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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1016   **2 November 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

Communication Studies

registered by Organising Field 04 – Communication Studies and Language, publishes the following Qualification for public comment.

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

Comment on the Qualification should reach SAQA at the address below and *no later than 3 December 2007.* All correspondence should be marked **Standards Setting - Communication Studies** 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
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DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
National Diploma: Media Practices

SAQA QUAL ID	QUALIFICATION TITLE		
59385	National Diploma: Media Practices		
ORIGINATOR		PROVIDER	
SGB Audio-visual Media Production			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Diploma	4 - Communication Studies and Language	Communication Studies	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	241	Level 5	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION
Purpose:

Learners who complete the qualification will be prepared to assume responsibilities in a selected focus area in the domain of media communications within their chosen area of specialisation, as well as be positioned to further their learning in other aspects of media from a vantage point of a solid foundational understanding of the structures, operations, and legislative framework specific of the broader media environment, the use and application of media technology, and inter-active related media disciplines in this dynamic industry.

A qualifying learner who has achieved this qualification will be able to use media specific science and technology, understand the mutual influence between culture and media and will have gained adequate knowledge and reflexive competence to assume job responsibilities at entry level in the areas of radio and broadcasting, audiovisual communication, journalism and public relations, and will be able to make a contribution to the addressing of transformation in the media environment through the application of creative thinking and a sound understanding of the operational environment.

Depending on the area of specialisation selected recipients of this qualification will be able to operate in the following environments, in particular with the view of further specialisation in the chosen area of operation:

• The printed or electronic media environment.
• The radio broadcasting environment.
• The Audiovisual environment.
• The Advertising environment.
• The Public Relations environment.

Rationale:

The media communications environment is a multi disciplinary environment relying in particular on the presentation of specific modes of communication for specific purposes, to a specific audience, in a specific format, either in writing, through sound or visual stimuli or a combination of audio, visual and written communication.

Communication within the media environment takes place through a variety of disciplines; which are often inter-related in use and application. These include:

• Journalism.

- Advertising.
- Marketing.
- Public Relations.
- Radio broadcasting.
- Audio-visual broadcasting.
- Internet journalism.

Technology and target audience maturity requires that the individual operating in the media communications environment has a good foundational understanding of not only communication, but also the inter-relatedness, use and application of the disciplines providing services in the media environment in order to function effectively within the media environment, regardless of the specific discipline selected for specialisation.

The National Diploma: Media Practices has been planned and developed as an entry level undergraduate qualification for utilisation by a wide-spread, national audience envisaging a career in the multi-facetted, inter-disciplinary sector of media communication in which additional opportunities are emerging as a result of the continuous equating and recognition of the cultural and linguistic diversity in South Africa.

The structure of the qualification enables adequate preparation of the individual to enter the media communications sector in a chosen area of interest, as it establishes the necessary knowledge, understanding, abilities and skill as a coherent set of generic competencies forming the foundation for further specialization and application in a particular discipline or area of interest, whilst ensuring a good understanding and grasp of the inter-related nature of the media communications environment.

In the main, those intending to become employed in the area of media communication would be most likely to be attracted to this qualification. It is aimed particularly at individuals interested in further specialisation and progression in the areas of audiovisual, graphics, journalism and the interdisciplinary areas of advertising and public relations, all recognised as areas where communication skills are applied extensively.

This qualification has been developed to allow both vertical and horizontal articulation and supports the NQF objectives of access, redress and a culture of lifelong learning whilst enabling the addressing of past imbalances to further equity in the media communications environment in South Africa.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
It is assumed that learners accessing this qualification are competent in:

- Communication, NQF Level 4.

Recognition of Prior Learning:

This Qualification can be achieved through the Recognition of Prior Learning associated with the occupational related experience in the field of media communications and practices.

Recognition of Prior Learning may provide the gaining of credits for components of the qualification, providing the candidate is found competent though the provision of valid, authentic, current and sufficient evidence of competence which may include the completion of relevant theoretical and practical assessments.

The Qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses, providing they can demonstrate competence in both the theoretical and practical outcomes as required by the relevant exit Level.

RPL may also be used by learners, who are not in possession of an NQF Level 4 or equivalent qualification, to gain access to the Qualification.

Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment, and will be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition.

Access to the Qualification:

There is open access to any learner who complies with the learning assumed to be in place or equivalent competencies. It is required that learners are able to arrange for assessment in the relevant simulated or workplace environment applicable to the area of media operations in which they will specialise.

QUALIFICATION RULES
The qualification will be awarded to learners who have met competence requirements as detailed in the exit level outcomes and associated assessment criteria. Learners are required to:

• Complete all fundamental components (62 Credits).
• Complete all core components (124 Credits).
• Select a specific focus area from the elective components of the qualification to the minimum value of 55 Credits to make up the overall minimum of 241 credits for the qualification.

Fundamental component consisting of:

• Communication literacy (Verbal, written, reading): 15 Credits.
• Creativity and creative thinking: 8 Credits.
• Creative writing: 8 Credits.
• Computer Literacy: 6 Credits.
• Media Operations and management: 10 Credits.
• Entrepreneurship: 10 Credits.
• Basic research: 5 Credits.
Total credits for Fundamental component: 62 Credits.

Core component consisting of:

• Media Communication:
o Advertising: 10 Credits.
o Public Relations: 10 Credits.
o Journalism: 10 Credits.
o Marketing: 10 Credits.
o Radio: 10 Credits.
o Audiovisual: 10 Credits.
• Media Law: 15 Credits.
• Media and Culture: 10 Credits.
• Media Research: 15 Credits.
• Media Technology:
o Specialist Hardware: 12 Credits.
o Specialist Software: 12 Credits.
Total credits for Core component: 124 Credits.

Elective component:

Learners are required to select one of the following specialisation areas:

Specialisation-Public Relations:

- Brand Management: 10 Credits.
- Copy Writing: 10 Credits.
- Media Planning: 10 Credits.
- Media Management: 10 Credits.
- Strategic Public Relations: 15 Credits.
Total Credits for specialisation area: 55 Credits.

Specialisation-Advertising:

- Creative Advertising: 8 Credits.
- Strategic Advertising: 8 Credits.
- Brand Management: 10 Credits.
- Copy Writing: 10 Credits.
- Media Planning: 10 Credits.
- Media Management: 10 Credits.
Total Credits for specialisation area: 56 Credits.

Specialisation-Journalism:

- Copy writing: 10 Credits.
- Feature Journalism: 8 Credits.
- Beat Journalism: 8 Credits.
- Electronic Journalism: 10 Credits.
- Photo Journalism: 10 Credits.
- Sub-editing: 10 Credits.
Total Credits for specialisation area: 56 Credits.

Specialisation-Audiovisual:

- Pre-production:
o Planning: 5 Credits.
o Budgeting: 5 Credits.
- Production:
o Production/directing: 10 Credits.
o Filming: 10 Credits.
o Animation: 10 Credits.
- Post-production:
o Editing: 8 Credits.
o Marketing: 5 Credits.
o Distribution: 5 Credits.
Total Credits for specialisation area: 58 Credits.

Specialisation-Radio:

- Station formatting: 8 Credits.
- Programming: 5 Credits.
- Production:
o Recorded: 8 Credits.
o Live: 8 Credits.

- Broadcast technology: 8 Credits.
- Scripting: 5 Credits.
- Presenting: 5 Credits.
- Editing: 8 Credits.
- Directing: 5 Credits.

Total Credits for specialisation area: 60 Credits.

EXIT LEVEL OUTCOMES
1. Maintain communication.

2. Operate a personal computer system.

3. Operate in the business environment.

4. Demonstrate an understanding of the specific disciplines in the media environment.

5. Apply the legislative requirements regulating the media environment.

6. Analyse the impact of culture and society on the media environment and visa versa.

Depending on the area of specialisation selected, one of the following Exit Level Outcomes will be applicable:

7. Operate in the radio broadcast production environment.

Or

8. Operate in the audio-visual environment.

Or

9. Operate in the printed and published media environment.

Or

10. Operate in the Public Relations environment.

Or

11. Operate in the Advertising environment.

ASSOCIATED ASSESSMENT CRITERIA
Associated assessment criteria for Exit Level Outcome 1:

1.1 Language and communication skills are maintained in order to meet operational requirements.
1.2 Creative writing techniques are used to meet the requirements specific to the area of application.
1.3 A variety of media texts are read, analysed and evaluated to assess fitness for purpose.

Associated assessment criteria for Exit Level Outcome 2:

2.1 Basic computer literacy is applied through the use of computer hardware and application software for the production, retaining and printing of documentation according to operational requirements.

Associated assessment criteria for Exit Level Outcome 3:

Competence is evident when:

3.1 The management structures and operational requirements, systems and business functioning are explained as they relate to the media environment.
3.2 Business and entrepreneurial principles are applied to contribute to effective self-management according to the requirements of the operational environment.
3.3 The use and application of creativity and creative thinking is investigated, explored and applied to solve problems in the operational environment.
3.4 Basic research in the form of information gathering is conducted and information obtained is evaluated in order to facilitate effective problem solving.

Associated assessment criteria for Exit Level Outcome 4:

4.1 The role and function of communication in the production environment for radio are analysed in terms of their nature, techniques and application thereof in the media.
4.2 The role and function of journalism and the printed media are analysed according to their nature, techniques and application thereof in the media environment.
4.3 Communication is analysed according to its nature, techniques and application in the audiovisual media environment.
4.4 The role and function of advertising and marketing is analysed and defined within the media communication environment.
4.5 The nature, techniques and application of public relations as communication mechanisms are understood and explained within the media environment.

Associated assessment criteria for Exit Level Outcome 5:

Competence is evident when:

5.1 Non-compliance of legislative requirements in the media environment are identified and explained as it relates to the impact and repercussions on the operational environment.
5.2 Relevant legislation is considered for specific scenarios from a legislative compliance perspective.

Associated assessment criteria for Exit Level Outcome 6:

Competence is evident when:

6.1 The critical linkages between society, culture and media are described in terms of their inter-related impact and effect.
6.2 The study of media and communication is analysed as it relates to the social, cultural and historical environments in which media communication takes place.

Depending on the area of specialisation selected, one of the following Exit Level Outcomes will be applicable:

Associated assessment criteria for Exit Level Outcome 7:

7.1 Station formatting and scheduling are conducted according to operational requirements.
7.2 Broadcast production technology for live and recorded production is conducted according to operational requirements.
7.3 Programming production is maintained according to operational requirements.
7.4 Presenting, editing and directing in the radio broadcast production environment are conducted according to operational requirements.

7.5 Scripting for specific genres, programmes or items is conducted according to operational requirements.

Associated assessment criteria for Exit Level Outcome 8:

8.1 Audiovisual production is conducted according to operational requirements.

8.2 Pre-production functions are concluded to enable effective audiovisual communication according to operational requirements.

8.3 Production implementation and management are conducted in the audio-visual media environment in accordance with production requirements.

8.4 Post-production are conducted according to operational requirements in the audio-visual media environment.

• Note: The competencies gained can be applied to television, video and/or film production environments.

Associated assessment criteria for Exit Level Outcome 9:

9.1 Written communication for a variety of genres is prepared according to the requirements for newspaper and magazine environments.

9.2 Electronic communication is prepared according to the requirements of the Internet journalism environment.

9.3 Visual communication is prepared according to the requirements of the photojournalism environment.

9.4 Sub-editing of newsletters and articles is conducted according to the requirements of the printed and published media environment.

• Note: The competencies gained can be applied in printed, photo and Internet journalism environments.

Associated assessment criteria for Exit Level Outcome 10:

10.1 Media communication is conducted for Public Relations according to operational requirements and standards.

10.2 Media planning for strategic public relations activities is conducted according to operational requirements and briefs.

10.3 A public relations campaign is planned according to operational requirements and briefs.

10.4 A public relations campaign is implemented in accordance with operational requirements.

10.5 Public relations functions are conducted to meet branding and brand management requirements in the operational environment.

Associated assessment criteria for Exit Level Outcome 11:

11.1 The principles of branding and brand management are applied as it relates to advertising in the operational environment.

11.2 Copy writing is conducted for a variety of advertising media according to operational requirements.

11.3 Art direction for the design of advertising is conducted according to operational requirements.

11.4 Media planning and management is conducted for purposes of advertising in accordance with organisational requirements and briefs.

11.5 An advertising campaign is planned, prepared and implemented according to organisational requirements and briefs.

Integrated Assessment:

Assessment will require evidence of integration within the context of the operational environment in which the foundational, practical and reflexive competencies will be applied.

Well designed assessments and the use of a selection of assessment methods should make it possible to gain evidence against the exit level outcomes and associated assessment criteria while at the same time gain evidence of the integration of knowledge and skill. They must therefore judge the quality of observable performance and the quality of the knowledge underpinning demonstrated competency.

The use and application of communication skills as well as creative thinking, the gathering of information, research and creative output forms an integral part of the application of any of the selected functional focus areas, as does the comprehension of the operational environments in which activities take place.

These competencies are thus by necessity integrated in the demonstration of competence requirements for selected areas of specialisation, in particular as it applies to practical components and product evidence associated with the exit level outcomes of the qualification.

Integrated assessment should be considered for both formative and summative assessments and a range of applicable assessment methods should be used to ensure that the principles supporting good assessment practices are upheld.

INTERNATIONAL COMPARABILITY

The international comparability was carried out by comparing the envisaged National Diploma: Media Practices NQF Level 5 with undergraduate programmes, outcomes of learning and performance criteria found in:

- The Media Qualifications Framework in England and Wales.
- Diploma in Mass Communication from the Ngee Ann Polytechnic in Singapore.
- The undergraduate Media Studies Course of the University of San Francisco.

The comparison with qualifications in England and Wales was selected to enable comparison of the envisaged qualification with similar qualifications on an established qualifications framework whilst Singapore was selected in particular for the similar approach in focussing on a broader operational foundation rather than qualifications earmarked for a singular initial focus area such as advertising of public relations. In this instance the similarity in approach was quite interesting and provided for effective comparison.

A qualification from the United States of America was chosen in particular due to the fact that the movie industry or audiovisual production associated with Hollywood is internationally recognised as is evident also from the number of South African actors attempting a breakthrough in this environment as well as their role as international leader in particular in the development of marketing and advertising.

Media Qualifications Framework England and Wales:

The Framework provides opportunities to compare qualifications between the WJEC (Qualifications authority for Wales) the CCEA which offers qualifications in Ireland (It does not currently offer Media studies) and the OCR (which is the result of a merger between the Oxford and Cambridge Examination Boards/MEG) and the Qualification and Curriculum Authority in the UK.

BTech qualifications were earmarked for replacement by GNVQ's, but in several instances, colleges refused to give up National diplomas, which currently remain, as in the case of Media.

When comparing the structures of qualifications it appears as if awarding bodies are following similar vocational guidelines. A basic assessment structure maintaining 40% coursework

(practical components) is shared. In some instances a bigger emphasis is placed on production whilst the WJEC seems to concentrate more on texts and textual analysis.

An evaluation of the Media communication and Production GNVA and B Tech National Diploma in Media Production indicates the following core units:

- Understanding the Media.
- Research techniques.
- Interview and presentation techniques.
- Media Management.
- Media Production.
- Professional Practice in the Media.

Different programme combinations in audio, moving image and information design are provided and in addition to the above, electives can be selected in areas including Critical Reading, Journalism, Radio, Media Law, Print Media, Audio-visual (Television and Video), Print reporting and production, Radio reporting and production. The National Diploma: Media Practices focuses on a broad media foundation in similar fashion but provides additional skills in the area of communication and the application of written communication skills, the influence of society and culture on the Media environment and visa versa and adds advertising as a media communications discipline and specialisation area. In addition the legislative framework in which Media communication takes place forms a core component of the envisaged qualification whilst the latter is provided as an elective in the qualification evaluated. The requirement of a good practical application of knowledge and skill is shared when a comparison is made.

Ngee Ann Polytechnic:

The learning components identified in the Diploma in Mass Communication indicates that the envisaged National Diploma: Media Practices follows a very similar approach to the ensuring of a sound media foundation and orientation to the various media communications disciplines whilst providing access to areas of specialisation.

The following components compared provide a similar approach to the envisaged qualification:

- Media orientation:
- ○ Media Management.
- ○ Media in Society.
- ○ Mass Media.
- ○ Media Research.
- ○ Media Law.
- ○ International Perspectives.

- Communication:
- ○ Written and verbal Communication.
- ○ Feature writing.
- ○ News writing.
- Creativity and applied thinking skills.
- Introduction to media disciplines:
- ○ Marketing communication.
- ○ Radio Production.
- ○ Public Relations.
- ○ Advertising.
- ○ Journalism (Print, radio, photo and audiovisual).
- ○ Studio Production.
- ○ Digital media.

When comparing the two qualifications, the Diploma in Mass Communication is offered over a period of three years enabling additional electives including:

- Advanced Advertising.
- Advanced Public Relations.
- Advanced Radio Production.
- Documentary Production.
- Print Journalism.
- Radio Journalism.
- Television Journalism.
- Integrated Marketing Communications.

As the purpose of the National Diploma: Media Practices is to enable further specialisation in a selected focus area additional studies should compare well with the level of competence attained in the additional specialisation year as identified in the Diploma in Mass Communication.

University of San Francisco:

Due to the recognised best practices in America in term of the film and advertising industries a number of qualifications from Universities and Colleges in America were perused. The undergraduate Media Studies Course of the University of San Francisco was selected for the comparison due to the different focus on social issues, which was clearly absent from Diploma in Mass Communication from the Ngee Ann Polytechnic.

The following components are offered:

- Introduction to Media.
- Media Institutions.
- Media Stereotyping.
- Race ethnicity and Media.
- Communication Law and Policy.
- Audio Production.
- Video Production.
- Journalism-reporting.
- Journalism-Advanced reporting.
- Media Theory and Criticism.
- Feature writing.
- Scriptwriting.
- International Media.
- Journalism Ethics.
- Film production.
- Documentary Film Production.
- Narrative Film Production.

In this comparison, the Media specific focus is very similar to that of the envisaged National Diploma: Media Practices, and the application of written communication skills, legal frameworks and an overview of international media, institutions and operational structures as well as the strong focus on social, cultural and gender issues in the media environment is a shared focus.

In this event a heavy emphasis is placed on two media communication disciplines i.e. journalism and audio-visual production, it was not clear which of these focus areas were compulsory and whether elective choices were allowed.

Other comparisons:

Difficulties were experienced for comparison to a qualification in SADC countries and accessing of most universities on the African continent via the website: www.allyoucanlearn.com/dir/Universities/Africa. In various instances websites could not be accessed and in other instances English was not available for comparison. Regrettably no useful specific qualifications in the area of media communication or media studies were found via searches conducted for the listed African Universities, South African Universities linked to the site were not accessed as the purpose of the information gathering was international benchmarking.

Conclusion:

International comparison indicates that the fundamental and core components of the envisaged qualifications holds up well with international tendencies although emphasis might differ slightly. It furthermore offers a foundational introduction to the main disciplines associated with the Media communications environment, ensuring a good foundational understanding of the main disciplines but also ensuring an informed selection of an elective component as a main focus area for completion of the qualification.

The main foundational emphasis of the National Diploma: Media Practices in terms of social, cultural and other influences in the operational area of media communication is regarded as a necessity within the context of the changing South African society and the focus on the eradicating of discrimination in any form.

The elective components of the National Diploma: Media Practices may offer a somewhat broader scope of choice to the learner than is the case in the qualifications used for comparison, but this is seen as a benefit to the learner as it does not take away anything from the main thrust of the qualification but enables application of fundamental and core competencies over a representative range of disciplines in the media communications environment.

ARTICULATION OPTIONS
As the purpose of the qualification is to enable a communications practice foundation, provision for articulation enables progression towards specialisation within the context of career-advancement and a culture of life-long learning:

Horizontal Articulation:

The qualification articulates horizontally with the following NQF registered qualifications:

- The Diploma in Multimedia Design, NQF Level 5.
- The Advanced Diploma in Multimedia Design, NQF Level 5.
- Diploma: Graphic web development and multimedia, NQF Level 5.
- Diploma: Public Relations, NQF Level 5.
- National Diploma: Business Studies: Public Relations, NQF Level 5.
- ID 49123: National Certificate: Journalism, NQF Level 5.
- Higher Certificate: Marketing Communications: Advertising, NQF Level 5.
- National Higher Certificate: Film and Video Technology, NQF Level 5.

Vertical Articulation:

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

- Bachelor of Arts: Media and Communication, NQF Level 6.
- Bachelors of Journalism and Media Studies, NQF Level 6.
- Bachelor of Social Science: Media and Communication, NQF Level 6.
- ID 49603: Bachelor of Visual Communications, NQF Level 6.

MODERATION OPTIONS

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

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

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

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

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

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

• To be declared competent in all the outcomes of the National Assessor or Moderator Unit Standards, depending on the role and function of the individual in the process of provision against the qualification.
• To be in possession of a relevant Qualification.
• Have a level of practical and relevant occupational experience equivalent to the minimum requirements for registration as an assessor or moderator with the relevant ETQA. A period of three years experience is recommended.

NOTES
N/A

UNIT STANDARDS
This qualification is not based on Unit Standards.

No. 1017 **2 November 2007**

SAQA

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

Primary Agriculture

registered by Organising Field 01, Agriculture and Nature Conservation, publishes the following Qualification for public comment.

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

Comment on the Qualification and Unit Standards should reach SAQA at the address below and *no later 3 December 2007.* All correspondence should be marked **Standards Setting – Primary Agriculture** and addressed to

> The Director: Standards Setting and Development
> SAQA
> *Attention: Mr. D. Mphuthing*
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> Waterkloof
> 0145
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DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

QUALIFICATION:
Bachelor of Agricultural Extension

SAQA QUAL ID	QUALIFICATION TITLE		
59388	Bachelor of Agricultural Extension		
ORIGINATOR		PROVIDER	
SGB Agricultural Extension			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National First Degree	1 - Agriculture and Nature Conservation	Primary Agriculture	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	360	Level 6	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION
Purpose:

This qualification will enable extension officers to improve professionalism and enhance the quality and effectiveness of the services. This qualification reflects the need and demand within the extension management environment for professionals who will be able to perform operational, managerial and leadership functions involving complex skills and attributes, with clear understanding of procedures and legislation contextualised within the agricultural extension environment.

This qualification includes broader and specialised competencies in terms of communication, behaviour change, facilitation, leadership and group dynamics, adult learning, technology transfer, project planning and management, extension evaluation and community development. It also includes client orientation and customer focus, service delivery innovation, problem solving, honesty and integrity and people management and empowerment.

A learner acquiring this qualification will be able to:

• Apply the principles and philosophy of extension in practice.
• Implement a communication strategy by applying the principles of communication, leadership skills and group dynamics in extension for the benefit of the target group.
• Facilitate behaviour change and adoption of innovation for impact on Local Economic Development through the production of food, the improvement of household food security and access to mainstream agriculture.
• Design and implement an integrated development/extension project that improves and sustains agricultural production and the livelihoods of clients.
• Implement an integrated, sustainable Agri-business management plan by applying business principles through utilising agricultural, financial, marketing and production conversion information.
• Implement an integrated, sustainable farming systems plan by applying natural resource management principles.
• Apply animal husbandry practices to ensure the quality of livestock production on a farm.
• Apply production practices to plant systems to ensure the quality of the yield on a farm.

