CONTENTS· INHOUD

GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 652   20 July 2007

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12 July 2007

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

SGB for Computer Sciences and Information Technology
Organising Field 10: Physical, Mathematical, Computer and Life Sciences

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE / QUALIFICATIONS
Roger Silberberg	Innovation Africa	Monash University	• PhD • B Sc Eng/Computer Science • 20 years experience in the sector
Lucas H Maotoe	GDE:Central Johannesburg College - Troyville Campus	GDE: Troyville ICT Campus Central Johannesburg College	• Senior Teachers Diploma • B Tech Education Management • Microsoft Certified Practitioner • Computer Aided Design & droughting • Community Development • 5+ years experience in the field
Ernest Ketcha Ngassam	UNISA	UNISA	• PhD Computer Science • M Sc Computer Science • B Sc Honours Computer Science12 years experience in the field
Mariana van der Walt	Independent Institute of Education (liE)	Damelin (Pty Ltd	• B Sc Computer Science • Higher Education Diploma • BEd • 8 years experience in IT Education
Josef Langerman	Standard Bank	Standard Bank	• B Sc Computer Science • M Sc Computer Science • PhD • 10+ years experience in the Sector
J M Opperman .	State Information Technology Agency (SITA)	SITA	• T3 Mechanical Engineering • Advanced Certificate Information Systems Management • Business Architect • Systems Analyst
Steve Erlank	Faculty Training Institute	Institute of Business Analysis/Computer Society of South Africa	• B Sc • B Comm. Honours • Managing Director • Senior Lecturer • Senior Software Specialist

SAQA'S MISSION
"To ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development afrha nation at large"

			• President of the SA chapter of International Institute of Business Analysis • Reviewer Business Analysis Body of knowledge • Research & Training: Business Analysis • 20+years experience in the field
Felani A Galane	State Information Technology Agency (SITA)	SITA	• B Tech Education Commerce • Nationai Diploma Education • Advanced Diploma Project Management • Lecturer • System Trainer • Practical BA Mentor
Lungile Mdletshe	Business Systems Group	Computer Society of South Africa (CSSA)	• B Sc Honours Economics & Infonmation Systems • Business Consultant
Roland Dinkermann	SITA	SITA	• MBA • B Comm. Honours Human resources • B Comm. Human resources • 20 years experience in business analysis & architecture
Mohammed Ibrahim	New Horizons Learning Solutions	CSSA	• B Comm. Information Systems and Accounting • MDP • Project Management • Business Analyst • Sales manager & Director
Dirmtn Vratsanos	Psybergate	Johannesburg Centre for Software Eengineering (JCSE)	• B Sc Honours • B Sc • PhD • Senior Analyst • Lecturer • 10 years experience in the field
Nkosinathi Mvelase	SITA	SITA	• BComm. • Post Graduate Diploma Business Management • Consulting Programmer • Analyst Programmer • Information Technologist • 12 years experience in the field
Vincent Seokane	SITA	SITA	• B Sc Computer Science • MBA • IT Specialist • IT Consultant • Lotus Notes Specialist • Senior Business analyst • 12 years experience in the field

Moses Wanjau	Xtensive ICT Academy	CSSA	• Honours degree in Information Technology • B Comm. Information Systems and Technology • Advanced Diploma Business & Marketing • Operations Manager • Head of Training ICT • Administrative Executive Marketing
Sylvia M Bopape	Limpopo Provincial Government: Department of Local Government and Housing	Limpopo Provincial Government: Department of Local Government and Housing	• B Sc Honours Management of Technology • B Tech Information Technology • National Diploma Information Technology • Senior Manager IT Systems Development & Maintenance • IT Governance Officer • ICT Research • IS Advisor • IT Technician
Francois van Niekerk	Softrain Consultants	Softrain Consultants	• B Sc Honours • Moderator • Business Analyst, Architect and Project Manager • Trainer & Assessor

DRSBHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

No. 653   **20 July 2007**

12 July 2007

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

SGB for ELECTRONICS
ORGANISING FIELD 10: PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE / QUALIFICATIONS
Yusree Petersen	Institute for Quality in Education, Training and Development (IQETD)	Institute for Quality in Education, Training and Development (IQETD)	• NTC 6 (Electrical & Electronics) Diploma ▪ Registered Assessor Registered Moderator • 20± years experience in the field
Llewellyn van Zyl	Advanced Technologies and Engineering (ATEI	Advanced Technologies and Engineering (ATE)	▪ B Eng (Electronics) • National Higher Diploma (Electronics) • Diploma (Avionics) • System Engineer • Development and Avionics Engineer • Electronics Designer • 14± years experience in the Electronics industry
Thomas M Lata	National Department of Education (DoE)	National Department of Education	• Secondary Teachers Diploma, • Further Diploma in Education • Bachelor of Education • Post Graduate Diploma in Education • Advanced Management and Development Programme • Assessor • Moderator, Examiner • Education soecialist
Roger Silberberg	Monash University	Innovation Africa	• PhD • BSc Computer Science • 20+ years Experience in the field

DRS BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SAQA'S MISSION
"To ensure the development and implementation of a National Qualifications Framework which contributes to the fuJl development of each learner and to the social and economic development of the nation at large"

No. 654   20 July 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

Sport, Recreation and Fitness

registered by Organising Field 02, Culture and Arts, 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 full 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 Unit Standards should reach SAQA at the address below and *no later 20 August 2007.* All correspondence should be marked Standards Setting - Sport, Recreation and Fitness and addressed to

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

DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct basic coaching to beginners of rugby

SAQA USID	*UNIT STANDARD TITLE*			
244550	Conduct basic coaching to beginners of ruobv			
ORIGINATOR		*PROVIDER*		
SGB Sport, Recreation & Fitness				
FIELD		*SUBFIELD*		
2 - Culture and Arts		Sport		
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*		*CREDITS*
Undefined	Regular	Level 3	17	

SPECIFIC OUTCOME 1
Describe the history and sociology of the game of rugby.

SPECIFIC OUTCOME 2
Explain the safety requirements of the sport of rugby.

SPECIFIC OUTCOME 3
Explain the basic laws governing the game of rugby.

SPECIFIC OUTCOME 4
Plan and write up rugby practice sessions.

SPECIFIC OUTCOME 5
Conduct basic rugby coaching activities for beginners.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Coach the game of volleyball at beginner level

SAQA USID	UNIT STANDARD TITLE		
244551	Coach the game of volleyball at beginner level		
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	16

SPECIFIC OUTCOME 1
Impart knowledge of the game of volleyball.

SPECIFIC OUTCOME 2
Plan volleyball practice' sessions.

SPECIFIC OUTCOME 3
Conduct coaching for beginners.

SPECIFIC OUTCOME 4
Demonstrate the ability to reflect on coaching performance.

SAQA

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct basic coaching to beginners of football

SAQA USID	UNIT STANDARD TITLE		
244552	Conduct basic coaching to beginners of football		
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Reoular	Level 4	18

SPECIFIC OUTCOME 1
Describe the evolution and sociology of coaching football.

SPECIFIC OUTCOME 2
Identify safety requirements for the game of football.

SPECIFIC OUTCOME 3
Explain the basic laws governing the game of football.

SPECIFIC OUTCOME 4
Develop football strategy and record keeping skills.

SPECIFIC OUTCOME 5
Plan and implement practice sessions.

SPECIFIC OUTCOME 6
Teach the basic skills and conditioning of football.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Coach athletics to youth andjunior athletes

SAQA USID	I *UNIT STANDARD TITLE*		
244553	I Coach athletics to youth and iunior athletes		
ORIGINATOR		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Sport	
ABET BAND	I *UNIT STANDARD TYPE*	*NQF LEVEL*	I *CREDITS*
Undefined	I Regular	Level 4	18

SPECIFIC OUTCOME 1
Describe the evolution and sociology of coaching athletics.

SPECIFIC OUTCOME 2
Explain the safety requirements of athletics for youth and juniors.

SPECIFIC OUTCOME 3
Explain the rules applicable to athletics at junior and youth level.

SPECIFIC OUTCOME 4
Plan and implement a practice session.

SPECIFIC OUTCOME 5
Conduct basic athletic coaching activities for juniors and youth.

SPECIFIC OUTCOME 6
Demonstrate the ability to reflect on coaching performance.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

***Coach athletics to children at primary** school level*

SAQA US ID	UNIT STANDARD TITLE		
244557	1Coach athletics to children at primary school level		
ORIGINATOR		**PROVIDER**	
SGBSport, Recreation & Fitness			
FIELD		**SUBFIELD**	
2 - Culture and Arts		Sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQFLEVEL*	*CREDITS*
Undefined	I Reaular	Level 3	17

SPECIFIC OUTCOME 1
Describe the evolution and sociology of coaching athletics.

