qualification must be accredited as a provider by the relevant ETQA or an ETQA that has a Memorandum of Understanding in place with the relevant ETQA.
- Assessment will be undertaken by assessors accredited by and in accordance with the agreement of the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.
- Assessors must be in possession of a relevant qualification at least at NQF level 6.
- Have at least five years experience in the OHS sector or be an experienced subject matter expert in this learning area.
- Moderation will be carried out by accredited moderators and in accordance with the agreement of the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	244286	Monitor, report and advise on the safety principles	Level 5	3

Source: National Learners' Records Database

Qualification 58625

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	10	UNIT STANDARD TITLE	LEVEL	CREDITS
		pertaining to sources of electrical energy		
Core	244284	Monitor report and advise on the safety principles pertaining to sources of mechanical energy	Level 5	3
Core	244282	Monitor, report and advise on the safety principles pertaining to sources of energy other than electrical or mechanical	Level 5	5
Core	244287	Conduct a base-line risk assessment and take appropriate action	Level 5	7
Core	119032	Identify and deal with dangerous goods	Level S	13
Core	9224	Implement policies regarding HIV/AIDS in the workplace	Level S	4
Core	244288	Apply occupational health and safety legislation in the workplace	Level S	8
Core	110526	Plan, organise, implement and control record-keeping systems	Level S	4
Core	15237	Build teams to meet set goals and objectives	Level 5	3
Core	244290	Motivate for a clean development mechanism (COM) project	Level 5	5
Core	244283	Facilitate the development, implementation and maintenance of a SHEQ management system	Level S	10
Core	11273	Apply Fundamental Concepts of Supply Chain Management Optimisation	Level 5	8
Core	117854	Facilitate meetings to deal with conflict situations	Level 5	8
Core	13102	Apply the processes of planning and control as it relates to budgeting, standard costing and decentralised control	Level 6	15
Core	15225	Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	4
Core	119035	Isolate and secure a scene	Level 5	6
Core	244285	Promote occupational health and safety in the work place	Level 5	5
Elective	15096	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level S	5
Elective	110508	Demonstrate and apply knowledge and understanding of the concept of facilitation and a range of facilitation skills	Level 5	6
Elective	114278	Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995)	Level 5	12
Elective	117844	Present, analyse and interpret information on conflict situations	Level 5	15
Elective	117874	Guide learners about their learning, assessment and recognition opportunities	Level 5	6
Elective	115753	Conduct outcomes-based assessment	Level 5	15
Fundamental	10622	Conduct communication within a business environment	Level 5	8
Fundamental	12433	Use communication techniques effectively	Level 5	8



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor, report and advise on the safety principles pertaining to sources of energy other than electrical or mechanical

SAQA US ID	UNIT STANDARD TITLE		
244282	Monitor, report and advise on the safety principles pertaining to sources of energy other than electrical or mechanical		
SGB			PROVIDER
8GB Occupational Health and Safety			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Preventive Health		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 5	15

SPECIFIC OUTCOME 1

Monitor report and advise on the safety principles pertaining to sources of energy other than electrical or mechanical.

SPECIFIC OUTCOME 2

Monitor, report and advise on legislation, related to sources of energy other than electrical or mechanical.

SPECIFIC OUTCOME 3

Isolate sources of energy other than electrical or mechanical.

SPECIFIC OUTCOME 4

Explain the need for Personal Protective Equipment (PPE) when dealing with sources of energy other than electrical or mechanical.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Facilitate the development, implementation and maintenance of a SHEQ management system

SAQA US 10	UNIT STANDARD TITLE		
244283	Facilitate the development, implementation and maintenance of a SHEQ management system		
SGB	PROVIDER		
SGB Occupational Health and Safety			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Preventive Health		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	110

SPECIFIC OUTCOME 1

Discuss fundamental issues pertaining to occupational safety, health and environment.

SPECIFIC OUTCOME 2

Demonstrate understanding of safety theories and principles.

SPECIFIC OUTCOME 3

Apply the fundamentals of risk management.