Rationale:

One of the major problems impeding the effectiveness of agricultural extension services in Africa is the low level of training of a large proportion of extension staff. Most extension staff is in need

of the knowledge and skills to work in the complex and rapidly changing agricultural environment.

The Department of Agriculture initiated this initiative based on a research study conducted in all the provinces suggesting active skills enhancement. The research culminated in "An Agricultural Education and Training Strategy which outlines the need for training of extension officers to support small scale farmers to be able to produce for profit including addressing poverty, managing food security and natural resources.

This qualification is aimed at learners seeking to improve their current extension training AND supports the national initiative of the Department of Agriculture as explained in the strategic document: "Norms and Standards" and the objective that at least 60% of currently employed Extension Officers should have at least a three year first degree by 2010. Currently Agricultural and other technicians in the industry are effectively blocked from furthering their studies and advancing to a higher position due to lack of relevant qualifications for career development. Therefore, this qualification will support the Extension Officers in gaining and/or formalising their extension competence as well as a technical animal and/or plant production competence. The above was confirmed by employees from provinces who participated in the standards generating process.

Learners for this qualification also include school leavers who wants to pursue a career in extension or learners who wants to change their career path to extension coming from adult education and other development sectors.

The above information serves as evidence that this qualification supports the NQF principles of Progression, Access and Transformation.

This qualification provides benefits to the economy and society as it addresses the skills shortage as identified in the National Skills Development Act of 1998 and the Critical and Scarce skills identified by the Department of Labour. Furthermore, it supports the national initiatives of the National Department of Agriculture as explained in the following strategic documents:

• National Education and Training Strategy for Agriculture and Rural Development in South Africa-Department of Agriculture 2005.
• Norms and Standards for Extension and Advisory Services in Agriculture-Department of Agriculture June 2005.
• The Strategic Plan for South African Agriculture-Department of Agriculture 2003.

It would further the participation of (target) communities in development programmes and increase the sustainability of specific development projects and programmes for improved and accelerated upliftment of their livelihoods.

The qualification serves as a basis for post graduate degree or diploma development in Extension or in the specialisation in Agriculture taken as a major.

The assumptions and the characteristics regarding the concept of extension and the underlying qualifications and standards regarding extension in South Africa are the following:

• Extension is recognised to be multi- and inter-disciplinary in nature. Extension is an applied discipline; it focuses on the application of theory in practice for the change of behaviour and improved innovation of technology. To be effective in this regard the extension discipline borrows from or relies on usable theories and models from human and natural science disciplines to promote technology innovation, transfer and its adoption in the agricultural sector and thus can be termed an inter- or multi-discipline.

• Extension is a professional activity. This characteristic emphasis that Extension originates from organisations with the explicit function to deliver an extension service and for which its personnel is specially trained. Norms and Standards have been developed for this profession outlining expected extension competence and parameters for the practice.

The qualification provides the learners with opportunities for professional development and career advancement within the broad agricultural extension profession. This will improve their self confidence in interacting with their peers, the communities they serve and other stakeholders thus broadly enhancing their image and performance. This will positively contribute to the overall status of the profession, which is currently lacking.

According to the "Norms and Standards" document learners can be employed by the four-tier levels of the Department of Agriculture; national and provincial, District Services, Local Municipality and others such as Development Centres, producer organisations, NGOs, Private Sector, Higher Education and research institutes.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
It is assumed that the learner is competent in Mathematical Literacy and Communication at NQF Level 4.

Recognition of Prior Learning:

• Part of the qualification can be obtained through RPL, which includes assessment of the learning outcomes achieved through formal, non-formal, informal and work experience. A maximum of 50% can be received through RPL credits.

Access to Qualification:

• Open access.

QUALIFICATION RULES
This qualification consists of:

• Core component: 240 credits derived from Exit Level Outcomes 1-6.
• Elective component consists of 120 credits derived from Exit Level Outcomes 7 and 8, which relate to either animal production or plant production.

To obtain this qualification a total number of 360 credits is required.

EXIT LEVEL OUTCOMES
1. Apply the principles and philosophy of extension in practice to implement policies and strategies related to extension and advisory services in agriculture.

2. Implement a communication strategy by applying the principles of communication, leadership skills and group dynamics in extension for the benefit of the target group.

3. Facilitate behaviour change and adoption of innovation for impact on local economic development through the production of food, the improvement of household food security and access to mainstream agriculture.

4. Design and implement an integrated development/extension project that improves and sustains agricultural production and the livelihoods of clients.

5. Implement an integrated, sustainable agri-business management plan by applying business principles through utilising agricultural, financial, marketing and production-conversion information.

6. Implement an integrated, sustainable farming systems plan by applying natural resource management principles.

7. Apply animal production practices to ensure the quality of livestock on a farm.

8. Apply production practices to plant systems to ensure the quality of the yield on a farm.

Critical Cross-field Outcomes:

• Identify and solve problems using critical and creative thinking to address Agricultural extension project contingencies.
• Work effectively with others when participating on project teams.
• Organize and manage one-self and activities when participating as project team member.
• Collect, organise and evaluate information when delivering reports.
• Communicate effectively and responsibly whilst reporting on project milestones.
• Use science and technology when on agricultural practices.
• Demonstrate an understanding of the world as a set of related systems when functioning in the agricultural extension environment.
• Be culturally and aesthetically sensitive across a range of social contexts when interacting with communities.

ASSOCIATED ASSESSMENT CRITERIA
Associated Assessment Criteria for Exit Level Outcome 1:

1.1 Extension approaches are compared and recommended in terms of relevance to the 'client', the particular issue being addressed and alignment towards policies and strategies relevant to agriculture.
1.2 Relevant policy documents are interpreted according to the principles and philosophy of extension.
1.3 Extension project plans are interpreted and evaluated according to the principles and philosophy of extension.

Associated Assessment Criteria for Exit Level Outcome 2:

2.1 A communication plan in extension is developed, managed and evaluated for the purpose and outcomes of the service to be delivered.
2.2 The selection and application of written, verbal and non-verbal communication techniques and tools in extension are evaluated for applicability to diverse situations.
2.3 The principles of communication are applied to optimise the impact and effectiveness of the extension project.
2.4 Group techniques and tools are selected and applied to attain previously set objectives.
2.5 Conflict resolution techniques and tools are identified, selected and applied to attain previously set objectives in diverse situations.
2.6 Group discussions are facilitated in decision-making by applying the theories, principles, techniques and tools of group dynamics to optimise the impact and effectiveness of the extension project.
2.7 The leadership principles and skills are applied in facilitation of a group to promote participation and progress in decision-making.

Associated Assessment Criteria for Exit Level Outcome 3:

3.1 Theories and processes are selected and applied amongst diverse clientele to optimise the impact of extension in community development interventions.
• Range: Theories and processes refer to behaviour change, diffusion and adoption of innovations, participatory technology innovation/development, and decision-making.
3.2 Multi and inter-disciplinary teams are established and facilitated to optimise extension service delivery through the interfacing of research, extension, and farmer/producers and input suppliers for increased participation.
3.3 An intervention plan which supports improvement of production of food, household food security and access to mainstream agriculture is designed, implemented, managed and assessed for impact on local economic development.
• Range: Intervention refers to behaviour change, diffusion and adoption of innovations, participatory technology innovation/development, and decision-making.
3.4 Indigenous knowledge and practices are identified and integrated with agricultural science innovation strategies.
3.5 Beneficiaries are enabled to access information in lobbying and mobilising required resources to improve production and livelihood.

Associated Assessment Criteria for Exit Level Outcome 4:

4.1 Selected and applied extension approaches are relevant to the target individual/group and the particular issue being addressed.
4.2 Extension projects are designed according to the principles and philosophy of extension and in accordance with relevant national and provincial strategies, including identified goals, descriptions and main elements of the project.
4.3 Resources needed to complete the plan are acquired and mobilised according to the requirements of processes and systems in extension.
4.4 Extension projects are implemented in accordance with the plan and in the context of the particular work place.
4.5 Extension projects are managed to ensure that the aims of the project are realised.
4.6 Extension projects are evaluated in terms of the intended outcomes of the project plan are clearly articulated and are integrated with parallel extension plans.
4.7 Behaviour change and innovation are facilitated to realise the outcomes of the extension project are realised.
4.8 Project information is recorded, reported and stored according to required formats and protocol and are current, complete, and concise.

Associated Assessment Criteria for Exit Level Outcome 5:

5.1 Sustainable agricultural systems are integrated into planning and management processes of entrepreneurial and enterprise activities.
5.2 An agri-business management plan is developed for an enterprise which includes input for production, processing and value adding processes.
5.3 A plan is developed and implemented for food safety and quality practices in an agricultural supply chain.
5.4 The marketing and distribution component is integrated as a part of the total agri-business.
5.5 A data collection plan is developed and implemented for farming enterprises.
5.6 Financial information is analysed and interpreted on an ongoing basis to support of growth in the agri-business.

Associated Assessment Criteria for Exit Level Outcome 6:

6.1 Sustainable systems thinking is integrated into planning and management processes of an agricultural enterprise.
6.2 Farming systems are optimised and integrated to ensure sustainable resource allocation and utilisation.

6.3 Describe the process of optimisation of agricultural and environmental resources for quality and quantity in a sustainable farming system.
6.4 A natural resource management plan of the farm is implemented in relation to area wide planning of local government structures and policies.

Associated Assessment Criteria for Exit Level Outcome 7:

7.1 Animals are evaluated and managed according to specific criteria related to anatomical, physiological, physical and biochemical systems.
7.2 Health care, prevention and treatment procedures are developed and implemented to maintain and enhance the condition of livestock.
7.3 A strategic animal nutrition plan is develop to support the production of livestock and animal products.
7.4 Advanced breeding and selection practices are applied and integrated into a breeding management programme.
7.5 Guidance is provided during the harvesting of animal products.The responses of plants to the environment and how it impact on growth and production is determined by applying the basic biochemistry processes involved in the anatomy and physiology of a plant.

Associated Assessment Criteria for Exit Level Outcome 8:

8.1 The responses of plants to the environment and how it impact on growth and production is determined by applying the basic biochemistry processes involved in the anatomy and physiology of a plant.
8.2 A soil fertility, irrigation and plant nutrition plan is developed for growth and maximise plant health.
8.3 Plants are propagated in a variety of production systems by applying different processes and methods to optimise yield.
8.4 Integrated pest management principles are applied by identifying, monitoring and controlling pests and plant diseases to conserve the environment.
8.5 Weeds are controlled through the application of a variety of methods for environmental conservation.
8.6 A plant manipulation management plan is applied and managed to maximise growth and yield.
8.7 Different harvesting plans are implemented and co-ordinated to minimize damage and enhance and ensure quality of the end product.

Integrated Assessment:

• To ensure that assessment practices are open, transparent, fair, valid, and reliable and to ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach in incorporated into the qualification.
• Integrated assessment at the level of the qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and applications across exit level outcomes to achieve competence that is relevant and coherent in relation to the purpose of the qualification. This is reflected in the assessment criteria defined for each exit level outcome.
• Integrated assessment must judge the quality of the observable performance, but also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance.
• 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.
• Assessment should ensure that all theoretical, practical knowledge and critical cross field outcomes are evaluated in an integrated manner.
• Practical, applied, foundational and reflective competencies should be assessed in an integrated manner by applying formative and summative assessment.

INTERNATIONAL COMPARABILITY

At level 6 comparisons are more possible internationally, but still limited within the SADC region.

Comparison with SADC:

The Universities of Namibia and Swaziland offer a 3-year diploma in agriculture in which agricultural extension features significantly. The areas of learning covered are similar to those in the SAQA qualification but to a very limited degree.

Within South Africa all of the agricultural colleges offer Level 6 Diplomas in Agriculture. Most of them have very limited coverage of agricultural extension. The agricultural extension modules tend to fall in line with the communications unit standards of the SAQA qualification.

The Cape Peninsula University offers a National Diploma in Agricultural Management at Level 6 in which Agricultural Extension is required together with, agricultural communication, animal production and crop production.

The Universities of Fort Hare, Free State, KwaZulu-Natal and Zululand and Elsenburg College in association with Stellenbosch University offer B Agric degrees (NQF Level 6) with varying extension components most of which run along traditional extension lines.

Comparison with other International Institutions:

Alemaya University, Ethiopia offers a Level 6 qualification (Bachelor of Science Agricultural Extension) which is comparable to the SAQA qualification. Similar to the SAQA qualification, it is aimed at Training front-line mid-career extension workers at B.Sc. level in the field of agricultural extension; Improving the effectiveness of grass root level workers involved in the agricultural development programs of the nation; and upgrading the academic and professional qualifications of front-line extension workers by equipping them with up-to-date theoretical and practical knowledge in the field that can make them meet the challenges of the ever-increasing and sophisticated multi-dimensional issues in agricultural development.

The University of the South Pacific offers a B Agric at Level 6. The degree is similar to the SAQA qualification in that it addresses Agricultural Extension Program Design and it aims to help learners:

• Acquire knowledge of selected models of extension organisation and management and the process for developing agricultural extension programs.
• Develop their ability to design agricultural extension programs.
• Acquire knowledge and skills in some office management procedures.
• Understand and practice T and V models of extension organisation and management.
• Plan non-formal education programme for farmers.
• Conduct need assessment technique, situation analysis and priority setting.
• Write programme objectives, designing programme instructional plans, action plans and evaluation techniques.
• Plan and develop an extension programme.

The University of Melbourne, Australia offers a Level 6 B Agric aimed at training agricultural extension practitioners. The Study areas include agribusiness, agricultural economics and marketing, animal behaviour and welfare, animal nutrition, animal management, biochemistry, biotechnology, crop science, ecology, equine management, food production horticulture (fruits, nuts and vegetables), food science and technology, genetics and breeding, irrigation and water management, microbiology, molecular biology, plant pathology, soils, viticulture. There is no visible inclusion of agricultural extension in the curriculum.

Conclusion:

In conclusion, the proposed Honours compares very favourably with similar level extension qualifications offered by numerous institutions internationally. It is consistent with the approach of providing extension training to learners with a previous relevant technical qualification such as a diploma in agriculture. It covers the essential areas of extension that are used internationally, but it unique in two ways:

• It is designed to address transformational issues peculiar to South Africa particularly in agriculture, land reform and Black economic empowerment.
• Specifically, it is not (as are most extension qualifications internationally) tied strictly to agriculture, but can be applied to a broader range of specializations thereby increasing access and applicability to South Africa's development needs.

ARTICULATION OPTIONS
The Bachelor of Agricultural Extension Level 6 articulates directly with the following learning programmes, unit standards and qualifications in the "Extension field".

Horizontal articulation is possible with:

• ID: 3399; B Sc: Agriculture.
• ID: 2479; B Agriculture.

Vertical articulation is possible with:

• ID: 14495; B Honors: Extension Level 7.

It also opens the possibility for further learning in the sub-field of Primary Agriculture and other related fields.

MODERATION OPTIONS
• A person assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant ETQA.

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

• Assessment and moderation of assessment will be overseen by the relevant ETQA and/or HEQC according to the ETQAs and/or HEQC policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs and/or HEQC (including professional bodies); and in terms of the moderation guideline.

• Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA and/or HEQC policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, exit level outcomes as well as the integrated competence described in the qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS
All assessors need to be:

• Experienced (at least 2 years) in extension and the related technical field.
• Qualified one level higher in extension and the related technical field.
• Registered with the relevant ETQA and/or HEQC.
• Competent in the learning outcomes of the unit standard "Plan and Conduct Assessments" (Level 5).

NOTES

Areas of specialisation of the qualification in Animal and Plant Production include but are not limited to:

- Small stock production.
- Large stock production.
- Dairy production.
- Pig production.
- Poultry production.
- Game.
- Aqua/mari culture.
- Commercial insects.
- Animal fibres harvesting.
- Bee keeping.
- Natural resources harvesting.
- Organic production.
- Perma-culture production.
- Eco/Agri Tourism.
- Agro Chemicals.
- Horse Breeding.
- Agronomy.
- Hydroponic production.
- Horticulture.
- Relevant other.

- Suggestions of streams of specialisation in either plant or animal production.
- This qualification is a whole qualification and a large component in the CORE is from Agri-business.
- Learners will be required to specialize in either Plant Production or Animal Production whilst Extension and Agri-Business competencies are compulsory.

UNIT STANDARDS
This qualification is not based on Unit Standards.

No. 1018 **2 November 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

Marketing

registered by Organising Field 03 – Business, Commerce and Management, publishes the following Qualification and Unit Standards for public comment.

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

Comment on the Qualification and Unit Standards should reach SAQA at the address below and *no later 3 December 2007.* All correspondence should be marked **Standards Setting – Marketing** 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

SAQA

QUALIFICATION:
National Certificate: Intellectual Property Administration

SAQA QUAL ID	QUALIFICATION TITLE		
59387	National Certificate: Intellectual Property Administration		
ORIGINATOR		**PROVIDER**	
SGB Marketing			
QUALIFICATION TYPE	**FIELD**	**SUBFIELD**	
National Certificate	3 - Business, Commerce and Management Studies	Marketing	
ABET BAND	**MINIMUM CREDITS**	**NQF LEVEL**	**QUAL CLASS**
Undefined	122	Level 5	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION
Purpose:

This qualification requires that learners are able to administer intellectual property created in the media, advertising, publishing, culture, heritage, arts or other creative sectors, to ensure that it is exploited, protected and/or secured. Qualified learners are able to ensure the protection of their intellectual property rights, and can advise others regarding tactics for the protection and exploitation of intellectual property.

Improved protection and exploitation of intellectual property ensures that conflict is prevented as far as possible, and that the creators of intellectual property derive rightful benefits. Protection of intellectual property at community level and the protection of culture ensure social transformation at all levels of society. The social and economic legacy resulting from the protection of intellectual property positively affects future generations. Finally, the promotion of innovation and entrepreneurship ensures economic transformation through business growth.

The qualification provides learners who have gained relevant experience in intellectual property administration with access to, and mobility and progression within various learning (e.g. access to Higher Education) and career paths (e.g. legal studies) by recognising the competence they have already achieved. The qualification also sets the minimum standard for education and training that is required to administer intellectual property according to best practice standards and legal requirements. Especially with regards to the creators of intellectual property, the qualification will contribute significantly to the creators' personal development through empowerment, which, in turn, impacts on social and economic development of national intellectual property rights.

Qualified learners are capable of:

• Negotiating intellectual property rights for own media, advertising, publishing, cultural, heritage, arts or other creative intellectual property.
• Disseminating information regarding intellectual property rights and requirements to relevant media, advertising, publishing, culture, heritage, arts or other creative sector stakeholders.
• Collating information regarding existing media, advertising, publishing, cultural, heritage, arts or other creative intellectual property.
• Recommending tactics to secure media, advertising, publishing, cultural, heritage, arts or other creative intellectual property.
• Administering intellectual property processes within allowable scope of practice.

• Referring media, advertising, publishing, cultural, heritage, arts or other creative sector stakeholders for advice regarding intellectual property outside allowable scope of practice.

Rationale:

The media, advertising, publishing, culture, heritage, arts and other creative sectors in South Africa need to protect and exploit intellectual property created within these sectors. However, these sectors are experiencing various challenges in this regard:

• Unless intellectual property and its use are properly managed, rights to original creations or cultural heritage may inadvertently be violated or lost. Thus, the exploitation, protection and registration of intellectual property (e.g. text, images, names, artefacts, indigenous knowledge, etc.) as well as best practice standards should be developed and promoted.

• Marketers, advertisers and designers are dealing with intellectual property rights, and are required to use intellectual property legally and according to best practice standards; they must identify intellectual property and attend to its classification, ownership, protection and registrations. They must be able to manage, license, exploit for commercial gain or otherwise, buy and sell, sponsor, outsource, franchise, etc. as they create and potentially own intellectual property, e.g. trade marks as components of brands, advertising slogans, fashion labels etc.; literary, musical or artistic works (books, lyrics and music, still visual art), sound recordings cinematography, unique combinations of materials, texture, inventions, software (object code or source code), etc. They increasingly face challenges regarding the violation (infringement, counterfeiting, piracy, etc.), passing off, false attribution (plagiarism, violation of moral rights), deception or confusion of consumers' intellectual property, and ambush marketing. They also need to know about constitutional rights, such as freedom of expression and rights of others (e.g. personality rights, privacy, the right not to be defamed, the right to one's image etc).

• In the music sector, creating and owning intellectual property (e.g. recordings and musical works, trademarks, art work, public performances, etc.), and using it legally and according to best practice standards, are imperative; challenges include adaptation, royalty calculation, synchronisation, licensing and blanket licensing, piracy, counterfeiting, publishing, transcriptions, new forms of exploitation, international cross-border exploitation etc.

• The performing arts face challenges regarding unauthorised reproduction, staging existing work and licensing, collective work, adaptations, freedom of expression, etc.; intellectual property may manifest as lighting, sound, music, scripts, choreography, performers' rights, performances , names (e.g. group names, stage names, production names, etc.), sets and stage, make-up, props and special effects, wardrobe, editing, etc.

• Visual artists and photographers have to protect and be persistently identified with their intellectual property. Their challenges include digitisation, digital world-wide exploitation of their works, privacy rights, moral rights, originality, authenticity, archiving, exhibiting, ownership, reproduction, distribution, marketing, etc.; Intellectual property may subsist in images, prints, sculptures and installations, drawings, paintings, photographs, etc.

• Audio-visual media production requires competence regarding, for example, outsourcing, and is facing challenges related to censorship and classification of material (e.g. films and publications act) moral rights, unauthorised reproduction, staging existing work and licensing, collective work, adaptations, freedom of expression, etc.; intellectual property manifests as film, lighting, sound, music, scripts, performers, performance rights, names, sets and stage, make-up, props and special effects, wardrobe, editing, stage drawings, versioning (one property will be exploited in over 7 different formats and edits)etc.

• The publishing sector has to create, commission the creation and manage intellectual property (e.g. manuscripts, layout, illustrations, photographs, book covers and design, names) ownership

and rights within the context of and with challenges relating to international rights (e.g. territory licenses), translations, re-prints, software piracy, blanket licensing, collective rights, plagiarism, technological advances, multi-media publishing, electronic publishing (including web publishing), fair dealing, availability of scholarly material, etc.; challenges include censorship, ethical behaviour of sourcing information, etc.

In addition to the above sector challenges, technological and information conversion and digitisation pose their own intellectual property protection, licensing challenges relating to especially standards (i.e. electronic and description standards), copyright, collective rights, royalties, ownership of materials (e.g. historic content), subscriptions, etc. Also, in the legal services sector, learning about intellectual property management usually takes place during employment only, specific training is scarce, and competence is seldom nationally recognised.

Intellectual property is frequently lost or underutilised because of poor management of property rights and poor workflow. Particularly in the digital age, proper processes and swift turnaround becomes central to successful intellectual property management. This qualification is required to improve the level of competence of those persons who create and disseminate intellectual property to ensure that it is administered correctly, and to ensure inclusivity not only relating to tangible outputs intellectual property, such as goods, but also other manifestations of intellectual property, such as brands.