SPECIFIC OUTCOME 2
Explain the safety requirements of athletics for children.

SPECIFIC OUTCOME 3
Explain the basic rules applicable to athletics for children.

SPECIFIC OUTCOME 4
Plan and implement training programmes for children.

SPECIFIC OUTCOME 5
Conduct basic athletic coaching activities for children.

SPECIFIC OUTCOME 6
Demonstrate the ability to reflect on coaching performance.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Coach beginners in the game of *netball*

SAQA US ID	UNIT STANDARD TITLE		
244559	Coach beqInners in the *Game* of netball		
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Recular	Level 3	16

SPECIFIC OUTCOME 1
Demonstrate knowledge of the game of netball.

SPECIFIC OUTCOME 2
Plan netball practice sessions.

SPECIFIC OUTCOME 3
Conduct coaching for beginners of netball.

SPECIFIC OUTCOME 4
Review own coaching methods and performance.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Coach the fundamental principles of the game of rugby

SAQA USID	UNIT STANDARD TITLE			
244561	Coach the fundamental principles of the came of rucbv			
ORIGINATOR		PROVIDER		
SGB Sport, Recreation & Fitness				
FIELD		SUBFIELD		
2 - Culture and Arts		Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Reoular	Level 4		17

SPECIFIC OUTCOME 1
Teach the basic laws that govern the game of rugby.

SPECIFIC OUTCOME 2
Identify safety requirements for the game of rugby.

SPECIFIC OUTCOME 3
Plan and implement practice sessions.

SPECIFIC OUTCOME 4
Develop rugby strategy and record keeping skills.

SPECIFIC OUTCOME 5
Teach the basic skills and conditioning of rugby.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct basic coaching to *beginners in cricket*

SAQA US *ID*	UNIT STANDARD TITLE		
244562	Conduct basic coaching to becmners in cricket		
ORIGINATOR		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	*NQFLEVEL*	CREDITS
Undefined	Reoular	Level 3	17

SPECIFIC OUTCOME 1
Describe the development and origin of the game of cricket.

SPECIFIC OUTCOME 2
Explain the safety requirements of cricket.

SPECIFIC OUTCOME 3
Explain the basic laws governing the game of cricket.

SPECIFIC OUTCOME 4
Plan and write up cricket practice sessions.

SPECIFIC OUTCOME 5
Conduct basic cricket coaching activities for beginners.

No. 655   20 JUly 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

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* 20 *August 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

QUAL/FICATION:
National Diploma: Occupational Safety

SAQA QUALID	QUALIFICATION TITLE		
58786	National Diploma: Occupational Safety		
ORIGINATOR		**PROVIDER**	
SGB Occupational Health and Safety			
QUALIFICATION TYPE	**FIELD**	**SUBFIELD**	
National Diploma	9 - Health Sciences and Social Services	Preventive Health	
ABETBAND	**MINIMUM CREDITS**	**NQFLEVEL**	**QUAL CLASS**
Undefined	242	Level 5	Regular-Unit Stds Based

PURPOSE OF THE QUAL/FICATION

Purpose:

This qualification enables learners to identify, monitor, advise and report on occupational safety factors, which may have a detrimental effect on the safety of workers in the workplace. The qualification is designed for safety, health and environmental (SHE) practitioners, middle management and persons managing occupational safety.

Learners credited with this qualification are capable of:

• Performing essential inspections, measurements and evaluations to ensure occupational safety in the workplace.
• Communicating effectively using language skills in the modes of oral and written presentation.
• Describing occupational safety concepts and principles in the workplace.
• Collecting, analysing, organising and critically evaluating information about occupational safety conditions, using science and technology effectively and critically to measure them in the workplace.
• Identifying and solving problems to make responsible decisions regarding workplace occupational safety hazards.
• Ensuring a safe and healthy workplace environment by identifying occupational safety hazards and dealing with them.
• Working effectively with others as a member of a team, group, organisation or community to attain operational competence in occupational safety.

Rationale:

There is a critical need in the industry for a practical qualification in occupational safety, to allow qualified learners to manage and apply safety principles. This qualification contributes to the continuum of higher education qualifications along the safety-education and training pathway.