SPECIFIC OUTCOME 4

Apply SHEQ Management systems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor report and advise on the safety principles pertaining to sources of mechanical energy

<i>SAQA US ID</i>	<i>UNIT STANDARD TITLE</i>		
244284	Monitor report and advise on the safety principles pertaining to sources of mechanical energy		
<i>SGB</i>	<i>PROVIDER</i>		
SGB Occupational Health and Safety			
<i>FIELD</i>	<i>SUBFIELD-</i>		
9 - Health Sciences and Social Services	Preventive Health		
<i>ABET BAND</i>	<i>UNIT STANDARD TYPE</i>	<i>NQF LEVEL</i>	<i>CREDITS</i>
Undefined	Regular	Level 5	13

SPECIFIC OUTCOME 1

Monitor report and advise on the safety principles pertaining to sources of mechanical energy.

SPECIFIC OUTCOME 2

Monitor, report and advise on legislation, maintenance protocols and records related to sources of mechanical energy.

SPECIFIC OUTCOME 3

Isolate sources of mechanical energy.

SPECIFIC OUTCOME 4

Explain the need for Personal Protective Equipment (PPE) when dealing with sources of mechanical energy.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Promote occupational health and safety in the work place**

SAQA US ID	UNIT STANDARD TITLE		
244285	Promote occupational health and safety in the work place		
SGB	PROVIDER		
SGB Occupational Health and Safety			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Preventive Health		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 5	5

SPECIFIC OUTCOME 1

Explain the communication process in promoting occupational health and safety in the working place.

SPECIFIC OUTCOME 2

Demonstrate the planning and execution of a project designed to promote occupational health and safety in the working place.

SPECIFIC OUTCOME 3

Monitor, measure and report on the effectiveness of the promotional programme.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor, report and advise on the safety principles pertaining to sources of electrical energy

SAQA US ID	UNIT STANDARD TITLE		
244286	Monitor, report and advise on the safety principles pertaining to sources of electrical energy		
SGB	PROVIDER		
SGB Occupational Health and Safety			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Preventive Health		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 5	13

SPECIFIC OUTCOME 1

Monitor, report and advise on the safety principles pertaining to sources of electrical energy.

SPECIFIC OUTCOME 2

Monitor, report and advise on legislation, maintenance protocols and records related to sources of electrical energy.

SPECIFIC OUTCOME 3

Isolate sources of electrical energy.

SPECIFIC OUTCOME 4

Explain the need for and use of Personal Protective Equipment (PPE) when dealing with sources of electrical energy.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct a base-line risk assessment and take appropriate action

SAQA US ID	UNIT STANDARD TITLE		
244287	I Conduct a base-line risk assessment and take appropriate action		
5GB	PROVIDER		
SGB Occupational Health and Safety			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services		Preventive Health	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	I Regular	Level 5	17

SPECIFIC OUTCOME 1

Explain the specified requirements needed to conduct a base-line risk assessment.

SPECIFIC OUTCOME 2

Prepare to conduct a base-line risk assessment.

SPECIFIC OUTCOME 3

Conduct a base-line risk assessment.

SPECIFIC OUTCOME 4

Initiate remedial action for hazards identified and risks assessed.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Apply occupational health and safety legislation in the workplace**

SAQA US ID	UNIT STANDARD TITLE		
244288	Apply occupational health and safety legislation in the workplace		
5GB	PROVIDER		
SGB Occupational Health and Safety			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Preventive Health		
ABETBAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 5	18

SPECIFIC OUTCOME 1

Discuss pertinent occupational health and safety legislation.

SPECIFIC OUTCOME 2

Apply the common law principles pertinent to health and safety in the workplace.

SPECIFIC OUTCOME 3

Explain the principles of the law of delict and of criminal law pertinent to an accident occurring in the workplace.

SPECIFIC OUTCOME 4

Apply the current Act for compensation for occupational injuries and diseases in the workplace.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Motivate for a clean development mechanism (COM) project

5AQA US ID	UNIT STANDARD TITLE		
244290	Motivate for a clean development mechanism (COM) project		
5GB	PROVIDER		
8GB Occupational Health and Safety			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Preventive Health		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

SPECIFIC OUTCOME 1

Discuss the history of greenhouse gas abatement methods and the legislative framework and objectives of the Kyoto Protocol.

SPECIFIC OUTCOME 2

Describe the United Nations Framework Convention on climate change and the clean development mechanism.

SPECIFIC OUTCOME 3

Explain why COM is critical for South Africa.

SPECIFIC OUTCOME 4

Describe the COM project cycle and its application in a specific workplace.

SPECIFIC OUTCOME 5

Explain certified emissions trading.