Outside the legal profession, there is no standardised specialisation for intellectual property administration and management competence, and learning takes place in isolation within organisations, focusing on clerical competence and in-house training for the use of information technology systems used for intellectual property management and administration. With current and developing legislation regarding access to information and intellectual property, much administration is required, which does not require involvement of lawyers. The demand for intellectual property management advice is currently greater than the supply, requiring consultation and litigation competence. Also, legal experts have a social responsibility to invest in society by providing information for public consumption. However, information regarding intellectual property management remains inaccessible and demystification is needed. This qualification is required to address the need for competence that is not at the specialised level of lawyers, and to improve access to information and intellectual property protection. A balance should be achieved between social and commercial objectives.

Trends impacting on intellectual property administration include the following:

• At the beginning of the 21st century, in the middle of information age, not only traditionally recognised factors of production, such as raw material, capital and labour, but increasingly intellectual property, intangible capital and a diversity of cultural resources require proper recognition. They are the determinants of future success of any nation or region. Consequently, it is pivotal for any country to develop a national intellectual property strategy, including education and training that fits the country's aims and allows it to become a strong player in the knowledge economy.
• A further feature of our times is the increased interdependence of far distant nations and regions, sometimes referred to as "globalization". Thus, terms of international trade, competitive positioning, an attractive environment for "knowledge industries" and "knowledge workers", as well as a region's perceived attractiveness for foreign direct investment impact on virtually any domestic policy setting. This is especially true for rules on intellectual property and intangible capital, essential components of the architecture of markets and the ability to foster a knowledge economy.
• The increasing role of intellectual property in customer relationship management in terms of economically harnessing value from these relationships.
• The dynamic nature of intellectual property and the fast pace of changes.
• More people are working as independent generators of intellectual property.
• Reworking of intellectual property is increasing.

• Internationally, there is an increasing awareness of the intrinsic value and value context of intellectual property.
• International conventions are creating wider standards, records, etc.
• Technological convergence trends are increasing the channels and formats of information delivery, resulting in digital rights management and ownership issues.
• Interdisciplinary communication is increasing.
• Government's understanding of intellectual property's central role to foster a dynamic national culture, improve education and generate a national asset base as a common economic good, with the possible result of intellectual property improved revenue collection.
• Legal frameworks are lagging behind technology advances and self and/or market-regulation is increasing.
• Open access technology is impacting on the way that information is shared.
• The digital reproduction of all products seems inevitable.
• New national policies are required to regulate, or guide the use of and paying for intellectual property (e.g. copyright policies) that can be cascaded to other levels of corporate and civil society.

Target learners are from any field where intellectual property is created or managed. Many learners will also require recognition of prior learning (RPL) against this qualification for the competence that they have achieved in their workplace. The qualification is aimed primarily at learners who would consult, give support and advice, and educate others regarding intellectual property administration. They would be required to identify intellectual property requirements, that is, develop the plans of action to consider measures to protect and exploit intellectual property. Part of this process is also to identify potential conflicts to prevent, for example, filing incorrectly, and identifying when to refer to, for example, lawyers and attorneys. A secondary target group consists of people who create intellectual property, and who mostly need only part of the competence required for achieving this qualification. For example, authors, illustrators, composers, photographers, script writers, artists, performers and musicians, media, advertising, publishing, culture, heritage, arts and other creative practitioners must be able to recognise intellectual property requirements, realise when to seek help, and know where to find advice, in order to protect their rights and secure their intellectual property.

Qualified learners may find employment in the legal, media, advertising, publishing, culture, heritage, arts and other creative fields (e.g. craft, design, music, performing arts, visual arts, audio-visual media production such as film, television, live events, radio, multimedia, etc.), and employers may include legal clinics; business start-up advisory services; legal firms/practices (e.g. trademark paralegals, trademark managers, or trademark administrators); heritage sites; advertising agencies (e.g. strategists); Government departments (e.g. legal advisors; officials in the trademarks, copyright, patents, and design offices; cultural and heritage practitioners in the Department of Arts and Culture; researchers and information officers; librarians, researchers, and archivists working in state libraries; etc.). Other employment opportunities include the broadcasting and science and technology sectors, and self employment giving legal advice and support.

Typical learners who would enter programmes leading to this qualification will generally have achieved a Further Education and Training Certificate. Once they have achieved this qualification, learners can progress within a legal studies learning pathway, for example, a law degree, or may choose to pursue a first degree in their area of practice, for example, heritage, visual art, marketing, advertising, publishing, performing arts, etc. The competencies required to qualify are also transferable to other fields such as education, training and development, and business management.

When intellectual property is administered effectively, conflict is prevented and boundaries are set for the rights related to and use of intellectual property. Benefits to society and the economy will result from improved management of intellectual property and resources by means of:

- Safeguarding intellectual property.
- Increased international status, resulting in increased investment.
- Protecting innovations.
- Promoting innovation and entrepreneurship.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
The qualification was designed based on the assumption that the following competencies have already been achieved:

- Language and communication competence at NQF Level 4.
- Computer literacy at NQF Level 3.

Recognition of Prior Learning (RPL):

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence should be judged according to the general principles of assessment described in the notes to assessors below. 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). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A qualification will be awarded should a learner demonstrate that the exit level outcomes of the qualification have been attained.

Access to the Qualification:

- Access to the qualification is open.

QUALIFICATION RULES
All Fundamental component (14 credits) and Core component (98 credits) unit standards are compulsory. For the elective component, learners are required to achieve at least 10 of the available 80 credits.

EXIT LEVEL OUTCOMES
1. Negotiate intellectual property rights for own media, advertising, publishing, cultural, heritage, arts and other creative intellectual property.
- Range: Negotiation is limited to own intellectual property.

2. Disseminate information regarding intellectual property rights and requirements to relevant media, advertising, publishing, culture, heritage, arts and other creative sector stakeholders.
- Range: Stakeholders can include members of the public, creators of intellectual property, and users of intellectual property.

3. Collate information regarding existing media, advertising, publishing, cultural, heritage, arts and other creative intellectual property.

4. Recommend tactics to secure media, advertising, publishing, cultural, heritage, arts and other creative intellectual property.
- Range: Recommendations can relate to own and/or others' intellectual property.

5. Administer intellectual property processes within defined scope of practice.

6. Refer media, advertising, publishing, cultural, heritage, arts or other creative sector stakeholders for advice regarding intellectual property outside allowable scope of practice.

ASSOCIATED ASSESSMENT CRITERIA
Associated Assessment Criteria for Exit Level Outcome1:

• Rights relating to intellectual property relevant for specific contexts/examples are identified.
• Own terms are defined in terms of inclusions, exclusions, intention, viability, and sustainability, and are mutually beneficial.
○ Range: Intention can include, for example, commercial gain.
• Valid agreements are made with all relevant persons before taking action or commencing work.
○ Range: Validity means reasonable and fair.

Associated Assessment Criteria for Exit Level Outcome 2:

• Information is disseminated that is relevant for specified information needs and requests and the information is complete and current.
• Information is relevant for the identified scope of intellectual property involved in specific contexts and clarifies what the required responses/actions should be.
• Terminology used is familiar to specific stakeholders.

Associated Assessment Criteria for Exit Level Outcome 3:

• A variety of sources of information is accessed verified for authenticity and credibility.
• The nature and scope (amount) of intellectual property information that is collated is relevant for and covers the specified area of practice.
• Classification/categorisation of information adheres to given systems for organising information, and all sources are acknowledged.
• Information is presented that addresses all specified information needs, and presentation techniques and formats are relevant for specific contexts.

Associated Assessment Criteria for Exit Level Outcome 4:

• All aspects are identified that have to be referred to other relevant/appropriate authorities and/or service providers.
• Tactics are recommended that ensure that potential conflicts are addressed and that intellectual property value is maximised.
• Tactics are tested for feasibility in terms of given budget, identified risks, and implications of course of action, and include various options.

Associated Assessment Criteria for Exit Level Outcome 5:

• Technology and systems used are assessed for fitness for specific purposes and processes.
• Intellectual property processes are administered according to given legal, process, time frame and budget requirements.
• Intellectual property portfolios are audited, expanded, and valued according to specified organisation procedures, and gaps and infringements are communicated to all relevant persons.
• Administration information is recorded and archived as specified.

Associated Assessment Criteria for Exit Level Outcome 6:

• Referrals are checked for compliance with receiving parties' referral information and operational requirements as agreed prior to referral.
• Instructions given to receiving parties regarding next steps to follow are clarified where necessary.

• Communications for referral support the establishment, maintenance and/or continuity of relationships with referral service providers in a way that contributes to the quality of service delivered.
• Referrals are made according to agreed ethical and professional requirements.

Integrated Assessment:

The assessment criteria in the unit standards are performance-based, assessing applied competence, rather than only underpinning knowledge, or only skills. The critical cross-field outcomes are also achieved in the unit standards. In addition to the competence assessed to achieve the unit standards, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to occupational and learning contexts, to qualify, and assessment approaches used should be appropriate for assessing applied competence. Integrated assessment is meaningful if there are clear relationships between the purpose statement, exit level outcomes and integrated assessment of this qualification.

Learners who qualify must be able to integrate concepts, ideas and behaviours across unit standards to achieve the purpose of the qualification. Evidence (as specified in the associated assessment criteria) is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and in an integrated way, and thus its purpose, at the time of the award of the qualification.

Evidence of integration may be presented by learners when being assessed against the unit standards, and separate assessment for integration may not be necessary. Workplace experience can be recognised when assessing towards this qualification. Integrated assessment should include observable performance as well as the quality of thinking behind such performance. Formative assessment can be employed during learning towards the unit standards and during integration to achieve exit level outcomes, to ensure that integration takes place when summative assessment is employed.

INTERNATIONAL COMPARABILITY　　　　　　　　　　·

In 2002, the Commission on Intellectual Property Rights published a much discussed report on "Integrating Intellectual Property Rights and Development Policy. The report referred to a "paucity of literature which identifies 'best practice' for IP-related technical assistance." (p.168). Unfortunately, this continues to be the case, and internationally agreed guidelines still do not exist, even though, according to the authors of the aforementioned report, "Large numbers of people, from a variety of professional backgrounds, have received general and specialised training in IP subjects" (p.168). Nonetheless, "the study of intellectual property has grown in to a distinct academic discipline, most notably in law schools from higher education institutions in developed countries such as the UK, Germany, USA and Canada" (http://www.ip-institute.org.uk/).

The majority of programmes in the area of intellectual property are aimed at graduates (e.g. lawyers and engineers), especially in the autonomous law schools found in the United States and Canada. However, there are qualification programmes and short courses offered at a level equivalent to the level of this South African qualification, provided "within the mainstream educational system from university level and/or in non-degree conferring vocational training institutions". This is the case, for example, in the United Kingdom and most of Europe. In addition, legal colleges offer so-called vocational training similar to continuing education in the South African professional context (http://www.ip-institute.org.uk/).

For the purpose of this international comparison, published materials regarding education and training were obtained using a methodology similar to that of snowball sampling: information about and from international organisations that operate in the area of intellectual property administration and management (e.g. the World Intellectual Property Organisation - WIPO) was used to identify countries that are actively involved in research and education about intellectual

property. Therefore, comparisons were made with relevant learning programmes offered in the following countries:

- Algeria.
- Australia.
- Bahrain.
- Belgium.
- Botswana.
- Cameroon.
- Canada.
- Egypt.
- Finland.
- France.
- Gambia.
- Ghana.
- Hungary.
- Iraq.
- Israel.
- Japan.
- Jordan.
- Kenya.
- Kuwait.
- Lebanon.
- Lesotho.
- Libya.
- Malawi.
- Morocco.
- Mozambique.
- Namibia.
- Norway.
- Oman.
- Palestine.
- Poland.
- Portugal.
- Qatar.
- Saudi Arabia.
- Sierra Leone.
- Singapore.
- Somalia.
- Sudan.
- Swaziland.
- Switzerland.
- Syria.
- Tanzania.
- Thailand.
- Tunisia.
- Turkey.
- Uganda.
- United Arab Emirates.
- United Kingdom.
- United States of America.
- Yemen.
- Zambia.
- Zimbabwe.

It should be noted that the United States of America also consider South Africa and the nations that constitute the Association of Southeast Asia Nations (ASEAN - Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam) to be in need of improved enforcement of intellectual property rights protection. Because the ASEAN members are actively involved in rectifying the situation in their countries, examples from these countries were included in the comparison. The following countries were specifically excluded because of either inadequate protection of intellectual property rights, or inadequate enforcement of intellectual property rights protection, resulting in pirate markets, pirated goods and counterfeit goods: Brazil, China, Pakistan, Nigeria, Korea, Malaysia, Panama, Colombia, India, Paraguay, Ukraine, Indonesia, and Russia.

The WIPO Worldwide Academy was established in Geneva in 1998. It offers a number of courses and seminars as part of, amongst others, a professional development programme for the area of intellectual property. Distance learning courses include the following, at an equivalent level, compared with this South African qualification:

WIPO Course:
• The fundamental aspects of intellectual property.
South African qualification:
• Essential embedded knowledge across all Fundamental and Core component unit standards, and one Elective component unit standard.

WIPO Course:
• Main areas of intellectual property: Copyright, related rights, patents, trademarks, geographical indications, industrial design, plant breeders' rights, unfair competition and international registration systems.
South African qualification:
• Essential embedded knowledge in all Fundamental and Core unit standards; Geographical indications, plant breeders' rights, and unfair competition are not mentioned specifically, but also not excluded.

WIPO Course:
• Copyright and Related Rights: Basic principles of international Copyright Law, international treaties, and recent developments and trends in the area of international copyright; the role of WIPO in the worldwide protection of copyright.
South African qualification:
• Essential embedded knowledge in Core component unit standards, and one Elective component unit standard, although WIPO is not mentioned by name.

The above courses are approximately 153 notional hours. This is considerably less than the South African qualification, but equivalent in terms of the content addressed. The same is true for the WIPO two-week Summer School on Intellectual Property in Geneva, Switzerland. The summer school programme components compare as follows with this South African qualification's components:

WIPO Summer School on Intellectual Property:
• WIPO and its role in the promotion and protection of intellectual property.
South African qualification:
• Essential embedded knowledge in Core component unit standards, and one Elective component unit standard, although WIPO is not mentioned by name.
Intellectual property in the global context.

WIPO Course:
• Copyright and related rights.
South African qualification:
• Core.

WIPO Course:
- International protection of copyright and related rights.

South African qualification:
- Essential embedded knowledge in Core component unit standards.

WIPO Course:
- Copyright protection in the digital environment: Issues and challenges.

South African qualification:
- Essential embedded knowledge in Core component unit standards, and one Elective component unit standard.

WIPO Course:
- Patents.

South African qualification:
- Core.

WIPO Course:
- International patent system.

South African qualification:
- Essential embedded knowledge in Core component unit standards, and one Elective component unit standard.

WIPO Course:
- Patent cooperation treaty (PCT).

South African qualification:
- Essential embedded knowledge in Core component unit standards, and one Elective component unit standard although not mentioned by name.

WIPO Course:
- Selected case studies on patents.

South African qualification:
- Fundamental and Core.

WIPO Course:
- Trademarks.

South African qualification:
- Fundamental and Core.

WIPO Course:
- Geographical indications.

South African qualification:
- Geographical indications are not mentioned specifically, other than in the explanation of intellectual property rights, but also not excluded.

WIPO Course:
- Industrial designs.

South African qualification:
- Core (generic).

WIPO Course:
- Madrid and the Hague systems.

South African qualification:
- Essential embedded knowledge in Core component unit standards, and one Elective component unit standard although not mentioned by name.

WIPO Course:
• Collective management of copyright and related rights.
South African qualification:
• Core.

WIPO Course:
• Trips agreement.
South African qualification:
• Essential embedded knowledge in Core component unit standards, and one Elective component unit standard although not mentioned by name.

WIPO Course:
• Intellectual property and public health: Issues and challenges.
South African qualification:
• Essential embedded knowledge in Core component unit standards, and one Elective component unit standard although not mentioned by name.

WIPO Course:
• Intellectual property and small and medium sized enterprises (SMEs).
South African Qualification:
• Essential embedded knowledge in Core component unit standards, and various Elective component unit standards.

WIPO Course:
• Management of intellectual property assets.
South African qualification:
• Core.

WIPO Course:
• Intellectual property and the promotion of innovation: the use of patent information.
South African qualification:
• Core.

WIPO Course:
• Selected case studies on copyright and related rights.
South African qualification:
• Core.

WIPO Course:
• Unfair competition.
South African qualification:
• Essential embedded knowledge in all Fundamental and Core unit standards; Unfair competition is not mentioned specifically, but also not excluded.

WIPO Course:
• E-commerce, domain names and alternative dispute resolutions.
South African qualification:
• Essential embedded knowledge in all Fundamental and Core unit standards.

WIPO Course:
• Protection of new plant varieties.
South African qualification:
• Plant varieties protection is not mentioned specifically, but also not excluded, although this component is probably at a higher level of specialisation.

WIPO Course:
• The convention on biological diversity (CBD) and intellectual property.
South African qualification:
• Essential embedded knowledge in all Fundamental and Core unit standards.

WIPO Course:
• Traditional knowledge and genetic resources.
South African qualification:
• Essential embedded knowledge in all Fundamental and Core unit standards; genetic resources are not mentioned specifically, but also not excluded.

WIPO Course:
• Traditional cultural expressions of folklore: Policy issues.
South African qualification:
• This component is probably at a higher level of complexity than the SA qualification.

WIPO Course:
• Regional systems for the protection of intellectual property.
South African qualification:
• Essential embedded knowledge in all Fundamental and Core unit standards.

WIPO Course:
• Licensing and transfer of technology.
South African qualification:
• Core and Elective.

WIPO Course:
• Selected case study on trademarks.
South African qualification:
• Fundamental and Core.

WIPO Course:
• Group discussions: Use of trademarks on the internet; scope of patents; exceptions and limitations of copyright in the digital environment; well-known marks; enforcement of intellectual property rights.
South African qualification:
• Fundamental and Core.

The Professional Training Programme offered by WIPO is provided in a number of countries and at various levels of complexity, aimed at right owners, administrators, law enforcement officers and professionals in the field of intellectual property. The courses provide basic or specialised training in law, administration and enforcement of intellectual property rights, and the use and dissemination of industrial property documentation and information, in all fields of intellectual property. At a level equivalent compared with the South African qualification, the following comparison was made with examples of courses:

WIPO Professional Training Programme Course:

• WIPO/NPO Training Course on Patents:
o The purpose of the patent system.
o Introduction to the European and the Norwegian Patent System: aspects of biotechnology, software patenting, the Supplementary Protection Certificate (SPC).
o The Patent Cooperation Treaty (PCT).
o Introduction to patent examination.

o Patent search; PCT minimum documentation.

o Manual patent search, search exercises.

o Search tools using free databases, search exercises.

o Assessment of patentability, exercises on assessing novelty and inventive step.

o Implementation of a full electronic case handling: the way from paper case handling to electronic handling.

Duration: 1 week.

Country: Norway.

South African qualification: Fundamental and Core (generic), although some aspects are at a higher level of complexity than the SA qualification.

WIPO Professional Training Programme Course:

• WIPO/OAPI Workshop on Intellectual Property:

o The importance of intellectual property for technological, economic and social development (South African qualification: Core).

o The international framework in the field of industrial property (South African Qualification: Essential embedded knowledge in all unit standards).

o OAPI and its information services in the field of patents; the protection of trademarks and other intellectual property rights on the Internet: Legal problems.

o Practical studies of the patent system, trademarks, industrial designs.

o OAPI and the revised Bangui Agreement (South African qualification: Core).

o The use of patent information for research and for improving the competition of small and medium-sized enterprises (South African qualification: Fundamental and Core).

o Acquisition and dissemination of technical and scientific information (South African qualification: Fundamental).

o Strategies for scientific and technical information search (South African qualification: Fundamental and Core).

o Access to patent information and transfer of technology (South African qualification: Fundamental and Core).

o Introduction to patent search tools (CD-ROM products, BREF, ESPACEACCESS, CASSIS, etc.), practical exercises (South African qualification: Fundamental and Core).

o International patent classification - a tool for information search (South African qualification: Fundamental and Core).

o Challenges and legal aspects of the protection of copyrights and related rights in the digital age (South African qualification: Core).

o Procedural rules for litigation, damages and interests, civil remedies and criminal sanctions: Examples of France and OHADA countries (Organisation for the Harmonization of Business Law in Africa) (South African qualification: Elective).

o Practical exercises, case studies.

Duration: 1 week.

Country: Cameroon.

The University of Connecticut (School of Law) Certificate Program in Intellectual Property (United States of America) offers an elective first-year Intellectual Property course, over five semesters. The requirements for the Certificate are as follows, compared with this South African qualification:

University of Connecticut Certificate Program in Intellectual Property:

• Intellectual Property: An Introduction: legal regulation of mental products (e.g. visual and performing arts, new plant varieties, electronic databases, advertising, insulin producing bacteria, video games) - regulatory system, cases and statutes, core doctrines of intellectual property and how they are interconnected, legal change.

South African qualification:

• Core.

University of Connecticut Certificate Program in Intellectual Property:
• Clinic: intellectual property, business organisation and planning (entrepreneurship) - relevant law and lawyering skills, representing clients under the supervision of a full-time supervising attorney.
South African qualification:
• Core and Elective (partial).

University of Connecticut Certificate Program in Intellectual Property:
• Defamation, Privacy and Publicity: reputation/defamation/slander, freedom from public exposure/privacy rights, rights of publicity, commercial use of identity, the way new rights are created and sustained.
South African qualification:
• Core (partial).

University of Connecticut Certificate Program in Intellectual Property:
• Entertainment Law: legal, business and policy issues in music, film, television and sports industries - intellectual property issues in the entertainment industry; conflict of interest and other legal ethics issues; contractual rights and relations among entertainment industry workers in television, motion pictures, and recordings, including agency and management agreements; an analysis of the economic structure of the entertainment industry; basics of film and television practice including financing, production and distribution arrangements and agreements; a survey of the various unions and guilds having jurisdiction over the various personnel in the entertainment industry.
South African qualification:
• Core (generic, partial).

University of Connecticut Certificate Program in Intellectual Property:
• Intellectual Property in the European Union: past and present intellectual property policies of the Commission of the European Communities and the European Court of Justice - international exhaustion, the problem of parallel imports, European Union harmonisation efforts, Commission decisions, Court of Justice opinions, law review articles.
South African qualification:
• Core (partial).

University of Connecticut Certificate Program in Intellectual Property:
• Intellectual Property Policy: information flow: how information is created and disseminated, the legal incentives to create and protect information, and the public policy reasons for doing so.
South African qualification:
• Core (partial), although probably at a less complex level in the SA qualification.

University of Connecticut Certificate Program in Intellectual Property:
• Law and Technology: Computers and the Law: issues involving the general question of how the new technology is affecting, and is affected by, the law and the legal system.
South African qualification:
• Core (generic).

University of Connecticut Certificate Program in Intellectual Property:
• Law and Cultural Issues in Cyberspace: how the new technology is affecting, and is affected by, the law and the legal system.
South African qualification:
• Core (generic).

University of Connecticut Certificate Program in Intellectual Property:

• Supervised writing/supervised externship in intellectual property with a significant writing component.
South African qualification:
• Core.