Learners credited with this qualification are likely to be working in the occupational safety, hygiene and environmental disciplines. This qualification is the next step in a career path in one of the areas of specialisation in Occupational Safety and Hygiene and is generic enough to allow maximum mobility within the field of application.

The compilation of the qualification is based on the specific requirements of the Safety Practitioner and includes the execution of both the safety and managerial aspects. This

qualification also ensures that the Safety Practitioner can manage safety and gain the required exposure for further education, training and development.

Learners are required to integrate practical skills with essential knowledge, to be able to take proactive and reactive measures in order to maintain a healthy and safe environment.

In South Africa and internationally, the social and economic impact of occupational safety is significant. This qualification aims to meet the demand for learners who are able to facilitate a safe, healthy and productive occupational environment.

This qualification will augment the objectives of the NQF by:

• Creating an integrated national framework for learning achievements pertaining to occupational safety.
• Facilitating access to, and mobility and progression within the safety environment regarding education, training and the career paths of learners.
• Enhancing the quality of education and training with specific reference to the safety environment.
• Enhancing equal opportunities regarding education, training and employment.
• Contributing to the full personal development of each learner and the social and economic development of the nation at large.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
• Communication at NQF Level 4.
• Mathematical literacy at NQF Level 4.

Proven existing competence in the FETC: Occupational Hygiene and Safety, NQF Level 4 and the National Certificate: Occupational Safety, NQF Level 5 will further facilitate learning towards this qualification.

Recognition of Prior Learning (RPL):

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, including previous international or local qualifications, reports. portfolios including work 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 that has a Memorandum of Understanding in place with the relevant ETQA.

QUALIFICATION RULES
This qualification comprises a minimum of 242 credits compiled as follows:

• Fundamentals: All 8 Fundamental credits are compulsory,
• Core: All 214 Core credits are compulsory.
• Electives: A minimum of 20 credits must be attained in the Elective component.

EXIT LEVEL OUTCOMES
1. Communicate in a business environment through the application of acceptable communication techniques.

2. Advise on, facilitate and evaluate risk assessment techniques and processes.

3. Develop control measures and programmes in line with management guidelines, within integrated SHE contexts.

4. Facilitate implementation of integrated control measures and programmes.

5. Evaluate the effectiveness of control measures and programmes within a specified workplace.

6. Analyse incidents to identify deficiencies in the SHEQ control measures and programmes.

7. Maintain the process of continual improvement as part of a larger team.

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.
• Evident to Specific Outcome 2,3,6,7.

Working effectively with others as a member of a team, group, organisation or community.
• Evident to Specific Outcome 1, 2, 3, 4 6.

Organising and managing oneself and one's activities responsibly and effectively.
• Evident to Specific Outcome 1, 4.

Collecting, analysing, organising and critically evaluating information.
• Evident to Specific Outcome 2, 3, 4, 5, 6.

Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
• Evident to Specific Outcome 1, 2, 3, 4, 7.

Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
• Evident to Specific Outcome 2, 5.

Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
• Evident to Specific Outcome 2,3,4,5,6,7.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

• Reflecting on and exploring a variety of strategies to learn more effectively.
• Participating as responsible citizens in the life of local, national and global communities.
• Being culturally and aesthetically sensitive across a range of social contexts.
• Exploring education and career opportunities; and developing entrepreneurial opportunities.

ASSOCIATED ASSESSMENT CRITERIA
Associated Assessment Criteria for Exit level Outcome 1.

1.1 Meetings are chaired and conducted in a manner that facilitates good business practice.

1.2 Written and verbal communication is conducted along prescribed business channels.

1.3 Business reports are generated using various data gathering techniques.

1.4 Presentations are delivered in a professional business manner.

Associated Assessment Criteria for Exit level Outcome 2.

2.1 The fundamentals of Risk Management are applied to a given situation.

2.2 Base line and issue based risk assessment techniques are facilitated and advised on.

2.3 Risk assessment processes are evaluated to ensure continual improvement.

2.4 Ergonomic risks are assessed and appropriate action taken in accordance with the relevant specified requirements.

2.5 Remedial actions pertaining to risk assessments are managed and the required reports, with recommended follow-up actions and dates are recommended.

Associated Assessment Criteria for Exit level Outcome 3.

3.1 Measures to ensure integrated safety, health and environment quality (SHEQ) control are developed for the relevant department/division/section.