One intellectual property seminar:

University of Connecticut Certificate Program in Intellectual Property:
• Cyberlaw, Special Topics Seminar: Theoretical and/or practical issues concerning the rise of the global information network, the interaction of legal developments and cultural change, the role of academic scholarship in public policy.
South African qualification:
• Core (partial), although probably at a less complex level in the SA qualification.

University of Connecticut Certificate Program in Intellectual Property:
• Copyright Seminar: philosophical, psychological, and economic bases of the legal protection of intellectual and artistic works - term and scope of protection, international protection, the relationship of copyright and the first amendment, the relationship of federal and state law in the protection of copyrighted material, the impact of technological change such as developments in computer technology, record piracy, and photocopying.
South African qualification:
• Core (generic, partial).

University of Connecticut Certificate Program in Intellectual Property:
• Legal Regulation of Art and Public Culture Seminar: public law issues surrounding the legal regulation of art, the problem of balancing the interests of owners, visual and performance artists, and the public - protection of art works through existing intellectual property regimes; obscenity, parody, and defamation; artists' moral and economic rights; museum board fiduciary responsibilities and deaccession; government funding for the arts; reparation of stolen art; cultural property and issues of cultural identity; the challenge of new technologies for art law; international and comparative aspects of art law.
South African qualification:
• Core (generic, partial), although probably at a less complex level in the SA qualification.

One of the following:

University of Connecticut Certificate Program in Intellectual Property:
• Patent Law and Procedure: Practice and procedure in preparation and prosecution of patent applications, including interferences, appeals, and patent conveyancing, law of patents, patent litigation, patent antitrust problems, license litigation.
South African qualification:
• Core (partial).

University of Connecticut Certificate Program in Intellectual Property:
• Trademark and Unfair Competition Law: legal and policy problems in the law of trademarks through case analysis and examination of the Lanham Act. - marks subject to protection, the federal registration process, likelihood of confusion, "palming off," remedies, trademark case law, preparation of trademark applications, opinion work and responses.
South African qualification:
• Core, although probably at a less complex level in the SA qualification.

University of Connecticut Certificate Program in Intellectual Property:
• Introduction to Copyright: how copyright has shaped our culture and how the legal underpinnings and emerging technology have shaped copyright.
South African qualification:
• Core, although probably at a less complex level in the SA qualification.

One of the following (optional):

University of Connecticut Certificate Program in Intellectual Property:
• Administrative Law, Alternative Dispute Resolution, Antitrust & Trade Regulation, Problems in Antitrust, Arbitration, Business Planning, Business Organizations, Comparative Law, Conflict of Laws, Corporate Finance, Problems in Corporate Law, Entertainment Law, Freedom of Speech, Contemporary Legal Theory, Development of the Regulatory State, European Community Law & Institutions, Federal Courts, International Economic Law, Jurisprudence, Law & Economics, Legislative Process, Media & the Law, Negotiation, Privacy in Cyberspace, Regulated Industries: Energy & Telecommunications, Right to Privacy, Sports & the Law, Statutory Interpretation, International Trade Law Problems in Corporate Law.
South African qualification:
• Some equivalent unit standards in the Elective component.

Also in the United States of America, the Franklin Pierce Law Center offers Intellectual Property Basics courses, at the equivalent level compared with this South African qualification. For example, the course "IP Basics for Artists, Authors, Inventors, Web Page Designers" include:

• Avoiding patent, trademark and copyright problems.
• Converting intellectual assets into property: strategic intellectual property management and its importance.
• Trademarks and business goodwill: the important differences between strong and weak marks, the importance of searches, and the value of state and federal registrations.
• Copyright in written work: copyright registration and notice, ownership and duration of rights, remedies, deposit and registration, the need for counsel in licensing and other matters of interest to free-lance writers.
• Publishers' rights and wrongs in the cyberage: author and publisher rights.
• Copyright for computer authors: the importance of copyright registration and notice, works for hire, deposit requirements, registration of multiple works, the need for counsel in licensing and other matters of interest to computer artists, authors and programmers.
• Copyright in visual arts: the importance of copyright registration and notice, works for hire, deposit requirements, registration of multiple works, the need for counsel in licensing and other matters of interest to freelance artists, craftspeople, photographers, sculptors etc.
• Copyright on the internet: copyright issues and email lists and web pages, the fundamental distinction between works that are and are not "for hire," deposit and issues to consider in transferring copyright interests.
• Seeking cost-effective patents: intellectual property options in view of the nature of inventions and their market value, specific strategies for controlling patent costs, the relationship between patents and the market value of inventions, the need for counsel in making outside submissions, the need for prior art searches, being sceptical of invention promoters, other matters of importance to first-time inventors.

All these aspects are covered in the Core component unit standards of the South African qualification.

The European Patent Office (EPO) offers a four-day course, focused on patents, at the level of this South African qualification that compares as follows:

EPO Patent Information Beginners Seminar; South African qualification:

• The EPO and its place in the patent system; Core (generic).
• Patent terminology; Core.
• Search basics; Fundamental and Core.
• The EPO's patent information products; Fundamental and Core (generic).
• Other suppliers of patent information; Fundamental and Core.

- From filing to granting-an overview on patent granting systems and procedures, with an outlook to the EPC 2000; Core (generic) essential embedded knowledge.
- The database of ideas: esp@cenet®; Fundamental and Core (generic), essential embedded knowledge.
- Searching in esp@cenet®; Fundamental and Core (generic), essential embedded knowledge.
- Intellectual property on the internet; Core (partial).
- Overview on patent information products for business use; Core (generic).
- Looking East - the EPO's East Asian patent information services; Core (generic), essential embedded knowledge.
- Electronic Publications from the EPO; Core (generic), essential embedded knowledge.
- Register Plus and WebRegMT; Core (generic), essential embedded knowledge.

In Australia, most qualifications combine law with another discipline. For example, the five year Arts/Law program at the University of Sydney, one of the top institutions, includes the Bachelor of Arts (BA) simultaneously with the Bachelor of Laws (LLB). The equivalent of year one of the Bachelors of Laws (LLB) is completed over the first three years of the Arts degree. The Law Elective Program (year four and five) includes more than 50 optional units, for example, international law, corporate law, comparative law and constitutional law, environmental law, taxation, family law, criminology, intellectual property, legal theory, law and gender, industrial law, anti-discrimination law, and dispute resolution. These courses are at a level above the level of this South African qualification. Melbourne University Law School, also in Australia, and one of the top institutions, offers post graduate programmes only, with short courses on invitation, for example, a 2-day workshop on Intellectual Property Protection of Integrated Circuits in Vietnam. No comparison was made due to a lack of published information.

The African Regional Intellectual Property Organisation (ARIPO) is an intergovernmental organisation for cooperation among African states in patent and other industrial property matters. ARIPO members are Botswana, Gambia, Ghana, Kenya, Lesotho, Malawi, Mozambique, Namibia, Sierra Leone, Somalia, Sudan, Swaziland, Tanzania, Uganda, Zambia, and Zimbabwe. South Africa, although not a member, is an observer. Other observers are Angola, Egypt, Eritrea, Ethiopia, Liberia, Mauritius, Nigeria, and Seychelles. Also focused on Africa, The Organisation Africaine de la Propriété Intellectuelle (OAPI - African Intellectual Property Organisation, in English) has its headquarters in Cameroon. The organisation was created by Bangui Agreement of March 2, 1977. The Bangui Agreement was subsequently amended in 1999. Its 16 member states are mostly French-speaking countries - Benin, Burkina Faso, Cameroon, Central Africa, Congo, Cote d'Ivoire, Equatorial Guinea, Gabon, Guinea, Guinea Bissau, Mali, Mauritania, Niger, Senegal, Chad, and Togo.

ARIPO opened a Regional Training Centre in 2006. Although the focus of programmes will be on training trainers, the ARIPO web site includes information about the following aspects of intellectual property administration, all of which are addressed as embedded knowledge in the South African qualification, within most of the new unit standards:

- What is a Copyright?
- ARIPO's Mandate on Copyright.
- What is an Industrial Design?
- How to Apply for a Design?
- What is a Patent?
- How to Apply for a Patent?
- What is a Trademark?
- How to Apply for a Trademark?
- Traditional Knowledge Protection Initiatives.
- Why Traditional Knowledge?
- What is a Utility Model?
- How to Apply Utility Model?

The Multi Actors Cooperation for Sustainable SMEs through Informal Intellectual property Management (MAC-SSIIM) training and support programme mainly for SMEs (and companies in general) and Universities (students at all levels), and also decision/policy makers and relay actors such Chambers of Commerce, and professional bodies. The programme was originally funded by the European Commission, and is offered by ACTIF-Europe (France and Belgium), Industrial Association of the College of Biotechnology (AESBUC - Portugal), MAC-Team aisbl (Belgium), Ostroleka Council of Scientific and Technical Associations' Federation (Poland), SC - Research (Finland), University of Debrecen, Faculty of Economics and Business Administration (Hungary), CCI Hajdú-Bihar county (Hungary), CCI Ostroleka - RIG (Poland), CCI South Ostrobothnia (Finland), City of Debrecen (Hungary), City of Ostroleka (Poland), and Etelä-Pohjanmáan liitto (Finland). The programme includes equivalent level courses regarding formal and informal intellectual property protection, including the key principles and fundamentals of intellectual property, intellectual capital and knowledge management, business networking in a knowledge based economy, innovation management and change management and organisational learning in SMEs; assessing, defining and planning for intellectual property management; implementation of intellectual property management in an organisation. The South African qualification requires similar competence as addressed in this programme.

In addition to graduate and e-learning courses, the Hungarian Patent Office also offers accredited adult education courses with state recognitions (i.e. basic level, advanced level - for graduates - and tailor-made courses). The Basic level course is at a level comparable with this South African qualification, and runs over 6 months. It compares as follows with the South African qualification:

Hungarian Patent Office Adult Education:

Basic level course on intellectual property rights: perform patent and trademark searches or novelty search; recognise the possibilities lying in the IP protection of own intellectual properties:

• Patent and Utility model law, and their respective international treaties (South African qualification: Essential embedded knowledge in Core).
• Trademark and Design law, and their respective international treaties (South African qualification: Essential embedded knowledge in Core).
• Methodology of intellectual property searches (South African qualification: Fundamental and Core).
• Intellectual property tasks of undertakings, representation for enterprises (South African qualification: Core).
• Innovation and IP support for SMEs (South African qualification: Core and Elective).
• IP database research (South African qualification: Fundamental and Core).

The Centre for International Industrial Property Studies (CEIPI) offers a programme in France at the equivalent level and of equivalent notional duration (i.e. one year) compared with this South African qualification, although a first degree in engineering is set as entry requirement. The programme consists of two components: a patents course, leading to the International Industrial Studies Diploma in Patents, and a trademarks and industrial designs course, leading to the International Industrial studies Diploma in trademarks and industrial designs, with the two Diplomas combined to lead to the Diploma in International Industrial Studies. The programme compares as follows with this South African qualification:

CEIPI programme, France:
• General legal introduction; Introduction to the common law; Corporate law; Introduction to the intellectual property law; Contractual techniques; Innovations by employees; Contracts in the field of industrial property; International contracts; French and Community competition law and intellectual property law; Intellectual property management and fiscality; Unfair competition. South African qualification:
• Core (generic, partial), although probably at a less complex level in the SA qualification.

CEIPI programme, France:
• Patents: Introduction to industrial property law; International conventions in the field of patents; European patent law; European Patent Organisation; Patentability; Delivery of the European patent; Community patent; Patent works; Case studies; Seminars on the enforcement of the European Patent Convention; French patent law: Grant of the French patent; Rights conferred by patents and patent infringement; Infringement suits; Medication patent; Patents and biotechnology; Compulsory licenses; Software law; Foreign patent law: United States, Japan, Germany, etc.
South African qualification:
• Core (generic, partial), although probably at a less complex level in the SA qualification.

CEIPI programme, France:
• Trademarks and industrial designs: International conventions; French trademark law; The Union of Madrid; Community trademark; Foreign trademark law of the most important countries. (Europe, North, Central and South America, OAPI, Asia); Appellations of origin and geographical indications; Introduction to the copyright; International conventions in the field of copyright; The La Haye agreement; French Industrial designs law; Comparative and community industrial designs law; Foreign industrial designs law (Europe, United States etc.).
South African qualification:
• Core (generic, partial), although probably at a less complex level in the SA qualification.

The Japan Intellectual Property Association (JIPA) offers courses at various levels of complexity that compare as follows with this South African qualification:

Course: Entry Level:

• Corporate activities and the intellectual property rights system (South African qualification: Core (partial).
• Patents and practical use (South African qualification: Core).
• Design and trademark system (South African qualification: Core).
• Foreign patent systems (South African qualification: Core).
• Intellectual property information (South African qualification: Core).
• Intellectual property laws (South African qualification: Essential embedded knowledge).
• Intellectual property contract outline (South African qualification: Fundamental and Core).
• Intellectual property management (South African qualification: Fundamental and Core).

Course: Beginner Level:

• Patent rights and practical use acquisitions (South African qualification: Core).
• Foreign patent systems (South African qualification: Core (generic)).
• Design and trademark system (South African qualification: Core).
• Intellectual property information (South African qualification: Fundamental and Core).
• Primer in law (South African qualification: Core (partial)).
• Intellectual property legal contention (South African qualification: Elective).
• Corporate intellectual property management (South African qualification: Core (generic, partial)).
• Civilised society and intellectual property (South African qualification: Essential embedded knowledge).

Course: Intermediate Level:

• Patent and practical use law (South African qualification: Core).
• Design law (South African qualification: Core (partial)).
• Trademark law (South African qualification: Core).
• The American patent system (South African qualification: Core (generic)).

• The European patent system (South African qualification: Core (generic)).
• Treaties and Asian country patent systems (South African qualification: Core (generic)).
• Basic of contracts and practical business (South African qualification: Core and Elective).
• Outline of corporate law (South African qualification: Core (partial)).
• Civil law outline (South African qualification: Core (partial)).
• Ways of writing detailed statements (South African qualification: Core (partial)).
• Patent information and patent investigation (South African qualification: Fundamental and Core).
• Constructing and managing patent information systems (South African qualification: Not included).
• Competition law (South African qualification: Core (partial)).
• Copyright law (South African qualification: Core).

Course: Advanced Level:

• Patent office decision litigation (South African qualification: Elective).
• Trademark competition law and foreign country systems (South African qualification: Core (partial)).
• Comparative patent law (South African qualification: Not included).
• International contracts (South African qualification: Not included).
• Patent infringement litigation (South African qualification: Elective (partial)).
• American patent litigation (South African qualification: Not included).

Course: Research:

• Researching judicial decisions (South African qualification: Fundamental and Core).
• Research on patent precedents (South African qualification: Fundamental and Core (partial)).
• How to write an application in English (South African qualification: Fundamental and Core (integrated)).

The biggest difference between the JIPA courses and this South African qualification's components, other than the fact that the JIPA courses are short courses, is the focus on patents in the JIPA courses. The JIPA Advanced Level courses are at a level above the South African qualification.

The Arab Society for Intellectual Property, with liaison offices in Egypt, Jordan, Lebanon, Palestine, Israel, Kuwait, Saudi Arabia, Pakistan, United Arab Emirates, Oman, Qatar, Bahrain, Yemen, Algeria, Morocco, Syria, Turkey, Tunisia, Iraq, Libya, Sudan, Pakistan, and China offers four courses that combine as the Arab Certified Intellectual Property Practitioner Program at a comparable level with that of this South African qualification, and of equal notional hours. The courses include an introduction to intellectual property, and intellectual property principles, tools and practice for trademarks and unfair competition; copyrights and related rights; patents of inventions and trade secrets; advanced courses (optional). The South African qualification addresses all these components, although there is less depth regarding patent principles, tools and practice.

At the level of this South African qualification, various other short courses and modules, ranging from 1 day to are offered internationally, that compare as follows:

Course: Patents, Copyrights, and the Law of Intellectual Property:
Country/Organisation: Massachusetts Institute of Technology, United States of America.

• Introduction to American law and to intellectual property (South African qualification: Core (generic)).
• Patents (South African qualification: Core):
○ Patentable subject matter.

o Statutory bars.
o Rights of the patent holder.
o Infringement.
o Novelty and non-obviousness.
o Patent protection for software, algorithms, and business methods.
o The patent application.
o Scope of claims.
• Copyrights (South African qualification: Core):
o Copyrightable subject matter.
o Comparison with patents.
o Merger and scènes-à-faire.
o Substantial similarity.
o Copyrights in the context of information technologies.
o Fair use.
• Trademarks, service marks, and conflicts with domain names (South African qualification: Core).
• Trade secrets (South African qualification: Core (partial)).
• License agreements (South African qualification: Core (partial)).

Course: Copyright and Intellectual Property Management:
Country/Organisation: National University, United States of America (San Diego, California).

• Benefits of an intellectual property analysis (South African qualification: Essential embedded knowledge).
• How to format institutional policies for digital materials (South African qualification: Not included).
• Basics of copyright issues, including the Digital Millennium Copyright Act (South African qualification: Core (generic)).
• Ownership, public domain, and privacy issues (South African qualification: Core (partial)).
• How digital primary source materials differ from traditional materials (South African qualification: Core (partial)).
• Intellectual property analysis to determine copyright status (South African qualification: Core).
• Permissions issues and institutional risk tolerance (South African qualification: Core and Elective).
• Developing institutional policies for digital materials (South African qualification: Not included).

Course: Copyright Crash Course:
Country/Organisation: University of Texas, United States of America (Online).

• Background.
• Fair use - basic and applied (South African qualification: Core (partial)).
• Who owns what, and how to change it (South African qualification: Core).
• Creating multimedia: Fair use and beyond, including courseware contracts (South African qualification: Core (generic, partial)).
• Copyright in the digital library (South African qualification: Core (generic, partial)).
• Copyright management (South African qualification: Core (partial)).
• Licensing resources.
• Ownership of copyrighted materials, what is fair use and when and how to get permission to use someone else's materials (South African qualification: Core (generic, partial)).

Course: Certificate in Intellectual Property Creation and Management for Semiconductor and Related Industries:
Country/Organisation: Semizone/Stanford Center for Professional Development, United States of America.

- Intellectual Property: Value Creation and Extraction (South African qualification: Core).
- Intellectual Property in Business Transactions (South African qualification: Core (partial)).
- Intellectual Property Licensing Basics (South African qualification: Core).
- International Intellectual Property Protection and Commercialization (South African qualification: Core (partial)).
- The Anatomy of a Patent & Online Patent Search Tools (South African qualification: Fundamental and Core).
- Trademark & Copyright Basics (South African qualification: Core).
- Intellectual Property Creation and Management for Semiconductor and Related Industries (South African qualification: Core (generic)).

Course: Regional Intellectual Property Management Course:
Country/Organisation: Asian Institute of Technology (AIT), Thailand (Bangkok).

- Overview of Intellectual Property Rights and Protection (South African qualification: Core).
- Policy Aspects of Promoting Intellectual Property (South African qualification: Core (partial)).
- Industrial Property Protection: The International Legal Framework (South African qualification: Essential embedded knowledge in Core).
- Protection of Copyright and Related Rights: the International Legal Framework (South African qualification: Core (partial)).
- New Trends and Challenges in IP Rights Protection (South African qualification: Essential embedded knowledge in Core).
- Patent Administration and Management (South African qualification: Core (partial)).
- Industrial Designs Administration and Management (South African qualification: Core (partial)).
- Trademark Administration and Management (South African qualification: Core).
- Enforcement of Intellectual Property Rights (South African qualification: Core).
- IP and Competitive Strategy (South African qualification: Core (partial) and Elective).
- Valuation and Commercial Exploitation of IP (South African qualification: Core).
- IP Legal Risk Management (South African qualification: Core (partial), although probably at a less complex level in the SA qualification).

Course: Intellectual Property Management (Singapore case study):
Country/Organisation: Research and Markets, United Kingdom (E-learning).

- The Leuko Nanobot Project (South African qualification: Not excluded).
- The Singapore Legal System (South African qualification: Core (generic)).
- Types of Intellectual Property (South African qualification: Core).
- Confidential Information (South African qualification: Core).
- Copyright (South African qualification: Core).
- Patents (South African qualification: Core).
- Trademarks and Other Marks and Geographic Indications (South African qualification: Core).
- Registered Design (South African qualification: Core).
- Basics of Invention Disclosure (South African qualification: Core (partial)).
- Invention Disclosure Evaluation (South African qualification: Core (partial)).
- Patentability (South African qualification: Core (partial)).
- The Patent Filing Process (South African qualification: Core).
- Patent Management and Filing Strategies (South African qualification: Core (partial)).

Course: Commercialization Workshop:
Country/Organisation: Los Alamos National Laboratory, United States of America.

- The processes involved in commercializing a technology.
- The value of innovation.

Course: Managing Intellectual Property: A Guide for Employees:

Country/Organisation: Los Alamos National Laboratory, United States of America.

• Identify responsibilities for managing intellectual property (South African qualification: Core).
• The importance to the Laboratory of effective intellectual property management (South African qualification: Core (partial)).
• The process for timely and effective identification of a new invention or copyright, disclosure, and integration of publication with protection (South African qualification: Core (partial)).
• Resources for IP Management (South African qualification: Core).

Course: TVC Workshop on Patent Writing:
Country/Organisation: Center for Commercialization & Entrepreneurial Training (CCET) Technology Ventures Corporation (TVC), National Nuclear Security Administration (NNSA), United States of America.

• Requirements for a US patent application (South African qualification: Core (generic)).
• What constitutes patentable subject matter (South African qualification: Core).
• Writing patent claims (South African qualification: Core (partial)).

Course: Intellectual Property Management Program:
Country/Organisation: University of Washington, United States of America.

• Introduction to intellectual property (South African qualification: Core).
• US legal system (South African qualification: Core (generic)).
• Patents (South African qualification: Core).
• Claim interpretation and infringement (South African qualification: Core (partial)).
• Claim drafting (South African qualification: Core (partial)).
• Trade secrets (South African qualification: Core (partial)).
• Intellectual property issues in employment (South African qualification: Core (partial)).
• Non-compete agreements (South African qualification: Core (partial)).
• Copyrights (South African qualification: Core).
• Identifying innovation (South African qualification: Core (partial)).
• Describing and capturing intellectual property (South African qualification: Core (partial)).
• Trademarks (South African qualification: Core).
• Trade dress (South African qualification: Core (partial)).
• Service marks (South African qualification: Core).
• New business venture challenges and opportunities (South African qualification: Core and Elective).
• Competitive market intelligence (South African qualification: Core (partial)).
• Competitive intellectual property identification (South African qualification: Fundamental and Core).
• Strategies for dealing with competitive intellectual property (South African qualification: Core).
• Licensing (South African qualification: Core).
• Intellectual property negotiations (South African qualification: Core).
• Enforcement of intellectual property rights in the US (South African qualification: Core (generic)).
• Non disclosure agreements (South African qualification: Core (partial)).
• Data protection (South African qualification: Core (generic)).
• Open source software (South African qualification: Core (generic)).
• Music licensing (South African qualification: Core (generic)).
• Publicity rights (South African qualification: Core (generic)).
• Personality rights(South African qualification: Core (generic)).
• Licensing and universities (South African qualification: Core (generic)).
• Agreement drafting (South African qualification: Core (partial)).
• Innovation management (South African qualification: Core (partial)).
• Intellectual property valuation (South African qualification: Core).

- Managing rights: inventory control (South African qualification: Core (partial)).
- Rights and product (South African qualification: Core).
- Preparing intellectual property for business transactions (South African qualification: Core (partial)).
- Intellectual property management (South African qualification: Core (partial)).
- Patent management (South African qualification: Core (partial)).
- License relationship (South African qualification: Core).

Course: Intellectual Property Management Training:
Country/Organisation: Small and Medium Enterprise Development Bank of Thailand.

- Intellectual property management techniques (South African qualification: Core).
- Trademark case studies (South African qualification: Core).
- Applying intellectual property management and trademarks in business (South African qualification: Core (partial)).

Country/Organisation: Biotechnology Australia:

- Identification, protection and management of intellectual property (South African qualification: Core (partial)).
- Why protect and manage intellectual property (South African qualification: Core).
- Overview of intellectual property types and procedures (South African qualification: Core).
- Researching with commercialisation in mind (South African qualification: Fundamental and Core).
- Reading and understanding patents (South African qualification: Core (partial)).
- Use of intellectual property in R&D decision making (South African qualification: Core (partial)).
- Research management and lab practice (South African qualification: Core (partial)).
- Intellectual property ownership (South African qualification: Core).
- Patenting pitfalls (South African qualification: Core (partial)).
- Exploring the commercial potential of intellectual property (South African qualification: Core).
- Approaching a commercial entity (South African qualification: Core (partial)).
- Intellectual property valuation and licensing (South African qualification: Core (partial)).

Course: Short Course in Trade Marks Database Searching:
Country/Organisation: IP Australia (Australian Government).

- Introduction - publications, participants, objectives (South African qualification: Fundamental and Core (generic, partial)).
- ATMOSS - Overview, classification/surnames/pharmaceutical, image terms, enquiries/results/extracts, customising screens.
- Madrid - searching database.
- Indexing - components of word and device trade marks.
- Word Marks - search options, combining searches, search tools/wild cards.
- Search strategies - search tools/wild cards, handling large results.
- Word Marks - review, advanced strategies, exercises.
- Device Marks - Introduction, glossary, device search options, search strategies, advanced searching, new kinds of signs, combination word & device marks.
- Combination marks - advanced.
- Searching, exercises.

Course: Bachelors of Laws includes intellectual property as a first year subject:
Country/Organisation: Australian National University, Australia.

• Overview of the different areas of law that relate to the protection and exploitation of ideas, information and knowledge (South African qualification: Core (partial)).
• Main aspects of copyright, design, confidential information, patents, trade marks and passing off (South African qualification: Core).
• The relationship between different forms of intellectual property and the process of reform, and underlying principles behind the forms of protection (South African qualification: Core (partial)).
• Comment on a recent case or legislative proposal (South African qualification: Core).

Course: Entrepreneurship and Intellectual Property:
Country/Organisation: Haifa University, Israel (E-learning).
South African qualification: Elective.

Course: Science technology and intellectual property course, as part of a first degree with a major in Intellectual Property Protection:
Country/Organisation: Tokyo Institute of Technology, and Hitotsubashi University, Japan.

• Protecting innovations (South African qualification: Core).
• Intellectual property rights (South African qualification: Core).
• Patents (South African qualification: Core).
• Intellectual property laws (South African qualification: Core).
• Technology as intellectual property (South African qualification: Core).
• Inventor, user and advocate perspectives (South African qualification: Core).

Course: Practical Intellectual Property Training Course:
Country/Organisation: Tohoku University Extension School, Japan.

• Patent form completion (South African qualification: Core).
• English (South African qualification: Learning assumed to be in place).
• Management strategies and intellectual property strategies (South African qualification: Core (partial)).
• Writing a patent (South African qualification: Core (partial)).
• Scope of patents (South African qualification: Core (partial)).
• Claiming for infringement (South African qualification: Elective (partial)).
• Software and business model patents (South African qualification: Core (partial)).
• Claim presentation and contest (South African qualification: Elective (partial)).
• Employee invention rights (South African qualification: Core (partial)).
• American contract law (South African qualification: Core (generic)).
• American intellectual property law (South African qualification: Core (generic)).
• American intellectual property right litigation (South African qualification: Core (generic, partial)).

Country/Organisation: Canadian Intellectual Property Office, Canada:

• About Intellectual Property (South African qualification: Core).
• Using IP in business (South African qualification: Core).
• Types of IP (South African qualification: Core).
• Legal issues (South African qualification: Core).
• Obtaining IP protection (South African qualification: Core).
• Performing searches (inc. industrial design, patent, copyright and trademark databases) (South African qualification: Fundamental and Core).
• Leveraging finance (South African qualification: Elective).
• Finding resources (IP professionals, registered patent agents, trademark agents, online, publications) (South African qualification: Fundamental and Core).

• How patent, trademark, copyright, industrial design and integrated circuit typography applications are processed (South African qualification: Core).
• Legislation, regulations, rules, practice manuals and notices, and records (South African qualification: Core).

Course: Intellectual Property Law Module:
Country/Organisation: Manchester University, United Kingdom.

• Intellectual Property Law (South African qualification: Core).
• Key cases, statutory provisions and EC laws affecting Intellectual Property rights and their use (South African qualification: Core).
• Current trends and developments in the field of Intellectual Property (South African qualification: Core).
• Collecting information from the sources available (South African qualification: Fundamental).
• Analysis of the rationale of Intellectual Property protection from the economic perspective (South African qualification: Core).
• Research and analysis of intellectual property problems and topics set (South African qualification: Fundamental and Core).
• Patent specification, validity and possible infringement analysis (South African qualification: Core and Elective (partial)).

Country/Organisation: The Intellectual Property Academy, Singapore:

• Taxation and Intellectual Property (IP) (South African qualification: Not included).
• Valuation of IP and Intangible Assets (South African qualification: Core).
• Fundamentals for IP Valuation for the Government Sector (South African qualification: Core (generic)).
• Understanding IP Rights in Government Contracts (South African qualification: Core (generic)).
• World Intellectual Property Organisation (WIPO) - Seminar for the Asian Region: opportunities and challenges of distributing copyright content online in the current legal and political environment; online business, technical, and legal/policy perspectives (South African qualification: Core (partial)).
• Performing Arts Management: Copyright and Performing Rights for Practitioners (South African qualification: Core).
• Performing Arts Management Series Part II - Financing, Marketing and other Strategies (South African qualification: Core (partial)).
• Negotiating Financial Terms in IP Licences (South African qualification: Core (partial)).
• Technology Licensing (South African qualification: Core (partial)).
• Value of Trade Secrets: Maintaining and Enhancing Competitiveness (South African qualification: Core (partial)).
• Negotiation and Drafting of Research and Development Agreements (South African qualification: Core (generic).
• Negotiating Skills for IP-Related Technology Transactions (South African qualification: Core).
• Place Names as Trademarks and Geographical Indications (South African qualification: Core).
• EPO Search & Examination Practice: Guidance from the Examiners (South African qualification: Fundamental (generic)).
• Competitive Intelligence: Exploiting the power of Patent Data (South African qualification: Core (partial)).
• Intellectual Asset Management as a Core Corporate Value and Business Capability (South African qualification: Essential embedded knowledge).
• The law(IP) and policy of online gaming (South African qualification: Not included).
• Data Privacy: Protecting Critical Information (South African qualification: Core (generic)).
• Ownership and Control of Intellectual Property (South African qualification: Core).
• Negotiation and Drafting of Technology Licensing Agreements (South African qualification: Core (generic)).

- Contract Law for Intellectual Property Transactions (South African qualification: Core (generic)).
- Using Intellectual Property in Business (South African qualification: Core (generic)).
- Trade Secrets and Privacy: How to Protect Business and Private Information (South African qualification: Core (partial)).
- Open-Source Software (South African qualification: Core (generic)).
- IP Update II: Copyright and International Designs (South African qualification: Core (generic)).
- Patent Law & Practice: A Comparison between the U.S & Japanese Systems (South African qualification: Not included).
- Innovation Infrastructure, Intellectual Property and Industrial Competitiveness: Patent Management Systems for Technology Followers and Emerging Industries (South African qualification: Not included).
- Proposed Rules On Jurisdiction and Choice of Law in Transborder IP Conflicts (South African qualification: Essential embedded knowledge (partial)).
- Managing Open Source Business Risks (South African qualification: Not included).
- Trade Mark Law (South African qualification: Core).
- Valuation of Intellectual Property & Intangible Assets (South African qualification: Core).
- Introduction to US Patent Law (South African qualification: Core (generic)).
- IP Update: Lecture on the Changes to Singapore's IP Regime (South African qualification: Not included).
- IP Law Issues for Web Developers and Web Designers (South African qualification: Core (generic)).
- Choice of Law Issues in IP Law (South African qualification: Core (generic)).
- Intangible Assets As Loan Collateral (South African qualification: Not included).
- IP Training Programme for the Media Industry (South African qualification: Core (generic)).
- An Overview of Indonesian Intellectual Property Law (South African qualification: Core (generic)).
- Practical Aspects of Trade Mark Protection (South African qualification: Core).
- Law: Dealing with the Residual Conflicts (South African qualification: Elective).
- An Overview of Japanese Intellectual Property Law (South African qualification: Core (generic)).
- Protecting Chemical and Biotech Inventions: An Introduction (South African qualification: Core (generic)).
- An Overview of Taiwan Intellectual Property Law (Mandarin) (South African qualification: Core (generic)).
- An Overview of Singapore Intellectual Property Law (Mandarin) (South African qualification: Core (generic)).

Country/Organisation: IGE, Switzerland:

- Patent rights (South African qualification: Core).
- Sources of information, and access (South African qualification: Fundamental and Core).
- Introduction to intellectual property (South African qualification: Core).
- Patents: application, registration and database (South African qualification: Core).
- Designs: application, registration and database (South African qualification: Core).
- Trademarks: application, registration and database (South African qualification: Core).
- European patent searches (South African qualification: Core (generic)).
- Advertising and marketing law (South African qualification: Core (partial)).
- Patent law and intellectual property management (South African qualification: Core (partial)).

The South African qualification components are the equivalent of courses offered internationally. Although the qualification is below the level of the majority of qualifications internationally, it is comparable with the qualifications at an equivalent level.

ARTICULATION OPTIONS
Horizontal articulation is possible with the following NQF Level 5 qualifications:

- ID 49597: National Certificate: Paralegal Practice.
- ID 49598: National Diploma: Paralegal Practice.
- ID 20414: National Diploma: Service Management.
- ID 49337: National Certificate: Multi-National Safety and Security Operations Management.
- ID 50060: National Certificate: Public Administration.
- ID 49745: National Certificate: Value Engineering.
- ID 50333: National Diploma: Occupationally Directed Education, Training and Development Practices.

Vertical articulation is possible with the following NQF Level 6 qualifications:

- ID 23375: Bachelor of Arts.
- ID 22993: Bachelor of Laws (exit on NQF Level 7).
- ID 57897: National Diploma: Public Administration.
- ID 50330: Bachelor: Occupationally Directed Education Training and Development Practices.

MODERATION OPTIONS
Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Particular moderation and accreditation requirements are:

- Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the unit standards that make up this qualification must also be accredited through the relevant ETQA accredited by SAQA.

- The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed here.

- Moderation must include both internal and external moderation of assessments for the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the qualification.

- Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

- Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS
Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the assessment of learners for the qualification and any of the Unit Standards that make up this qualification.

To register as an assessor, the following are required:

• Detailed documentary proof of relevant qualification/s, practical training completed, and/or experience gained in the relevant field at a NQF level above the level of this qualification.
• Detailed documentary proof of relevant qualification/s, practical training completed, and/or experience gained in assessment at the appropriate NQF level (credit against the registered unit standard).

Assessors should keep the following general principles in mind when designing and conducting assessments:

• Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. The learner must be declared competent in terms of the qualification purpose and exit level outcomes.
• Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
• Make sure evidence is gathered across the entire range, wherever it applies.

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

• Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
• Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
• Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.
• Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of qualification.

All assessments should be conducted in line with the following well-documented principles:

• Appropriate: The method of assessment is suited to the performance being assessed.
• Fair: The method of assessment does not present any barriers to achievements, which are not related to the evidence.
• Manage: The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
• Integrate into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
• Valid: The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
• Direct: The activities in the assessment mirror the conditions of actual performance as close as possible.
• Authentic: The assessor is satisfied that the work being assessed is attributable to the learner being assessed.
• Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
• Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
• Open: Learners can contribute to the planning and accumulation of evidence. Learners for assessment understand the assessment process and the criteria that apply.
• Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors.

NOTES

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	252442	Collect information regarding intellectual property	Level 5	14
Core	252445	Advocate intellectual property rights and value	Level 5	8
Core	252444	Build resource networks for intellectual property processes	Level 5	10
Core	252441	Categorise intellectual property information	Level 5	12
Core	113807	Draft Legal agreements	Level 5	10
Core	119509	Guide and refer clients in terms of legal enquiries	Level 5	10
Core	252449	Identify intellectual property and materials	Level 5	15
Core	252448	Maintain intellectual property processes	Level 5	10
Core	252447	Prepare applications for intellectual property registration	Level 5	8
Core	252443	Propose tactics for protecting intellectual property	Level 5	15
Elective	115499	Gather, record and interpret business related information	Level 4	4
Elective	117927	Use a Graphical User Interface (GUI)-based database application to solve a given problem	Level 4	6
Elective	252446	Acquire copyright permissions	Level 5	10
Elective	243267	Apply and continuously improve company policies and procedures	Level 5	10
Elective	115821	Apply business financial practices	Level 5	4
Elective	119506	Apply legal administrative and alternative dispute resolution procedures in a paralegal context	Level 5	10
Elective	119173	Develop and maintain effective working relationship with clients	Level 5	8
Elective	10148	Supervise a project team of a business project to deliver project objectives	Level 5	14
Elective	10146	Supervise a project team of a developmental project to deliver project objectives	Level 5	14

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Categorise intellectual property information

SAQA US ID	UNIT STANDARD TITLE		
252441	Categorise intellectual property information		
ORIGINATOR		PROVIDER	
SGB Marketing			
FIELD		SUBFIELD	
3 - Business, Commerce and Management Studies		Marketing	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	12

SPECIFIC OUTCOME 1
Define intellectual property information categories.

SPECIFIC OUTCOME 2
Analyse intellectual property information for categorisation.

SPECIFIC OUTCOME 3
Allocate intellectual property information to information categories.

SPECIFIC OUTCOME 4
Re-distribute categorised intellectual property information.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59387	National Certificate: Intellectual Property Administration	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Collect information regarding intellectual property

SAQA US ID	UNIT STANDARD TITLE			
252442	Collect information regarding intellectual property			
ORIGINATOR		PROVIDER		
SGB Marketing				
FIELD		SUBFIELD		
3 - Business, Commerce and Management Studies		Marketing		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		14

SPECIFIC OUTCOME 1
Define needs for information about intellectual property.

SPECIFIC OUTCOME 2
Access sources about intellectual property.

SPECIFIC OUTCOME 3
Access information about intellectual property.

SPECIFIC OUTCOME 4
Store information about intellectual property.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Fundamental	59387	National Certificate: Intellectual Property Administration	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Propose tactics for protecting intellectual property

SAQA US ID	UNIT STANDARD TITLE		
252443	Propose tactics for protecting intellectual property		
ORIGINATOR		PROVIDER	
SGB Marketing			
FIELD		SUBFIELD	
3 - Business, Commerce and Management Studies		Marketing	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

SPECIFIC OUTCOME 1
Determine intellectual property protection needs.

SPECIFIC OUTCOME 2
Identify requirements to protect intellectual property and creators.

SPECIFIC OUTCOME 3
Identify ideas that comprise intellectual property rights.

SPECIFIC OUTCOME 4
Determine potential of benefiting from intellectual property.

SPECIFIC OUTCOME 5
Facilitate conversion of ideas into intellectual property assets.

SPECIFIC OUTCOME 6
Present proposed tactics that fulfil specifications.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59387	National Certificate: Intellectual Property Administration	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Build resource networks for intellectual property processes

SAQA US ID	UNIT STANDARD TITLE			
252444	Build resource networks for intellectual property processes			
ORIGINATOR		PROVIDER		
SGB Marketing				
FIELD		SUBFIELD		
3 - Business, Commerce and Management Studies		Marketing		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		10

SPECIFIC OUTCOME 1
Analyse purpose of resource network building for intellectual property processes.

SPECIFIC OUTCOME 2
Identify potential resources for intellectual property processes.

SPECIFIC OUTCOME 3
Select relevant resources for specific intellectual property processes.

SPECIFIC OUTCOME 4
Monitor and review resource allocation and utilisation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59387	National Certificate: Intellectual Property Administration	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Advocate intellectual property rights and value

SAQA US ID	UNIT STANDARD TITLE		
252445	Advocate intellectual property rights and value		
ORIGINATOR		PROVIDER	
SGB Marketing			
FIELD		SUBFIELD	
3 - Business, Commerce and Management Studies		Marketing	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

SPECIFIC OUTCOME 1
Analyse intellectual property advocacy target groups.

SPECIFIC OUTCOME 2
Develop intellectual property advocacy purpose within given strategies.

SPECIFIC OUTCOME 3
Select intellectual property advocacy methods.

SPECIFIC OUTCOME 4
Communicate intellectual property advocacy messages.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59387	National Certificate: Intellectual Property Administration	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Acquire copyright permissions

SAQA US ID	UNIT STANDARD TITLE			
252446	Acquire copyright permissions			
ORIGINATOR		PROVIDER		
SGB Marketing				
FIELD		SUBFIELD		
3 - Business, Commerce and Management Studies		Marketing		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		10

SPECIFIC OUTCOME 1
Compile copyright permission requirements.

SPECIFIC OUTCOME 2
Identify requirements for acquiring copyright permissions.

SPECIFIC OUTCOME 3
Recommend most beneficial licence types.

SPECIFIC OUTCOME 4
Apply for licences according to agreed type.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59387	National Certificate: Intellectual Property Administration	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Prepare applications for intellectual property registration

SAQA US ID	*UNIT STANDARD TITLE*			
252447	Prepare applications for intellectual property registration			
ORIGINATOR			*PROVIDER*	
SGB Marketing				
FIELD			*SUBFIELD*	
3 - Business, Commerce and Management Studies			Marketing	
ABET BAND	*UNIT STANDARD TYPE*		*NQF LEVEL*	*CREDITS*
Undefined	Regular		Level 5	8

SPECIFIC OUTCOME 1
Identify requirements for registration of intellectual property.

SPECIFIC OUTCOME 2
Collate information required for intellectual property registration applications.

SPECIFIC OUTCOME 3
Complete intellectual property registration applications.

SPECIFIC OUTCOME 4
Assess intellectual property registration applications against requirements.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59387	National Certificate: Intellectual Property Administration	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Maintain intellectual property processes

SAQA US ID	UNIT STANDARD TITLE			
252448	Maintain intellectual property processes			
ORIGINATOR		PROVIDER		
SGB Marketing				
FIELD		SUBFIELD		
3 - Business, Commerce and Management Studies		Marketing		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		10

SPECIFIC OUTCOME 1
Develop procedures for intellectual property protection.

SPECIFIC OUTCOME 2
Report intellectual property infringements.

SPECIFIC OUTCOME 3
Recommend intellectual property policy improvements.

SPECIFIC OUTCOME 4
Monitor the status of intellectual property portfolios.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59387	National Certificate: Intellectual Property Administration	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify intellectual property and materials

SAQA US ID	UNIT STANDARD TITLE		
252449	Identify intellectual property and materials		
ORIGINATOR		PROVIDER	
SGB Marketing			
FIELD		SUBFIELD	
3 - Business, Commerce and Management Studies		Marketing	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

SPECIFIC OUTCOME 1
Describe the origins of intellectual property materials.

SPECIFIC OUTCOME 2
Categorise intellectual property materials in terms of rights, limitations and types.

SPECIFIC OUTCOME 3
Determine types of rights that exist in intellectual property materials.

SPECIFIC OUTCOME 4
Evaluate the significance of intellectual property materials.

SPECIFIC OUTCOME 5
Confirm eligibility of intellectual property and materials for benefit.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59387	National Certificate: Intellectual Property Administration	Level 5	Draft - Prep for P Comment	

No. 1019   **2 November 2007**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Manufacturing & Assembly Processes

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

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

Comment on the qualification and unit standards should reach SAQA at the address below and *no later than 3 December 2007.* All correspondence should be marked **Standards Setting – Manufacturing & Assembly Processes** and addressed to

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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

SAQA

QUALIFICATION:
National Certificate: Meat Processing

SAQA QUAL ID	QUALIFICATION TITLE		
57880	National Certificate: Meat Processing		
ORIGINATOR		*PROVIDER*	
SGB Food Manufacturing			
QUALIFICATION TYPE	*FIELD*	*SUBFIELD*	
National Certificate	6 - Manufacturing, Engineering and Technology	Manufacturing and Assembly	
ABET BAND	*MINIMUM CREDITS*	*NQF LEVEL*	*QUAL CLASS*
Undefined	120	Level 3	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION
Purpose:

A person acquiring this qualification will be able to produce a variety of safe, quality assured processed and value-added meat products that conform to minimum legislation, food safety requirements and company requirements. This qualification will allow a person to advance to learning in production or management or business management within a food manufacturing environment.

A person acquiring this qualification will be able to prepare meat carcasses for further processing and manufacture value-added meat products, whilst adhering to personal and food safety, quality and environmental requirements and specifications. Portable competencies such as performing quality control practices will be obtained. With the present structure of the qualification, it makes provision for companies who do not break carcasses (as they buy primal cuts) as well as for Halaal butcheries/processors.

This qualification will allow a person to have access to education, training and career paths within the meat processing industry, ensuring learning mobility and progression on the framework through articulation with other qualifications. This qualification will enhance the social, economic and personal development of the learner, as well as the sustainability and productivity of the meat processing industry. The qualification will accelerate the redress of past unfair discrimination in education, training and employment opportunities.

Rationale:

This qualification reflects the workplace-based needs of the meat processing industry that are expressed by employers and employees, both now and for the future. Typical learners will be persons who are currently working in a meat processing environment who have not received any formal recognition for their skills and knowledge, or learners from a general food handling environment or from a fast moving consumer goods (FMCG) processing environment who want to broaden their skills and knowledge.

This qualification is a direct outcome of the revision of the former National Certificate in Food and Beverage Processing: Meat Processing NQF Level 3. This qualification aims at providing formal recognition for competencies already obtained and will continue to do so by providing recognition to workers in the meat processing industry. In addition, this qualification provides the learner with the opportunity to obtain competencies in meat processing within the workplace, as

well as in food safety and quality control, which will ensure food products that are healthy and safe for human consumption. In this way, value is added to the worker's employability and competence and the sustainability of the meat processing industry is improved.

This qualification provides the learner with the skills and knowledge to be employed in the meat processing industry, including the small, medium and micro enterprise. It also provides the learner with the opportunity to pursue careers within other sectors of the food industry. The range of electives will allow the individual to pursue careers within meat processing and value-adding meat processing, packaging and junior management. Skilled workers are one of the key players in better manufacturing standards and productivity, both factors which may increase business prosperity. This qualification will assist in social and economic transformation.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
It is assumed that learners are already competent in the following at NQF Level 2:

• Communication.
• Mathematical literacy.
• Natural science and technology principles.
• Understanding and application of personal safety practices.
• Understanding and application of food safety, hygiene practices and Good Manufacturing Practices (GMPs).
• Understanding and application of pre-batching and mixing or blending of food raw materials.
• Knowledge and application of the applicable cleaning and sanitising procedures (Cleaning-out-of-place (COP) and/or Cleaning-in-place (CIP)).
• Understanding and application of temperature measurement and maintenance of the cold chain.