3.2 Action plans are implemented in terms of specified management requirements.

3.3 SHEQ Management systems are applied within an organisation.

3.4 Incident management plans are designed to suit a specific situation.

3.5 A record keeping system is created and implemented within a department/division/section.

Associated Assessment Criteria for Exit level Outcome 4.

4.1 A strategy for the department/diVision/section is developed with a work group.

4.2 Safety plans, systems and procedures are developed, implemented, monitored and reported on.

4.3 The record keeping system is maintained and updated according to a specified timetable, as well as when required by circumstances.

4.4 Safety principles pertaining to specific SHE issues are applied, monitored, reported and advised on within a specific work environment.

Associated Assessment Criteria for Exit level Outcome 5.

5.1 A plan to verify compliance of current systems and documentation with the applicable standards is designed and implemented.

5.2 Emergency plans and procedures are compared to specified standard requirements.

5.3 Performance standards and systems are monitored for compliance with acceptable HR practices.

5.4 Systems for a sustained safe and healthy work environment are based on generally accepted practice and monitored for compliance and outcome.

5.5 Emergency action plans are simulated regUlarly and the outcomes reported on to the relevant authority.

Associated Assessment Criteria for Exit level Outcome 6.

6.1 Theories and principles of incident investigation are applied in the analysis.

6.2 Incident investigation processes are carried out according to the incident management plans.

6.3 Incident review and follow-up processes are carried out to minimise recurrence of similar incidents.

Associated Assessment Criteria for Exit level Outcome 7.

7.1 Performance standards and monitoring systems are established within a specified working environment.

7.2 Productivity and service excellence are managed in line with chosen specified models and all changes and corrective actions taken are communicated to management.

7.3 Relevant personnel are trained in new procedures and requirements in agreement with management.

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.

The assessment criteria in the unit standards are performance-based, assessing applied competence rather than only knowledge, or skills. Workplace experience can be recognised when assessing this qualification.

INTERNATIONAL COMPARABILITY

In the effort to establish the intemational comparability and the suitability of the qualifications and its component unit standards it was again confirmed that Occupational Health and Safety training in the SADC region is almost non-existent as reflected in process reports submitted earlier for qualifications at NQF levels three and four.

The search focus then had to shift towards all other 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 and placed on a matrix with the South African initiatives, to compare content and depth as best as possible.

This comparison highlighted the issue that terminology used worldwide in the field of occupational health and safety is not standardised. Therefore comparisons have a substantial element of subjectivity due to interpretations in this regard. Furthermore, subject content and depth had to be assessed in terms of titles, level of subject and very brief descriptions of the available subjects/aspects used for comparison. This clearly also increased the level of subjectivity of comparisons.

During the comparison, two main aspects on which to base the comparisons, were isolated:

• The number of qualifications in which a subjecUaspect were represented, as an indication of the significance or importance of the 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 covers the breadth of possible aspects in the field of Occupational Safety.

The following conclusions may be drawn from the comparison.

• The National Diploma in Safety proposed by the SGB OHS includes more subjects/aspects out of a possible 87, of all the qualifications used for comparison. The National Diploma covers 38% of the possible aspects. The qualification that provides the next best coverage is the National Certificate in Safety as proposed by the SGB, which covers 29% of SUbjects/aspects and the next closest then only covers 23% of subjects/aspects.

• Of the 12 aspects isolated as being the most significant across the board (represented in six and more of the 13 qualifications), the proposed Diploma covers all except two. These are the Fire Safety Training and Safety Management in Industry/Safety Management/Principles of accident causation and prevention. Fire safety and prevention were not included at this level of the SAQA qualifications as these were covered at the lower NQF levels, and have also been identified for inclusion at higher-level qualifications. Safety Management in Industry/Safety Management/Principles of accident causation and prevention were considered at be at too high a level for inclusion in the proposed qualifications and will be addressed at the next NQF Levels.

• As can be expected most of the qualifications (and groupings of qualifications) from other countries, cover the significant aspects well. However, of the other qualifications used in the comparison, the Australian qualifications (Certificates III, IV and Diploma) and the BSc qualification of Central Missouri State University (CMSU) do best by covering nine of the twelve SUbjects/aspects.

It is thus concluded that the proposed Diploma compares very favourably with a selection of qualifications from all over the world, and in fact, covers more of the different subjects/aspects of Occupational Safety than any other qualification in the world. The qualification focuses on aspects specifically required in Southern African conditions and thus addresses our specific needs.