Recognition of Prior Learning:

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring functions performed, portfolios, work records and performance records. All evidence should be judged according to the general principles of assessment. 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 ETQA. The applicant must be assessed against the specific outcomes and assessment criteria for the relevant unit standards. A qualification will be awarded should a learner demonstrate that all the exit level outcomes of the qualification have been attained.

Access to the Qualification:

Persons should adhere to minimum personal health requirements as stipulated in the Foodstuffs, Cosmetics and Disinfectants Act, No. 54 of 1972, and its regulations.

QUALIFICATION RULES
All the unit standards in the Fundamental (36 credits) and Core (50 credits) components are compulsory.

In addition, the learner must choose at least 34 credits from the Elective component, of which at least 20/27 credits must be from the following unit standards:

NLRD ID; Unit standard title; Level; Credits:

- ID 243026; Break beef sides and de-bone primal beef cuts; Level 3; 15 Credits.
- ID 243033; Cut and de-bone poultry carcasses into portions for meat retailing or for further processing; Level 3; 6 Credits.
- ID 243018; Mince fish or meat using automated mincing equipment; Level 3; 4 Credits.
- ID 243020; Salt and dry fish or meat; Level 3; 4 Credits.
- ID 243028; Form or fill raw minced fish or meat products using automated equipment; Level 3; 5 Credits.
- ID 243030; Manufacture emulsified meat products; Level 3; 8 Credits.
- ID 243010; Cure fish or meat products; Level 3; 8 Credits.
- ID 243019 Smoke fish or meat products; Level 3; 8 Credits.
- ID 9054; Coat or dip a food product using automated equipment; Level 2; 6 Credits.
- ID 243009; Sterilise a food or beverage product using retorting equipment; Level 3; 12 Credits.
- ID 243031; Manufacture fermented meat sausages; Level 4; 10 Credits.
- ID 8806; Fry food products using vacuum or atmospheric frying equipment; Level 3; 20 Credits.
- ID 8807; Freeze or chill a food product; Level 3; 8 Credits.
- ID 9042; Demonstrate an understanding of food or beverage safety practices and procedures in a food or beverage manufacturing environment; Level 3; 7 Credits.
- ID 243015; Split and cut pig carcasses into primal cuts; Level 3; 15 Credits.
- ID 243017; De-rind and de-bone various pork cuts; Level 3; 10 Credits.
- ID 243022; Sort de-boned pork cuts for further processing; Level 2; 3 Credits.

The remaining seven credits of the 34 may be chosen from any of the unit standards listed under the Elective component in order to make up the total of 120 credits for the full qualification.

EXIT LEVEL OUTCOMES
Qualifying learners can:

1. Maintain and apply food safety and quality control practices in a meat processing environment.

2. Prepare pig carcasses for further processing.

3. Manufacture value-added meat products in a meat processing environment.

4. Work with and interpret numbers and shapes in a meat processing environment.

5. Communicate in variety of ways in a meat processing environment.

Critical Cross-Field Outcomes:

Critical Cross-Field Outcomes have been addressed by the exit level outcomes as follows:

Qualifying learners can:

1. Identify and solve problems in which response displays that responsible decisions, using critical and creative thinking, have been made by:

- Problem solving during processing tasks.
- o Evident in Exit Level Outcome/s: 2; 3.

- Reporting poor food safety and quality.
- o Evident in Exit Level Outcome/s: 1.

• Identifying poor quality fresh meat products.
o Evident in Exit Level Outcome/s: 1.

2. Work effectively with others as a member of a team, group, organisation or community by:

• Applying team-work during food safety and quality control practices and processing of meat.
o Evident in Exit Level Outcome/s: 1; 2; 3.

• Co-ordinating one's work with that of others in the direct surrounding area.
o Evident in all Exit Level Outcome/s.

3. Organise and manage oneself and one's activities responsibly and effectively by:

• Planning one's activities.
o Evident in all Exit Level Outcome/s.

• Keeping organised, legible, coherent and focused records.
o Evident in Exit Level Outcome/s: 4; 5.

4. Collect, analyse, organise and critically evaluate information by:

• Performing quality control practices and evaluating the results.
o Evident in Exit Level Outcome/s: 1.

• Keeping organised, legible, coherent and focused records.
o Evident in Exit Level Outcome(s): 5.

• Evaluating the results of quality control practices.
o Evident in Exit Level Outcome(s): 1.

5. Communicate effectively by using mathematical and/or language skills in the modes of oral and/or written presentations by

• Reading and interpreting quality control documentation.
o Evident in Exit Level Outcome/s: 5.

• Communicating effectively in a verbal manner.
o Evident in Exit Level Outcome/s: 5.

• Gathering and applying information regarding knowledge, processes and procedures in a meat processing and retail environment.
o Evident in Exit Level Outcome/s: 5.

• Keeping organised, legible, coherent and focused records.
o Evident in Exit Level Outcome/s: 5.

6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others by

• Working according to health and safety regulations.
o Evident in Exit Level Outcome/s: 1; 2; 3; 4.

• Performing quality control practices and evaluating the results.
o Evident in Exit Level Outcome/s: 1.

7. Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation by:

• Problem solving during processing tasks.
o Evident in Exit Level Outcome/s: 2; 3.

• Reporting poor food safety and quality.
o Evident in Exit Level Outcome/s: 1; 5.

• Identifying poor quality meat products and reporting it to management.
o Evident in Exit Level Outcome/s: 1; 5.

8. Contribute to the full personal development of each learner and the social and economic development of the society at large by:

• Maintaining and applying food safety and quality control practices in a meat processing environment.
o Evident in Exit Level Outcome/s: 1.

• Preparing pig carcasses for further processing.
o Evident in Exit Level Outcome/s: 2.

• Manufacturing value-added meat products.
o Evident in Exit Level Outcome/s: 3.

• Working with and interpreting numbers and shapes in a meat processing environment.
o Evident in Exit Level Outcome/s: 4.

• Communicating in variety of ways in a meat processing environment.
o Evident in Exit Level Outcome(s): 5.

ASSOCIATED ASSESSMENT CRITERIA
Associated Assessment Criteria for Exit Level Outcome 1:

• Knowledge and comprehension of the concept of microbiology and the effect of micro-organisms on personal health, hygiene and food product safety are applied according to standard food microbiological principles.
• Quality control practices are performed in the meat processing environment according to the quality assurance policy and standard operating procedures.
• The temperature of raw and final products and their environment are monitored and controlled according to the quality assurance policy and standard operating procedures.
• Critical control points in the meat processing environment are identified and monitored as part of the organisation's Hazard Analysis Critical Control Points (HACCP) system.
• The factors that will influence meat quality are identified and dealt with according to the standard operating procedures relevant to the specific context of the learner's work environment.

Associated Assessment Criteria for Exit Level Outcome 2:

• Pig carcasses are split and cut into primal cuts according to standard operating procedures.
• Pork cuts are de-rinded and de-boned according to standard operating procedures.
• De-boned pork cuts are sorted for further processing according to standard operating procedures.

Associated Assessment Criteria for Exit Level Outcome 3:

• Value-added meat products are manufactured according to standard operating procedures.
• Range: Manufacturing refers to any combination of the following:
  o Breaking beef sides and de-boning primal beef cuts.
  o Cutting and de-boning poultry carcasses.
  o Mincing.
  o Salting and drying.
  o Forming or filling raw minced meat.
  o Emulsifying.
  o Curing.
  o Smoking.
  o Coating or dipping.
  o Retort sterilisation.
  o Manufacturing of fermented meat sausages.
  o Frying.
  o Freezing or chilling.

Associated Assessment Criteria for Exit Level Outcome 4:

• Temperatures are measured, interpreted and controlled within the meat processing environment.
• Quality control documentation is read and interpreted for application in further processing.
• Processing parameters are set, monitored and controlled according to standard operating procedures.
• Meat carcasses are broken into primal cuts according to applicable size requirements.
• Meat cuts are de-rinded, de-boned and sorted according to applicable size requirements.

Associated Assessment Criteria for Exit Level Outcome 5:

• Effective verbal communication is demonstrated during working with peers, customers and members of management.
• Quality control documentation is read and interpreted for application in further processing.
• Processing reports, records and documentation are identified, understood, organised, interpreted and presented in a legible, focused and coherent manner.
• Information is gathered and applied regarding knowledge, processes and procedures within a meat processing environment.

Integrated Assessment:

The applied competence (practical, foundational and reflexive competencies) of this qualification will be achieved if a learner is able to produce a variety of safe, quality assured processed and value-added meat products that conform to minimum legislation and company requirements.

The identifying and solving of problems, team work, organising oneself, the using of applied science, the implication of actions and reactions in the world as a set of related systems must be assessed during any combination of practical, foundational and reflexive competencies demonstrated. Assessment methods and tools must be designed to determine the whole person's development and integration of applied knowledge and skills.

Applicable assessment tool(s) must be used to establish the foundational, reflexive and embedded knowledge applied to solve problems.

A detailed portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner.

Assessors should develop and conduct their own integrated assessment by making use of a range of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

The exit level outcomes of this qualification can be assessed in one application.

Unit standards in the qualification must be used to assess specific and critical cross-field outcomes.

INTERNATIONAL COMPARABILITY

Benchmarking was done against the NZQA from New Zealand, NVQ from England, Wales and Northern Ireland, AQF from Australia and the SVQ from Scotland.

On the NZQA from New Zealand, two qualifications exist at Level 3 for Meat Processing, namely:

• National Certificate in Meat Processing (Grading) with strands in Beef, Pig Meat, Sheep and Lamb, and Venison.

This qualification recognises both the core and specialist knowledge and skills required to work safely and productively in a range of functions within the grading process. The compulsory core underpins all the functions within the industry and is largely replicated in all the meat processing industry's qualifications. The four strands of this certificate (beef, pig meat, sheep and lamb, and venison) recognise that many workers in the industry specialise in grading single animal types. However, the qualification is designed in such a way that lifelong learning is supported by encouraging trainees to consider developing their knowledge and skills in other functions or areas within the industry.

Core and elective unit standards consist of the following:

• Problem solving.
• Employee requirements and expectations.
• Care and timeliness as an employee.
• Significance of one's work within the organization.
• Health and safety in the workplace.
• Communication and listening techniques.
• Teamwork.
• Maintaining hand knives.
• Cleaning of work areas.
• Workplace hygiene and food safety requirements.
• Role of New Zealand meat processing industry.
• Grading classifications, requirements and processes for the specific strand chosen.

• National Certificate in Meat Processing (Meat Industry Standards).

This qualification recognises the knowledge and skills required to comply with the meat industry standards for meat processing. People undertaking this qualification will acquire the base knowledge and skills relating to the meat industry standards by completing the compulsory unit standards. They will then choose the relevant unit standards from the elective lists that relate to their areas of work. The unit standards in the first elective cover environmental knowledge, and the applied knowledge of HACCP systems. The second elective list contains unit standards that recognise an in-depth understanding of the application of the relevant meat industry standards to the candidate's work area.

Core unit standards consist of the following:

• Knowledge of the meat processing industry standards regarding licensing and construction, quality assurance, hygiene and sanitation, procurement of animals, slaughter and dressing, edible processing, inedible processing, storage and certification.

Elective unit standards offer a choice between:

• Waste management, chemical handling and HACCP systems.
• Analysing the requirements for the different meat industry standards.

Meat processing qualifications that compare with the South African qualification also exist on other levels of the NZQA, namely:

• National Certificate in Meat Processing (Introductory) - Level 1.
• National Certificate in Meat Processing (Associated Processes) with strands in Offal Products, Casings and Calibrations, Rendering and Refrigeration - Level 1 or 2, depending on the strand.
• National Certificate in Meat Processing (Further Processing) with strands in Boning, Trimming, Saw Operations, Quartering, Packaging, and Dispatching - Level 2.
• National Certificate in Meat Processing (Slaughter and dressing) with strands in Slaughter, and Opening and Clearing Skins - Level 2.
• National Certificate in Meat Processing (Venison) - Level 2.
• National Certificate in Meat Processing with strands in Supervisory Management, and Risk Management - Level 4.

Whilst the focus of the Level 1 qualifications is on self-management, work and study skills, occupational health and safety, interpersonal communication and generic meat processing skills, the focus of the Level 2 qualifications is on the same, but also includes skills on specific species and processes. There is, therefore, a lot of overlap between the different qualifications on Level 2 regarding the core unit standards and the different qualifications most often cater for very specific skills, which are addressed in the South African version in the form of detailed range statements in the unit standards. The introductory meat processing skills are addressed in South Africa in the form of a GETC in Food Handling Processes.

The Level 4 New Zealand qualification has a definite management focus, specifically in management of a production unit in the meat processing industry. Although not meat specific, there is currently a similar South African qualification on Level 5 in Food and Beverage First Line Manufacturing Management.

As in the South African qualification, New Zealand poultry processing is only addressed in the form of single unit standards for processing of chickens and not in a specific qualification for poultry processing. The South African unit standards cover a broader range of poultry species than only chicken. Skills that are covered for poultry processing in the form of the New Zealand unit standards include the following, clearly somewhat more elaborate than in the case of the South African version:

• Quality control checks and inspection on chickens.
• Use of knives and scales for processing chickens.
• Washing and trimming of chickens.
• Hanging of live and eviscerated chickens.
• Primary processing of chickens, especially cutting.
• Secondary processing and manufacturing of value-added chicken products.
• Packaging of chicken products.
• Quality assurance during chicken processing.
• Co-ordination of production.

On the NVQ from England, Wales and Northern Ireland, three National Vocational Qualifications (NVQ's) were found for meat processing, namely:

- NVQ in Meat and Poultry Processing (Level 1 Foundational).
- NVQ in Meat and Poultry Processing (Level 2 Intermediate).
- NVQ in Meat and Poultry Processing (Level 3 Advanced).

The first two of the above-mentioned qualifications are similar to each other, except that the Level 2 qualification requires a choice of six, instead of two, optional units.

Mandatory units cover the following:

- Safe working practices.
- Processing of meat safely according to specific safety standards.

Optional units cover the following:

- Processing of meat according of quality standards.
- Teamwork.
- Handling of waste.
- Hygiene, cleaning and sanitising.
- Moving materials.
- Receiving and dispatching stock, unloading, storing.
- Sharpening and maintaining equipment.
- Pre-slaughter care and slaughtering.
- Stunning, bleeding, skinning, eviscerating.
- De-hairing and de-feathering.
- Supporting process operations.
- Basic meat processing and cutting, boning, seaming, filleting and trimming.
- Mixing, forming, massaging, extrusion, smoking, curing, marinating, heat treatment, cooling.
- Packaging.
- Quality control.
- Weighing.
- Labeling.
- Retail functions (butchery, preparing orders, serving customers, displaying meat products, manufacturing of retail meat products).
- Reporting and recording.

The Level 3 Advanced qualification offers four mandatory units in:

- Occupational health and safety.
- Hygiene in the workplace.
- Teamwork.
- Contributing to monitoring and controlling the quantity and quality of work in progress.

As well as one of six optional routes, namely:

- Processing (Supervisory).
- Technical.
- Processing (Retail).
- Production.
- Processing (Dispatch).
- Abattoirs.

Four units must be completed from the chosen route, or any four units to attain the qualification without endorsement. The different options show a lot of overlap and have a definite focus on management, quality assurance, training and process improvement and optimisation. This South African qualification therefore compares well with the Level 1 and 2 NVQ's, but not with the Level 3 NVQ. The South African version also offers a broader choice of Core and Elective components than the NVQ's.

The AQF from Australia contains 9 qualifications on Certificate III level, which are distributed over four bands (Abattoirs, Smallgoods, Food Services and Meat Retailing). These qualifications are:

- Abattoirs:
  o Certificate III in Meat Processing (Boning).
  o Certificate III in Meat Processing (Meat Safety).
  o Certificate III in Meat Processing (Rendering).
  o Certificate III in Meat Processing (Slaughtering).
  o Certificate III in Meat Processing (General).
  o Certificate III in Meat Processing (Laboratory) also applicable to Smallgoods.

- Smallgoods:
  o Certificate III in Meat Processing (Smallgoods).

- Food Services:
  o Certificate III in Meat Processing (Food Services).

- Meat Retailing:
  o Certificate III in Meat Processing (Meat Retailing).

Besides the Certificate III qualifications, there are also two qualifications on Certificate I level (Smallgoods and Meat Retailing), four on Certificate II level (Abattoirs, Smallgoods, Food Services and Meat Retailing) and four on Certificate IV level with ranges of Leadership, Meat Safety and Quality Assurance and General. Two Diplomas on Certificate level V and one Advanced Diploma on Certificate level VI can also be found.

The following comparisons were made between the AQF Smallgoods qualifications (Certificate levels I - IV) and this South African qualification: The focus of the Certificate level I qualification is mainly on hygiene, personal safety, quality control, overview of the meat industry, communication, mathematical literacy, handling of materials and products, packaging of smallgoods, cleaning and sanitising, routine preventative maintenance and first aid. The Certificate level II qualification requires the Certificate level I qualification, plus a choice of additional technical units in more advanced processes like meat processing, packaging and equipment handling. The Certificate Level III qualification requires the Certificate levels I and II, plus a choice of additional technical units in processing of carcasses into primal cuts and value-added products. The Certificate level IV qualifications reveal a pure focus on management, leadership, quality assurance, food safety assurance, training and process control and optimisation.

This South African qualification therefore compares well with the Australian qualifications' content and reveals the same type of level descriptors. Although a qualification on level 2 is lacking on the South African NQF, the introductory meat processing skills are addressed in the form of a GETC in Food Handling Processes and the management type of skills are addressed in the Level 5 qualification on Food and Beverage First Line Manufacturing Management.

No qualifications, but only single units, could be found on the AQF for poultry processing.

The SVQ from Scotland contains a qualification in Food and Drink Manufacturing Operations at Level 3. It consists of mandatory and optional units outlined below:

Mandatory units:

- Controlling and maintaining quality.
- Problem solving.
- Maintaining and improving health, hygiene and safety.
- Achieving organisational and personal goals.
- Distribution of information.

Optional units:

- Starting up and shutting down manufacturing operations.
- Maintaining plant and equipment.
- Contributing to auditing.
- Training and development.
- Handling and storage of materials.
- Commissioning of plant equipment and process.
- Effective use of resources.
- People and human resource skills.
- Implementing quality assurance systems.
- Product development.
- Improvement in operations.
- Improvement in environmental practices.

Clearly the Scottish qualification has a somewhat different focus than this South African qualification. The strong management focus in the Scottish qualification is reflected in the Level 5 South African qualification in Food and Beverage First Line Manufacturing Management.

ARTICULATION OPTIONS
This qualification provides horizontal articulation with:

- ID 59386: National Certificate: Fresh Meat Processing, NQF Level 3.
- ID 20194: National Certificate: Food and Beverage Processing: Fish and Seafood Processing, NQF Level 3.

This qualification provides vertical articulation with:

FETC: Generic Management (Food Manufacturing).

MODERATION OPTIONS
- Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor and moderator respectively with the relevant ETQA, or with another ETQA that has a Memorandum of Understanding with the relevant ETQA.

- Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA, or with another ETQA that has a Memorandum of Understanding with the relevant ETQA.

- Assessment and moderation of assessment will be overseen by the relevant ETQA, or by another ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

• Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, exit level outcomes and the integrated competence described in the qualification.

• Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS
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• Anyone assessing a learner against this qualification must be registered as an assessor with the relevant ETQA, or with another ETQA that has a Memorandum of Understanding with the relevant ETQA.

• The applicant needs well-developed interpersonal skills, as well as subject matter and assessment experience.

• The applicant should have a similar qualification than this one at NQF Level 3 or higher, with a minimum of 12 months field experience after s/he has completed the qualification.

NOTES
This qualification replaces qualification 20196, "National Certificate: Food and Beverage Processing: Meat Processing", Level 3, 140 credits.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2
Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Core	120416	Apply personal safety practices in a food or sensitive consumer product environment	Level 2	5
Core	243028	Form or fill raw minced fish or meat products using automated equipment	Level 3	5
Core	243018	Mince fish or meat using automated mincing equipment	Level 3	4
Core	120239	Monitor critical control points (CCPs) as an integral part of a hazard analysis critical control point (HACCP) system	Level 3	6
Core	9062	Monitor the temperature of food products and their environment for quality control purposes	Level 3	4
Core	119802	Perform quality control practices in a food or sensitive consumer product operation	Level 3	6
Core	9046	Determine the quality of food products using sensory evaluation	Level 4	10
Core	243023	Identify and deal with factors influencing meat quality	Level 4	10
Elective	9054	Coat or dip a food product using automated equipment	Level 2	6
Elective	243022	Sort de-boned pork cuts for further processing	Level 2	3
Elective	114941	Apply knowledge of HIV/AIDS to a specific business sector and a workplace	Level 3	4

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	114952	Apply problem-solving techniques to make a decision or solve a problem in a real life context	Level 3	2
Elective	243026	Break beef sides and de-bone primal beef cuts	Level 3	15
Elective	243010	Cure fish or meat products	Level 3	8
Elective	243033	Cut and de-bone poultry carcasses into portions for meat retailing or futher processing	Level 3	6
Elective	243017	De-rind and de-bone various pork cuts	Level 3	10
Elective	9042	Demonstrate an understanding of food or beverage safety practices and procedures in the food or beverage manufacturing environment	Level 3	7
Elective	114892	Dispatch stock	Level 3	10
Elective	8807	Freeze or chill a food product	Level 3	8
Elective	8806	Fry food products using vacuum or atmospheric frying equipment	Level 3	20
Elective	13917	Indicate the role of a team leader ensuring that a team meets an organisation`s standards	Level 3	6
Elective	13911	Induct a new member into a team	Level 3	3
Elective	14665	Interpret current affairs related to a specific business sector	Level 3	10
Elective	13919	Investigate and explain the structure of a selected workplace or organisation	Level 3	10
Elective	243030	Manufacture emulsified meat products	Level 3	8
Elective	242777	Operate a closing process on a food automated packaging line	Level 3	6
Elective	242779	Operate filling process on a food automated packaging line	Level 3	18
Elective	11241	Perform Basic Business Calculations	Level 3	6
Elective	12316	Perform first line maintenance on manufacturing or packing equipment	Level 3	7
Elective	114896	Receive stock	Level 3	12
Elective	243020	Salt and dry fish or meat	Level 3	4
Elective	243019	Smoke fish or meat products	Level 3	8
Elective	243015	Split and cut pig carcasses into primal cuts	Level 3	15
Elective	243009	Sterilise a food or beverage product using retorting equipment	Level 3	12
Elective	116942	Use a GUI-based word processor to create merged documents	Level 3	3
Elective	116940	Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem	Level 3	6
Elective	117241	Develop a business plan for a small business	Level 4	5
Elective	243031	Manufacture fermented meat sausages	Level 4	10
Elective	242791	Operate a coding process on a food automated packaging line	Level 4	4
Elective	242778	Operate a labelling process on a food automated packaging line	Level 4	10
Elective	242792	Operate a wrapping process on a food automated packaging line	Level 4	18

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
National Certificate: Fresh Meat Processing

SAQA QUAL ID	QUALIFICATION TITLE		
59386	National Certificate: Fresh Meat Processing		
ORIGINATOR		PROVIDER	
SGB Food Manufacturing			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	6 - Manufacturing, Engineering and Technology	Manufacturing and Assembly	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	120	Level 3	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION
Purpose:

A person acquiring this qualification will be able to produce a variety of safe, quality assured fresh meat retail cuts and products according to customer needs and requirements, minimum legislation, food safety requirements and company requirements. This qualification will allow a person to advance to learning in business management in a customer service environment.

The following range statement is applicable to fresh meat processing:

• Meat includes meat obtained from the normal, domesticated range of animals usually used as meat suitable for human consumption, e.g. calves and cattle, lambs and sheep, piglets and pigs, kids and goats, horses and donkeys, as well as ostriches and large and small game. Meat excluded from this range is crocodile meat and poultry.
• This qualification should include at least two of the above-mentioned species, one of which must include beef.

A person acquiring this qualification will be able to communicate requests as a team leader, service customers, work independently, cut a variety of fresh meat cuts and process it into fresh meat retail products, whilst adhering to personal and food safety, quality and environmental requirements and specifications. Portable competencies such as performing quality control practices will be obtained.

This qualification will allow a person to have access to education, training and career paths within the fresh meat processing and retail industry, ensuring learning mobility and progression on the framework through articulation with other qualifications. This qualification will enhance the social, economic and personal development of the learner, as well as the sustainability and productivity of the fresh meat processing and retail industry. The qualification will accelerate the redress of past unfair discrimination in education, training and employment opportunities.

Rationale:

This qualification reflects the workplace-based needs of the fresh meat processing and retail industry that are expressed by employers and employees, both now and for the future. Typical learners will be persons who are currently working in a fresh meat processing and retail environment who have not received any formal recognition for their skills and knowledge, or

learners with a broad knowledge and skills base in food handling practices who want to specialize in the fresh meat processing and retail environment.

This qualification is a direct outcome of the revision of the former National Certificate in Fresh Meat Processing NQF Level 3, of which the demand was based on the transformation of the so-called Butcher's Qualification (previously referred to as the "Block Man" or "Meat Cutting Technician") into a qualification that meets the needs of the relevant industry, supporting the principles of the NQF and providing the flexibility of bridging into a management type of qualification with a strong customer focus. This qualification aims at providing formal recognition for competencies already obtained and will continue to do so by providing recognition to workers in the fresh meat processing and retail industry. In addition, this qualification provides the learner with the opportunity to obtain competencies in fresh meat processing and retail within the workplace, as well as in food safety and quality control, which will ensure food products that are healthy and safe for human consumption. In this way, value is added to worker's employability and competence and the sustainability of the fresh meat processing and retail industry is improved.

This qualification provides the learner with the skills and knowledge necessary to be employed in different careers within the meat industry, including the small, medium and micro enterprise. It also provides the learner with the opportunity to pursue careers within other sectors of the food industry. The range of electives will allow the individual to pursue careers within fresh meat processing and value-adding meat processing, junior management and wholesale and retail. Skilled workers are one of the key players in better manufacturing standards and productivity, both factors which may increase business prosperity. This qualification will assist in social and economic transformation.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
It is assumed that learners are already competent in the following at NQF Level 2:

• Communication.
• Mathematical literacy.
• Natural science and technology principles.
• Understanding and application of personal safety practices.
• Understanding and application of food safety, hygiene practices and Good Manufacturing Practices (GMPs).
• Understanding and application of pre-batching and mixing or blending of food raw materials.
• Knowledge and application of the applicable cleaning and sanitising procedures (Cleaning-out-of-place (COP) and/or Cleaning-in-place (CIP)).
• Understanding and application of temperature measurement and maintenance of the cold chain.
• Understanding and application of manual packaging and vacuum packaging.

Recognition of Prior Learning:

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring functions performed, portfolios, work records and performance records. All evidence should be judged according to the general principles of assessment. 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 ETQA. The applicant must be assessed against the specific outcomes and assessment criteria for the relevant unit standards. A qualification will be

awarded should a learner demonstrate that all the exit level outcomes of the qualification have been attained.

Access to the Qualification:

Persons should adhere to minimum personal health requirements as stipulated in the Foodstuffs, Cosmetics and Disinfectants Act, No. 54 of 1972, and its regulations.

QUALIFICATION RULES
All the unit standards in the Fundamental (36 credits) and Core (69 credits) components are compulsory.

In addition, the learner must choose at least 15 credits from the Elective component, of which at least 6 credits must be from the following unit standards:

ID, Unit standard title, Level, Credits:

- ID 243033: Cut and de-bone poultry carcasses into portions for meat retailing or for further processing, Level 3, 6 credits.
- ID 243030: Manufacture emulsified meat products, Level 3, 8 credits.
- ID 243010: Cure fish or meat products, Level 3, 8 credits.
- ID 243019: Smoke fish or meat products, Level 3, 8 credits.
- ID 9054: Coat or dip a food product using automated equipment, Level 2, 6 credits.
- ID 8807: Freeze or chill a food product, Level 3, 8 credits.

The remaining 9 credits of the 15 may be chosen from any of the unit standards listed under the Elective component in order to make up the total of 120 credits for the full qualification.

EXIT LEVEL OUTCOMES
1. Maintain and apply food safety and quality control practices in a fresh meat processing and retail environment.

2. Produce fresh meat retail cuts according to customer requirements in the fresh meat processing and retail environment.

3. Produce fresh meat products in a fresh meat processing and retail environment.
- Note:
o To be competent in this Exit level outcome, learners should be able to show competency towards the basic retail cuts for the species selected.
o Workplace experience depends on the environment where the employer is situated (An employer in an upmarket area like Sandton will do more upper class market products than an employer in rural areas).

4. Work with and interpret numbers and shapes in a fresh meat processing and retail environment.

5. Communicate in variety of ways in a fresh meat processing and retail environment.

Critical Cross-Field Outcomes:

Critical Cross-Field Outcomes have been addressed by the exit level outcomes as follows:

Qualifying learners can:

Identify and solve problems in which response displays that responsible decisions, using critical and creative thinking, have been made by:

- Problem solving during processing tasks.
- o Evident in Exit Level Outcomes 2 and 3.

- Reporting poor food safety and quality.
- o Evident in Exit Level Outcomes 1.

- Identifying poor quality fresh meat products.
- o Evident in Exit Level Outcomes 1.

Work effectively with others as a member of a team, group, organisation or community by:

- Applying team-work during food safety and quality control practices and processing of fresh meat.
- o Evident in Exit Level Outcomes 1, 2 and 3.

- Co-ordinating one's work with that of others in the direct surrounding area.
- o Evident in all Exit Level Outcomes.

Organise and manage oneself and one's activities responsibly and effectively by:

- Planning one's activities.
- ° Evident in all Exit Level Outcomes.

- Keeping organised, legible, coherent and focused records.
- o Evident in Exit Level Outcomes 4 and 5.

Collect, analyse, organise and critically evaluate information by:

- Performing quality control practices and evaluating the results.
- o Evident in Exit Level Outcome 1.

- Keeping organised, legible, coherent and focused records.
- o Evident in Exit Level Outcome 5.

- Evaluating the results of quality control practices.
- o Evident in Exit Level Outcome 1.

Communicate effectively by using mathematical and/or language skills in the modes of oral and/or written presentations by:

- Reading and interpreting quality control documentation.
- o Evident in Exit Level Outcome 5.

- Communicating effectively in a verbal manner.
- o Evident in Exit Level Outcome 5.

- Gathering and applying information regarding knowledge, processes and procedures in a fresh meat processing and retail environment.
- o Evident in Exit Level Outcome 5.

- Keeping organised, legible, coherent and focused records.
- o Evident in Exit Level Outcome 5.

Use science and technology effectively and critically, showing responsibility towards the environment and health of others by:

• Working according to health and safety regulations.
○ Evident in Exit Level Outcomes 1, 2, 3 and 4.

• Performing quality control practices and evaluating the results.
○ Evident in Exit Level Outcome 1.

Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation by:

• Problem solving during processing tasks.
○ Evident in Exit Level Outcomes 2 and 3.

• Reporting poor food safety and quality.
○ Evident in Exit Level Outcomes 1and 5.

• Identifying poor quality fresh meat products and reporting it to management.
○ Evident in Exit Level Outcomes 1 and 5.

Contribute to the full personal development of each learner and the social and economic development of the society at large by:

• Maintaining and applying food safety and quality control practices in a fresh meat processing and retail environment.
○ Evident in Exit Level Outcome 1.

• Producing fresh meat cuts and products in a fresh meat processing and retail environment.
○ Evident in Exit Level Outcomes 2 and 3.

• Working with and interpreting numbers and shapes in a fresh meat processing and retail environment.
○ Evident in Exit Level Outcome 4.

• Communicating in variety of ways in a fresh meat processing and retail environment.
○ Evident in Exit Level Outcome 5.

ASSOCIATED ASSESSMENT CRITERIA
Associated Assessment Criteria for Exit Level Outcome 1:

• Knowledge and comprehension of the concept of microbiology and the effect of micro-organisms on personal health, hygiene and food product safety are applied according to standard food microbiological principles.
• Quality control practices are performed in the fresh meat processing and retail environment according to the quality assurance policy and standard operating procedures.
• The temperature of raw and final products and their environment are monitored and controlled according to the quality assurance policy and standard operating procedures.
• Critical control points in the fresh meat processing and retail environment are identified and monitored as part of the organisation's Hazard Analysis Critical Control Points (HACCP) system.
• The factors that will influence meat quality are identified and dealt with according to the standard operating procedures relevant to the specific context of the learner's work environment.

Associated Assessment Criteria for Exit Level Outcome 2:

• Meat carcasses are broken into primal cuts according to standard operating procedures.
• Meat primal cuts are de-boned and cut into retail cuts according to standard operating procedures.

Associated Assessment Criteria for Exit Level Outcome 3:

• Fresh meat is minced according to standard operating procedures and by using automated equipment.
• Raw minced meat is formed or filled according to standard operating procedures.
• Fresh meat products are salted and dried according to standard operating procedures.

Associated Assessment Criteria for Exit Level Outcome 4:

• Temperatures are measured, interpreted and controlled within the fresh meat processing and retail environment.
• Quality control documentation is read and interpreted for application in further processing.
• Processing parameters are set, monitored and controlled according to standard operating procedures.
• Meat carcasses are broken into primal cuts and meat primal cuts are cut into retail cuts according to applicable size requirements.

Associated Assessment Criteria for Exit Level Outcome 5:

• Effective verbal communication is demonstrated during working with peers, customers and members of management.
• Quality control documentation is read and interpreted for application in further processing.
• Processing reports, records and documentation are identified, understood, organised, interpreted and presented in a legible, focused and coherent manner.
• Information is gathered and applied regarding knowledge, processes and procedures within a fresh meat processing and retail environment.

Integrated Assessment:

The applied competence (practical, foundational and reflexive competencies) of this qualification will be achieved if a learner is able to process meat carcasses into safe, quality assured retail meat cuts and products according to customer needs and requirements.

The identifying and solving of problems, team work, organising oneself, the using of applied science, the implication of actions and reactions in the world as a set of related systems must be assessed during any combination of practical, foundational and reflexive competencies demonstrated. Assessment methods and tools must be designed to determine the whole person's development and integration of applied knowledge and skills.

Applicable assessment tool(s) must be used to establish the foundational, reflexive and embedded knowledge applied to solve problems.

A detailed portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner.

Assessors should develop and conduct their own integrated assessment by making use of a range of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

The exit level outcomes of this qualification can be assessed in one application.

Unit standards in the qualification must be used to assess specific and critical cross-field outcomes.

INTERNATIONAL COMPARABILITY
Benchmarking was done against the NZQA from New Zealand, NVQ from England, Wales and Northern Ireland, AQF from Australia and the SVQ from Scotland.

On the NZQA from New Zealand, the five qualifications for Meat Retailing are found on levels 2 - 5, namely:

• National Certificate in Meat Retailing (Meat Packing) - Level 2.
Purpose: Producing trays of wrapped and labeled meat suitable for display, controlling stock in a meat retail outlet, communication and proper personal presentation, performing food safety practices and prevention of contamination.

• National Certificate in Meat Retailing (Curing, Smoking and Smallgoods) - Level 3.
Purpose: Curing and smoking of meat products, production of mince-based smallgoods for use in meat retailing and performing personal safety and food safety practices.

• National Certificate in Meat Retailing (Carcass Boner) - Level 4.
Purpose: Boning of beef, pork, sheep and poultry carcasses for the retail and wholesale trade in a safe and hygienic manner.

• National Certificate in Meat Retailing (Proficient) with optional strands in Boning; Curing, Smoking and Smallgoods; Retailing; and Forecasting, Purchasing and Production - Level 4.
Purpose: Covers all the skills required of a modern meat retailer by the majority of stakeholders in the meat retailing sector. Learners may choose to complete any or all of the optional strands. The previous three qualifications lead to this qualification (they are smaller and have a narrower range as they are designed to focus on the specialised meat handling skills required by some enterprises.

• National Certificate in Meat Retailing (Management) - Level 5.
Purpose: Management of processing and sales in retail meat business or department.

The different New Zealand qualifications most often cater for very specific skills, which are addressed in the South African version in the form of detailed range statements in the unit standards. The introductory meat processing skills are addressed in South Africa in the form of a GETC in Food Handling Processes.

The NQF level 3 South African qualification does not offer different versions for different stakeholders within the meat retailing sector as does the New Zealand qualifications, but rather one qualification with the option to structure it according to stakeholder needs. Management skills are addressed in the South African qualification on Level 5 in Food and Beverage First Line Manufacturing Management.

As in the South African qualification, New Zealand poultry processing is only addressed in the form of single unit standards for processing of chickens and not in a specific qualification for poultry processing. The South African unit standards cover a broader range of poultry species that only chicken. Skills that are covered for poultry processing in the form of the New Zealand unit standards include the following, clearly somewhat more elaborate than in the case of the South African version:

• Quality control checks and inspection on chickens.
• Use of knives and scales for processing chickens.
• Washing and trimming of chickens.

- Hanging of live and eviscerated chickens.
- Primary processing of chickens, especially cutting.
- Secondary processing and manufacturing of value-added chicken products.
- Packaging of chicken products.
- Quality assurance during chicken processing.
- Co-ordination of production.

On the NVQ from England, Wales and Northern Ireland, no qualifications could be found specifically for meat retailing. However, the three National Vocational Qualifications (NVQ's) address retail skills as part of the optional components of the qualifications. The following relevant NVQ's were found:

- NVQ in Meat and Poultry Processing (Level 1 Foundational).
- NVQ in Meat and Poultry Processing (Level 2 Intermediate).
- NVQ in Meat and Poultry Processing (Level 3 Advanced).

The first two of the above-mentioned qualifications are similar to each other, except that the Level 2 qualification requires a choice of six, instead of two, optional units.

Mandatory units cover the following:

- Safe working practices.
- Processing of meat safely according to specific safety standards.

Optional unit cover the following:

- Processing of meat according of quality standards.
- Teamwork.
- Handling of waste.
- Hygiene, cleaning and sanitising.
- Moving materials.
- Receiving and dispatching stock, unloading, storing.
- Sharpening and maintaining equipment.
- Pre-slaughter care and slaughtering.
- Stunning, bleeding, skinning, eviscerating.
- De-hairing and de-feathering.
- Supporting process operations.
- Basic meat processing and cutting, boning, seaming, filleting and trimming.
- Mixing, forming, massaging, extrusion, smoking, curing, marinating, heat treatment, cooling.
- Packaging.
- Quality control.
- Weighing.
- Labeling.
- Retail functions (butchery, preparing orders, serving customers, displaying meat products, manufacturing of retail meat products).
- Reporting and recording.

The Level 3 Advanced qualification offers four mandatory units in:

- Occupational health and safety.
- Hygiene in the workplace.
- Teamwork.
- Contributing to monitoring and controlling the quantity and quality of work in progress.

As well as one of six optional routes, namely:

- Processing (Supervisory).
- Technical.
- Processing (Retail).
- Production.
- Processing (Dispatch).
- Abattoirs.

Four units must be completed from the chosen route, or any four units to attain the qualification without endorsement. The different options show a lot of overlap and have a definite focus on management, quality assurance, training and process improvement and optimisation. This South African qualification therefore compares well with the retail option of the Level 3 NVQ, although the South African version offers a broader choice of Core and Elective components that the NVQ.

The AQF from Australia contains 4 qualifications for Meat Retailing on Certificate levels I, II, III and V.

The focus of the Certificate level I Meat Retailing qualification is mainly on hygiene, personal safety, quality control, overview of the meat industry, communication, mathematical literacy, maintaining of equipment, identifying meat cuts, trimming, storing, mincing, preparing value-added products, customer service, cleaning and sanitising, routine preventative maintenance and first aid. The Certificate level II qualification requires the Certificate level I qualification, plus a choice of additional technical units in more advanced processes like meat processing, manufacturing of value-added meat products, packaging, data collection and equipment handling. The Certificate Level III qualification requires the Certificate levels I and II, plus a choice of additional technical units in advanced skills in manufacturing of value-added meat products, calculation of yield, meeting customer needs, merchandising, costing, sampling, training and stock control. The Certificate level V qualification has a pure management focus.

This South African qualification therefore compares well with the Australian qualifications' content and reveals the same type of level descriptors. Although a qualification on level 2 is lacking on the South African NQF, the introductory meat processing and retail skills are addressed in the form of a GETC in Food Handling Processes and the management type of skills are addressed in the Level 5 qualification on Food and Beverage First Line Manufacturing Management.

No qualifications, but only single units, could be found on the AQF for poultry processing.

The SVQ from Scotland contains a qualification in Food and Drink Manufacturing Operations at Level 3. It consists of mandatory and optional units outlined below:

Mandatory units:

- Controlling and maintaining quality.
- Problem solving.
- Maintaining and improving health, hygiene and safety.
- Achieving organisational and personal goals.
- Distribution of information.

Optional units:

- Starting up and shutting down manufacturing operations.
- Maintaining plant and equipment.
- Contributing to auditing.
- Training and development.

- Handling and storage of materials.
- Commissioning of plant equipment and process.
- Effective use of resources.
- People and human resource skills.
- Implementing quality assurance systems.
- Product development.
- Improvement in operations.
- Improvement in environmental practices.

Clearly the Scottish qualification has a more production-orientated focus and not a retail focus. No specific qualification for meat retailing could be found on the SVQ.

ARTICULATION OPTIONS
This qualification provides horizontal articulation with:

- ID 59386: National Certificate: Fresh Meat Processing, NQF Level 3.
- ID 20194: National Certificate: Food and Beverage Processing: Fish and Seafood Processing, NQF Level 3.

This qualification provides vertical articulation with:

FETC: Generic Management (Food Manufacturing).

MODERATION OPTIONS
- Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor and moderator respectively with the relevant ETQA, or with another ETQA that has a Memorandum of Understanding with the relevant ETQA.

- Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA, or with another ETQA that has a Memorandum of Understanding with the relevant ETQA.

- Assessment and moderation of assessment will be overseen by the relevant ETQA, or by another ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

- Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, exit level outcomes and the integrated competence described in the qualification.

- Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS
For an applicant to register as an assessor, the following are essential:

- Anyone assessing a learner against this qualification must be registered as an assessor with the relevant ETQA, or with another ETQA that has a Memorandum of Understanding with the relevant ETQA.
- The applicant needs well-developed interpersonal skills, as well as subject matter and assessment experience.
- The applicant should have a similar qualification than this one at NQF Level 3 or higher, with a minimum of 12 months field experience after s/he has completed the qualification.

NOTES
This qualification replaces qualification 24494, "National Certificate: Fresh Meat Processing", Level 3, 140 credits.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2
Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Core	120416	Apply personal safety practices in a food or sensitive consumer product environment	Level 2	5
Core	243032	Break meat carcasses into primal cuts	Level 3	15
Core	243029	De-bone and cut meat primal cuts into retail cuts	Level 3	10
Core	243028	Form or fill raw minced fish or meat products using automated equipment	Level 3	5
Core	243018	Mince fish or meat using automated mincing equipment	Level 3	4
Core	120239	Monitor critical control points (CCPs) as an integral part of a hazard analysis critical control point (HACCP) system	Level 3	6
Core	9062	Monitor the temperature of food products and their environment for quality control purposes	Level 3	4
Core	119802	Perform quality control practices in a food or sensitive consumer product operation	Level 3	6
Core	243020	Salt and dry fish or meat	Level 3	4
Core	243023	Identify and deal with factors influencing meat quality	Level 4	10
Elective	9054	Coat or dip a food product using automated equipment	Level 2	6
Elective	244574	Apply knowledge of HIV/AIDS to a specific business sector and a workplace	Level 3	4
Elective	244611	Apply problem-solving techniques to make a decision or solve a problem in a real life context	Level 3	2
Elective	243010	Cure fish or meat products	Level 3	8
Elective	243033	Cut and de-bone poultry carcasses into portions for meat retailing or futher processing	Level 3	6
Elective	114892	Dispatch stock	Level 3	10
Elective	114907	Display merchandise visually in a Wholesale and Retail outlet	Level 3	15
Elective	8807	Freeze or chill a food product	Level 3	8
Elective	242814	Identify and explain the core and support functions of an organisation	Level 3	6
Elective	242812	Induct a member into a team	Level 3	4
Elective	14665	Interpret current affairs related to a specific business sector	Level 3	10
Elective	243030	Manufacture emulsified meat products	Level 3	8
Elective	11241	Perform Basic Business Calculations	Level 3	6
Elective	12316	Perform first line maintenance on manufacturing or packing equipment	Level 3	7
Elective	13932	Prepare and process documents for financial and banking processes	Level 3	5
Elective	114896	Receive stock	Level 3	12
Elective	114900	Sell products to customers in a Wholesale and Retail outlet	Level 3	12
Elective	243019	Smoke fish or meat products	Level 3	8
Elective	116942	Use a GUI-based word processor to create merged documents	Level 3	3

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	116940	Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem	Level 3	6
Elective	117241	Develop a business plan for a small business	Level 4	5
Elective	242821	Identify responsibilities of a team leader in ensuring that organisational standards are met	Level 4	6

No. 1020   **2 November 2007**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Transport, Operations and Logistics

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

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

Comment on the qualification and unit standards should reach SAQA at the address below and *no later 3 December 2007.* All correspondence should be marked **Standards Setting – Transport, Operations and Logistics** 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: Freight Forwarding and Customs Compliance

SAQA QUAL ID	QUALIFICATION TITLE		
59365	National Certificate: Freight Forwarding and Customs Compliance		
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	11 - Services	Transport, Operations and Logistics	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	120	Level 3	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This Qualification is to provide learners with the conceptual framework and the skills necessary to perform routine functions within the Freight Forwarding and Customs Compliance environment. This Qualification is intended to equip learners to operate cross-functionally within the Freight Forwarding and Customs Compliance environment of the international logistics industry.

Qualifying learners will be able to pursue further development and Qualifications in such specialist as the international logistics and supply chain management.