ARTICULATION OPTIONS
The Occupational Health and Safety Practitioner career pathway:

• ID *48804:* National Certificate: Occupational, Safety, Hygiene and Environment, NQF Level 2.
• ID *50062:* National Certificate: Occupational Hygiene and Safety, NQF Level 3.
• ID *50063:* Further Education and Training Certificate: Occupational Hygiene and Safety, NQF Level 4.
• ID 58625: National Certificate: Occupational Safety, NQF Level 5.
• ID 58786: National Diploma: Occupational Safety, NQF Level 5.

Still to be generated:

• National First Degree: Occupational Safety.
• Masters Degree: Occupational Safety.
• PhD degree: Occupational Safety.

This qualification articulates vertically as indicated in the pathway.

Horizontal articulation is possible with the following qualifications:
• National Diploma: Occupational Hygiene
• National Diploma: Inspection and Enforcement Services
• National Diploma: Labour Relations
• National Diploma: Management

MODERATION OPTIONS
• Any provider offering learning that will enable the achievement of 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.

• Moderation of assessment will be overseen by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

CRITERIA FOR THE REGfSTRA nON OF ASSESSORS

Assessors must:

• Be registered as assessors with the relevant ETQA or an ETQA that has a Memorandum of Understanding in place with the relevant ETQA.
• Be in possession of a relevant qualification at least at NQF level 6.
• Have at least five years experience in the OHS sector and/or be a subject matter expert in this learning area.

UNIT STANDARDS

	10	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	117701	Address safety, health and environmental requirements and hazards in a technical context	Level 5	8
Core	11273	Apply Fundamental Concepts of Supply Chain Management Optimisation	Level 5	8
Core	244514	Apply occupational health, safety and environmental legislation in the workplace	Level 5	12
Core	119953	Apply principles of dispute management in labour relations	Level 5	10
Core	244518	Apply specialist incident investigation techniques to a specific incident in a work environment	Level 5	6
Core	244287	Conduct a baseline risk assessment and take appropriate action	Level 5	7
Core	244523	Conduct an ergonomic assessment and take appropriate action	Level 5	5
Core	244508	Conduct an issue-based risk assessment and take appropriate action	Level 5	9
Core	15231	Create and use a range of resources to effectively rnanace teams, sections deoartments or divisions	Level 5	4
Core	115217	Deal with hazardous materials	Level 5	8
Core	244288	Demonstrate understanding of occupational health and safetv leaislation in the workolace	Level 5	8
Core	119034	Develop an incident management plan	Level 5	6
Core	15219	Develop and implement a strategy and action plans for a team, department or division	Level 5	4
Core	244283	Facilitate the development, implementation and maintenance of a safety, health and environment manaaement system	Level 5	10
Core	119032	Identitv and deal with danqerous qoods	Level 5	13
Core	9224	Imolement oolicies reaardina HIV/AIDS in the workplace	Level 5	4
Core	114226	Interoret and manaae conflicts within the workolace	Level 5	8
Core	15136	Manage health and safety on a construction oroiect	Level 5	6
Core	116785	Manage requirements related to quality and other standards	Level 5	10
Core	113851	Manage the transportation of danqerous goods	Level 5	6
Core	244284	Monitor report and advise on the safety principles oertainina to sources of mechanical energy	Level 5	3
Core	15230	Monitor team members and measure effectiveness of oerformance	Level 5	4
Core	244521	Monitor, report and advise on the safety principles oertainina to a transoort management system	Level 5	10
Core	244282	Monitor, report and advise on the safety principles pertaining to non-electrical and non-mechanical sources of enerov	Level 5	5
Core	244286	Monitor, report and advise on the safety principles pertainlnq to sources of electrical enerov	Level 5	3
Core	244290	Motivate for a clean development mechanism (CDM) proiect	Level 5	5
Core	110526	Plan, organise, implement and control record-keeping systems	Level 5	4
Core	244285	Promote occuoational health and safety in the work olace	Level 5	5
Core	13640	Research and analyse an environmental issue in terms of principles of environmental justice and sustainability and recommend oossible solutions	Level 5	8

	10	**UNIT STANDARD TITLE**	**LEVEL**	**CREDITS**
Core	13102	Apply the processes of planning and control as it relates to budgeting, standard costing and decentralised control	Level 6	15
Elective	15234	Apply efficient time management to the work of a deoartmentldivision/section	Level 5	4
Elective	114274	Demonstrate and apply an understanding of the Basic Conditions of Employment Act (Act 75 of 1997)	Level 5	8
Elective	114273	Demonstrate and apply an understanding of the Labour Relations Act with respect to Collective Agreements and Bargaining Councils	Level 5	6
Elective	117854	Facilitate meetings to deal with conflict situations	LevelS	8
Elective	116394	Implement and manage human resource and labour relations policies and acts	LevelS	9
Elective	119924	Interpret and apply provisions of the Labour Relations Act relating to organisational rights	LevelS	4
Elective	119955	Interpret and apply the codes of good practice and guidelines in the Labour Relations Act and Sectoral Determination	Level 5	8
Elective	13647	Investigate options for improved environmental management and sustainable living	Level 5	16
Elective	117845	Restore and build relationships in dealing with conflict	Level 5	8
Elective	10146	Supervise a project team of a developmental project to deliver oroiect obiectives	LevelS	14
Elective	115759	Conduct moderation of outcomes-based assessments	Level 6	10
Fundamental	10622	Conduct communication within a business environment	LevelS	8

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct an issue-based risk assessment and take appropriate action

SAQA USID	UNIT STANDARD TITLE		
244508	Conduct an issue-based risk assessment and take appropriate action		
ORIGINATOR		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	ReQular	Level 5	19

SPECIFIC OUTCOME 1
Explain the concept - issue based risk assessment.

SPECIFIC OUTCOME 2
Prepare for and conduct an issue-based risk assessment.

SPECIFIC OUTCOME 3
Initiate remedial and follow-up actions for identified hazards and assessed risks.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply occupational health, safety and environmental legislation in the workplace

SAQA USID	UNIT STANDARD TITLE			
244514	Apply occupational health, safety and environmental legislation in the workplace			
ORIGINATOR		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		112

SPECIFIC OUTCOME 1
Apply current sections of either the Occupational Health and Safety Legislation and relevant subordinate legislation, or the Mine Health and Safety Legislation and relevant subordinate legislation, to the workplace.

SPECIFIC OUTCOME 2
Apply the principles of common law applicable to safety, health and environment (SHE) in the workplace.

SPECIFIC OUTCOME 3
Apply the law of evidence and law of civil and criminal procedure in any given case study.

SPECIFIC OUTCOME 4
Apply the principles of the law of delict and the criminal law relevant to an accident that occurred in the workplace.

SPECIFIC OUTCOME 5
Apply the current sections of the Compensation for Occupational Injuries and Diseases Legislation in the workplace.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply specialist incident investigation techniques to a specific incident in a work environment

SAQA USID	UNIT STANDARD TITLE		
244518	Apply specialist incident investigation techniques to a specific incident in a work environment		
ORIGINATOR		PROVIDER	
SGB Occupational Health and Safety			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Preventive Health	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	I CREDITS
Undefined	Regular	Level 5	16

SPECIFIC OUTCOME 1
Explain the theory and principles of incident investigation.

SPECIFIC OUTCOME 2
Explain the initial responses required at an incident scene.

SPECIFIC OUTCOME 3
Investigate the incident and describe the review/follow-up process.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor, report and advise on the safety principles pertaining to a transport management system

SAQA USID	UNIT STANDARD TITLE		
244521	Monitor, report and advise on the safety principles pertaining to a transport manaosment system		
ORIGINATOR		PROVIDER	
SGB Occupational Health and Safety			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Preventive Health	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	I CREDITS
Undefined	Reqular	LevelS	I 10

SPECIFIC OUTCOME 1 .
Describe the current safety legislation applicable to any transport management system.

SPECIFIC OUTCOME 2
Apply Safety, Health and Environmental requirements when handling and transporting raw materials, goods, products, livestock, passengers and equipment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct an *ergonomic assessment and take appropriate action*

SAQA USID	UNIT STANDARD TITLE		
244523	Conduct an ergonomic assessment and take appropriate action		
ORIGINATOR		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	Reouiar	Level 5	15

SPECIFIC OUTCOME 1
Explain the concept of ergonomics in the workplace.

SPECIFIC OUTCOME 2
Prepare for and conduct an ergonomic assessment.

SPECIFIC OUTCOME 3
Perform post-assessment activities.