Learners who successfully complete this Qualification will be able to:

• Apply the competencies of numeracy and literacy to everyday work related situations.
• Adhere to the required processes and procedures related to the import and export of internationally traded goods.
• Use geographic and logistics concepts to carry out routine import and export policies and procedures.

This Qualification aims to assist people entering a career in the freight forwarding and customs compliance field and those already working in it maintain and improve their competencies in fulfilling and anticipating the needs of their clients and customers. It will create the opportunity:

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

Rationale:

It has been estimated that logistics costs as a whole constitute at least 14% of the cost of goods in South Africa, which is at least 50% above the global norm. A large proportion of this overspend is attributed to inefficiencies caused by lack of competence. In order to become world competitive South Africa Limited needs to deliver its goods on time at the right place and at an acceptable cost. To do this requires the establishment and maintenance of world class supply chains. Competent international logistics and supply chain management practitioners and support staff are required for this purpose.

This is a Qualification in a series for learners who want to follow a career in the field of freight forwarding and Customs compliance. This Qualification focuses on developing skills and knowledge necessary to perform in a competent manner in this industry.

The NC: Freight Forwarding and Compliance, NQF Level 3 replaces the following Qualifications:

- National Certificate: Freight Forwarding, NQF Level 3.
- National Certificate: Customs Clearing, NQF Level 3.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
Learning Assumed to be in Place and Recognition of Prior Learning:

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

Access to the Qualification

Access is open to all learners bearing in mind the learning assumed to be in place.

QUALIFICATION RULES
The qualification is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totalling 130 minimum credits.

- Fundamental: 36 Credits.
- Core: 66 Credits.
- Elective: 28 Credits Minimum.

Total: 130 Credits Minimum.

Fundamental component:
- All unit standards to the value of 36 credits are compulsory.

Core component:
- All unit standards to the value of 66 credits are compulsory.

Elective component:
- The Elective component consists of four specialisations. Learners are to choose a specialisation based on the area in which they work or in which they are interested. Learners are then required to choose Elective standards for their chosen field of specialisation totalling a minimum of 28 credits.

The specialisations are as follows:

Generic:

- Perform processes and procedures required for the administration of import transactions.
- Perform the processes and procedures required for the administration of export transactions.
- Comply with procedures in respect of lost, discrepant and damaged cargo.
- Generate forwarding industry invoices, credit notes and landed costings.
- Handle cargo for import and export.
- Demonstrate knowledge and understanding of transportation insurance.
- Apply knowledge of insurance to the transportation of a consignment of goods.

Customs:

- Calculate customs values.
- Calculate duties and tax payable on internationally traded goods.
- Classify commodities according to customs tariff.
- Frame and submit customs declarations and carrier release documentation.

Airfreight:

- Document and handle export airfreight general non-hazardous cargo.
- Arrange the distribution of small to medium consignments door to door.
- Accept and process dangerous goods for transportation by air.
- Identify, pack, mark and label dangerous goods for transportation by air.
- Facilitate the final delivery and release of goods imported and exported by airfreight.
- Secure cargo for airfreight.
- Calculate costs of airfreighting goods.

Surface Freight:

- Document and handle export surface general non-hazardous cargo.
- Facilitate the forwarding and clearing of dangerous goods for intermodal transportation.
- Handle dangerous goods during warehousing and storage.
- Apply groupage processes and procedures to cargo imported by surface.
- Administer multimodal surface freight import clearances.
- Evaluate and select sea freight carriers and agents.
- Carry out intermodal surface costings.

EXIT LEVEL OUTCOMES
1. Apply the competencies of numeracy and literacy to everyday work related situations.

2. Adhere to the required processes and procedures related to the import and export of internationally traded goods.

3. Use geographic and logistics concepts to carry out routine import and export policies and procedures.

ASSOCIATED ASSESSMENT CRITERIA
Associated Assessment Criteria for Exit Level Outcome 1:

1.1 Oral and written communication is maintained and adapted as required to perform work related activities.
1.2 Numeracy skills are applied while performing routine tasks in an operational context.

Associated Assessment Criteria for Exit Level Outcome 2:

2.1 Freight forwarding and customs compliance procedures and processes are understood and applied in the workplace.
2.2 Organisational and legal prescripts are understood and applied to daily work routines.
2.3 Freight forwarding and customs compliance information is evaluated and used to process import and export transactions.
2.4 Deviations and non-conformances are identified and responded to according to the requirements of the transaction.

Associated Assessment Criteria for Exit Level Outcome 3:

3.1 The world map is understood as it applies to internationally traded goods.
3.2 Factors influencing the routing of international cargo are understood and considered to plan imports and exports.
3.3 The different modes of transportation of internationally traded goods are understood and applied to imports and exports.

INTERNATIONAL COMPARABILITY

This Qualification is part of a series of Qualifications ranging from NQF Level 2 to 5 in the field of international logistics and supply chain management and it was compared to other, similar Qualifications, certificates, skills programmes and courses in the international arena as having best practice.

The major differences between this Qualification and the two most recognised Qualifications in the international arena are the inclusion of Fundamental learning. This notwithstanding, the theoretical and practical competencies of this Qualification correspond with those shown here.

International - International Federation of Freight Forwarders Association (FIATA):

Diploma in Freight Forwarding:

- An introduction to Freight Forwarding:
  - International freight forwarder and the freight business.
  - Organisation of the company.
  - Financial requirements.
  - Professional organisations.
  - FIATA documents and forms.
  - General knowledge of transport and related geography.
  - Special transport services.
  - Packing requirements.
  - Co-operation with other service providers.
  - Information and communication technologies.

- Sea Transport (General):
  - Regulations for the transport of goods by sea.
  - Shipping services.
  - Types of vessels.
  - Bill of lading.
  - Pricing of ocean freight.
  - Geography of ocean transport and port facilities.

- Maritime Containers (Sea Containers):
  - General knowledge of container transports by sea.
  - Types and specification for most used containers.
  - Loading procedure.
  - Way-bills and accompanying documents.
  - Pricing of inland and ocean freight.
  - Geography of container traffic.

- Air Transport:
  - General conditions of carriage.
  - Types and specifications of the most used aircrafts and air-pallets.
  - Way-bills and accompanying documents.
  - Calculation of airfreight.
  - Geography in air transport.

- Road Transport:
  - Legal requirements for national and international road transport.
  - Types of road vehicles.
  - Way-bills and accompanying documents.
  - Tariffs.
  - Geography of road transport.

- Rail Transport:
  - Legal requirements of national and international rail transport.
  - Ways and means of transportation.
  - Way-bills and accompanying documents.
  - Tariffs (conventional or combined transport).
  - Geography and operational aspects in rail transport.

- National/International Carriage by Inland Waterway:
  - Legal requirements of transports by inland waterway.
  - Types of barges used in inland waterway carriage.
  - Way-bills and accompanying documents.
  - Determination of freight charges for inland waterway transport.
  - Geography of inland waterways.

- Customs Procedures:
  - General information on the national customs administration.
  - National customs tariffs.
  - National customs procedures.
  - Liability of the freight forwarder.
  - International conventions.
  - Other possible duties of the customs administration.

- Logistics:
  - Logistics and forwarding.
  - Logistics concept/project.
  - Physical distribution systems.
  - Sub-systems in logistics (Supply Chain Management).
  - Information handling and control issues.
  - Value added services.
  - Commodity related systems.
  - Rights and duties of the warehouse operator and the customer.
  - Types of warehouse.
  - Warehouse documents and information technology.
  - Construction, layout and safety.
  - Debit of warehouse charges/rent.
  - General.

- Insurance:
  - Liability insurance.
  - Transport insurance.

- Dangerous Goods:
  - Role of parties in the transport chain.
  - Regulations.
  - Classification.
  - Marking of hazardous cargo and cargo handling.
  - Training.

o Documentation.

- Information and Communications Technologies (ICT) in Forwarding:
o Basic understanding of computer and its environment.
o The role of information technologies in forwarding.
o Data storage and management and databases.
o Principles of networking and data sharing.
o Telecommunication and its applications.
o Electronic data interchange and value-added network.
o Bar-coding and its application.
o Internet and web-based technology.
o e-Commerce.
o Web-based applications and e-marketplace.
o Security.
o Electronic fund transfer and e-payments.

The above Qualification is offered worldwide throughout the international logistics and supply chain management sectors and it was found that it compares exceptionally well with both the NQF Level 3 and Level 4 Qualifications. There is however no Fundamental learning in this international Qualification.

Canada - Forum for International Trade Training (FITT):

- Certificate in International Marketing:
o The principles of marketing.
o Domestic vs. International marketing.
o Market research.
o Market access.
o Cultural considerations in international marketing.
o Political, legal and regulatory considerations in international marketing.
o Marketing the right product or service.
o Personal selling abroad.
o Mass marketing abroad.
o Enhancing the marketing effort.
o Marketing services.

There are only a few areas of similarity between this Qualification and the FITT qualification as the latter focuses substantially on the marketing and selling process. This Qualification only has certain components that focus on this area.

- Certificate in International Trade Finance:
o An introduction to trade finance.
o The financing presentation.
o Trade finance, risk analysis and risk management.
o Foreign exchange rates.
o Export costing and transaction viability.
o Payment methods and short term financing.
o Factoring and forfeiting.
o Understanding and processing documentary credits.
o Bonds and guarantees.
o Export credit insurance and financing.
o Cash flow planning.
o Counter trade and consignment.

It is obvious from the above Qualification that there is only one aspect that compares with ours in that we only look at the interpretation of financial statements and not the in-depth manner in which they look into international trade finance. It must be noted however, that it is within the Elective category of the South African qualification that a far more in-depth look is taken into finance.

Ireland - Irish International Freight Forwarding Association (IIFFA):

● Traineeship in Freight Forwarding:
o General Knowledge of the Industry.
o Sea transport.
o Road Transport.
o Air Transport.
o Customs procedures.
o Warehousing/Logistics.
o Transport Insurance.
o Customer Service (City and Guilds).
o Manual Handling Training (City and Guilds).
o ECDL (European Computer Driving Licence.

The learning taking place in the above Qualification has similar outcomes to the South African one and therefore they compare favourably with each other. It must be noted that the choice of electives affects the degree of alignment between the two qualifications.

Japan - Customs Training Institute:

● Certificate: Introduction for Officials Level 3:
o Acquire Sense of Responsibility as a Member of Society.
o Duties and Responsibilities as Public Employee.
o Acquire Basic knowledge and Skills for Efficient Customs Work.

● Certificate: Intermediate Level 3:
o Acquire Practical knowledge and Skills of Customs Work.

● Certificate: Technical:
o Officials acquire knowledge for tasks.

The above courses from Japan only offer an introductory insight to Customs work and therefore do not go into the same detail as the South African qualification. As can be seen they do not cover any of the practical work required at this level and they focus almost exclusively on Customs compliance whereas the South African Qualifications is far more generalised on international logistics and supply chain management.

Hungary - Budapest M?szaki És Gazdásagtudományi Egyetem:

● Diploma in Freight Forwarding Managers:
o National and International Legislation.
o Agreements, Rules and Practices on Freight Forwarding.
o Transportation by Rail, Road, Air or Inland Navigation and Maritime Transport.
o Relevant Procedures.
o Insurance.

This particular Diploma has all the elements contained in the South African Qualification and therefore compares very well with it. Our Qualification however contains more detail and has additional competencies included in it.

None of the SADC countries seemed to have any Qualifications or courses to make comparisons with. It was found that some may however offer the FIATA Diploma.

Conclusion:

While there may be different ways of expressing the content of the learning taking place all over the world, there is sufficient consensus that it all refers to the same basic competencies required to work within the 'international logistics and supply chain management' environment. It is evident that the South African Level 3 Qualification compares well to the FIATA and FITT programmes, although their competencies are spread over both the NQF Level 3 and 4 Qualifications.

ARTICULATION OPTIONS
Horizontal articulation is possible with:

- ID 23654: National Certificate: Management, NQF Level 3.
- ID 57831: National Certificate: Freight Handling, NQF Level 3.
- ID 48437: National Certificate: Road Transport, NQF Level 3.
- National Certificate: Ports and Harbours, NQF Level 3.

Vertical articulation is possible with:

- FETC: Business Administration Services.
- ID 49129: FETC: Management and Administration, NQF Level 4.
- ID 57712: FETC: Generic Management, NQF Level 4.
- ID 57849: FETC: Dangerous Goods: Multi-modal Transportation, NQF Level 4.
- ID 57806: FETC: Exports, NQF Level 4.
- ID 49155: FETC: Shipping, NQF Level 4.

MODERATION OPTIONS
- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant ETQA.

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

- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQA's (including professional bodies); and in terms of moderation guideline detailed in "Qualification Assessor Criteria".

- Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specifies otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards, Exit Level Outcomes as well as the integrated competence described in the Qualification.

- Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS
For an applicant to register as an assessor, the applicant should:

- Be registered as an assessor with the relevant ETQA or an ETQA that has a memorandum of understanding with the relevant ETQA.
- Be in possession of a relevant Qualification at NQF Level 4 or higher.

NOTES

UNIT STANDARDS
This qualification is not based on Unit Standards.

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2
Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Core	252435	Apply basic invoicing and accounting principles	Level 3	6
Core	252417	Apply geographic principles in mapping a trade route	Level 3	5
Core	14182	Comply with organisation ethics	Level 3	4
Core	252416	Describe and apply the Customs and Excise Act	Level 3	6
Core	252413	Describe and apply the regulations and documentary requirements which govern international trade	Level 3	8
Core	252423	Explain the administration of a freight forwarding and clearing operations	Level 3	5
Core	252429	Explain the concept of international trade	Level 3	6
Core	244589	Identify causes of stress and techniques to manage it in the workplace	Level 3	2
Core	252415	Identify equipment and infrastructure used in international transport	Level 3	5
Core	252437	Interpret and apply International commercial terms	Level 3	3
Core	13936	Outline the legal environment of a selected industry	Level 3	2
Core	252427	Outline the structure of the airfreight forwarding environment	Level 3	4
Core	252424	Outline the structure of the surface freight forwarding environment	Level 3	4
Core	7175	Provide customer service in a banking environment	Level 3	3
Core	7782	Analyse a business and determine the way it functions	Level 4	3
Elective	252426	Administer multimodal surface freight import clearances	Level 3	5
Elective	252438	Apply groupage processes and procedures to cargo imported by surface	Level 3	5
Elective	242983	Arrange the distribution of small to medium sized consignments door-to-door	Level 3	6
Elective	252422	Calculate cost of airfreighting goods	Level 3	5
Elective	252414	Calculate customs values	Level 3	7
Elective	252421	Calculate duties on tax payable on internationally traded goods	Level 3	4
Elective	252440	Carry out intermodal surface costings	Level 3	5
Elective	252434	Classify commodities according to customs tariff	Level 3	8
Elective	252419	Comply with procedures in respect of lost, discrepant and damaged cargo	Level 3	3
Elective	252436	Document and handle export airfreight general non-hazardous cargo	Level 3	6
Elective	252433	Document and handle export surface general non-hazardous cargo	Level 3	6
Elective	252430	Explain and identify sea freight carriers and agents	Level 3	4
Elective	252431	Facilitate airfreight clearance and delivery	Level 3	5
Elective	252425	Frame and submit customs declarations and carrier release documentation	Level 3	8

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
		release documentation		
Elective	252411	Generate invoices, credit notes and landed costings	Level 3	3
Elective	252439	Handle cargo for import and export	Level 3	6
Elective	252418	Perform processes and procedures required for the administration of export transactions	Level 3	6
Elective	252432	Perform processes and procedures required for the administration of import transactions	Level 3	6
Elective	252428	Secure cargo for airfreight	Level 3	6
Elective	242986	Accept and process dangerous goods for transportation by air	Level 4	6
Elective	11260	Apply Groupage processes and procedures to cargo imported by surface	Level 4	10
Elective	120020	Apply knowledge of insurance to the transportation of a consignment of goods	Level 4	3
Elective	120009	Demonstrate knowledge and understanding of transportation insurance	Level 4	3
Elective	242991	Facilitate the forwarding and clearing of dangerous goods for transportation	Level 4	4
Elective	242996	Handle dangerous goods during warehousing and storage	Level 4	4
Elective	242987	Identify, pack, mark and label dangerous goods for transportation by air	Level 4	2

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Describe and apply the regulations and documentary requirements which govern international trade

SAQA US ID	UNIT STANDARD TITLE			
252413	Describe and apply the regulations and documentary requirements which govern international trade			
ORIGINATOR		PROVIDER		
SGB Transport and Logistics Operations				
FIELD		SUBFIELD		
11 - Services		Transport, Operations and Logistics		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 3		8

SPECIFIC OUTCOME 1
Describe the enforcement of the different types of legislation used to protect a country's trade.

SPECIFIC OUTCOME 2
Apply the measures used to protect a country's population from internationally traded products which could be damaging to health and/or the environment.

SPECIFIC OUTCOME 3
Describe the surface and airfreight of international dangerous goods regulations and other dangerous goods measures.

SPECIFIC OUTCOME 4
Describe measures in place for the prevention of international trade in endangered species.

SPECIFIC OUTCOME 5
Identify and describe the documentary requirements of international trade.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Generate invoices, credit notes and landed costings

SAQA US ID	UNIT STANDARD TITLE		
252411	Generate invoices, credit notes and landed costings		
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3

SPECIFIC OUTCOME 1
Gather information to carry out processes.

SPECIFIC OUTCOME 2
Generate the voucher by using the relevant information.

SPECIFIC OUTCOME 3
Submit work for checking and verification.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Calculate customs values

SAQA US ID	UNIT STANDARD TITLE			
252414	Calculate customs values			
ORIGINATOR		PROVIDER		
SGB Transport and Logistics Operations				
FIELD		SUBFIELD		
11 - Services		Transport, Operations and Logistics		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 3		7

SPECIFIC OUTCOME 1
Identifying the point of valuation, currency and correct rates of exchange.

SPECIFIC OUTCOME 2
Calculate the value for customs purposes as defined in the Customs Act.

SPECIFIC OUTCOME 3
Calculate and convert multi lined values to South African Rand.

SPECIFIC OUTCOME 4
Calculate added tax value and value for ad valorem purposes (schedule 1 part 2b to the Customs and Act).

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Identify equipment and infrastructure used in international transport

SAQA US ID	*UNIT STANDARD TITLE*		
252415	Identify equipment and infrastructure used in international transport		
ORIGINATOR		*PROVIDER*	
SGB Transport and Logistics Operations			
FIELD		*SUBFIELD*	
11 - Services		Transport, Operations and Logistics	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 3	5

SPECIFIC OUTCOME 1
Differentiate between transport modes and services in accordance with importer and exporter requirements.

SPECIFIC OUTCOME 2
Describe the air and surface infrastructure used in internationally traded cargo transport operations.

SPECIFIC OUTCOME 3
Identify transport and handling equipment used for the various phases of cargo transit.

SPECIFIC OUTCOME 4
Select appropriate equipment for the handling, storage and transport of internationally traded cargo in transit.

SPECIFIC OUTCOME 5
Differentiate between specialised cargoes.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Describe and apply the Customs and Excise Act

SAQA US ID	*UNIT STANDARD TITLE*		
252416	Describe and apply the Customs and Excise Act		
ORIGINATOR		*PROVIDER*	
SGB Transport and Logistics Operations			
FIELD		*SUBFIELD*	
11 - Services		Transport, Operations and Logistics	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 3	6

SPECIFIC OUTCOME 1
Explain and apply the rationale and scope of the current Customs and Excise Act.

SPECIFIC OUTCOME 2
Explain the functions, responsibilities and powers of the Department of Trade and Industry in relation to Customs and Excise.

SPECIFIC OUTCOME 3
Explain the key elements of the current Customs and Excise Act.

SPECIFIC OUTCOME 4
Explain the consequences of non-compliance with Customs legislation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply geographic principles in mapping a trade route

SAQA US ID	UNIT STANDARD TITLE			
252417	Apply geographic principles in mapping a trade route			
ORIGINATOR		PROVIDER		
SGB Transport and Logistics Operations				
FIELD		SUBFIELD		
11 - Services		Transport, Operations and Logistics		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 3		5

SPECIFIC OUTCOME 1
Interpret maps.

SPECIFIC OUTCOME 2
Locate major geographical points.

SPECIFIC OUTCOME 3
Explain the importance of geographical aspects on international trade.

SPECIFIC OUTCOME 4
Explain trade routes.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Perform processes and procedures required for the administration of export transactions

SAQA US ID	UNIT STANDARD TITLE		
252418	Perform processes and procedures required for the administration of export transactions		
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

SPECIFIC OUTCOME 1
Plan an export sales transaction.

SPECIFIC OUTCOME 2
Arrange export logistics.

SPECIFIC OUTCOME 3
Carry out export finance and risk management functions.

SPECIFIC OUTCOME 4
Export in compliance with statutory requirements.

SPECIFIC OUTCOME 5
Monitor and control export transactions.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Comply with procedures in respect of lost, discrepant and damaged cargo

SAQA US ID	UNIT STANDARD TITLE		
252419	Comply with procedures in respect of lost, discrepant and damaged cargo		
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3

SPECIFIC OUTCOME 1
Initiate action in the event of loss or damage to cargo within carrier's time bar limitations.

SPECIFIC OUTCOME 2
Endorse documentation for the purpose of preserving rights of claim.

SPECIFIC OUTCOME 3
Communicate with affected parties.

SPECIFIC OUTCOME 4
Initiate and finalise claim action.

SPECIFIC OUTCOME 5
Maintain appropriate records.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Calculate duties on tax payable on internationally traded goods

SAQA US ID	UNIT STANDARD TITLE		
252421	Calculate duties on tax payable on internationally traded goods		
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	4

SPECIFIC OUTCOME 1
Identify and explain the different types of duties payable on commodities from the harmonised classification in the South African tariff.

SPECIFIC OUTCOME 2
Calculate the duty payable in terms of the first schedule of the harmonised tariff.

SPECIFIC OUTCOME 3
Calculate the duty in terms of schedule two.

SPECIFIC OUTCOME 4
Calculate the rebates in schedule three and four.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Calculate cost of airfreighting goods

SAQA US ID	*UNIT STANDARD TITLE*			
252422	Calculate cost of airfreighting goods			
ORIGINATOR		*PROVIDER*		
SGB Transport and Logistics Operations				
FIELD		*SUBFIELD*		
11 - Services		Transport, Operations and Logistics		
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*		*CREDITS*
Undefined	Regular	Level 3		5

SPECIFIC OUTCOME 1
Explain the concepts airfreight costing.

SPECIFIC OUTCOME 2
Apply different airfreight tariffs.

SPECIFIC OUTCOME 3
Verify and communicate airfreight costing.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain the administration of a freight forwarding and clearing operations

SAQA US ID	UNIT STANDARD TITLE			
252423	Explain the administration of a freight forwarding and clearing operations			
ORIGINATOR		PROVIDER		
SGB Transport and Logistics Operations				
FIELD		SUBFIELD		
11 - Services		Transport, Operations and Logistics		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 3		5

SPECIFIC OUTCOME 1
Explain the functions carried out in an airfreight export, import and consolidation operation.

SPECIFIC OUTCOME 2
Describe the functions carried out by an over-border freight forwarding operation.

SPECIFIC OUTCOME 3
Outline the functions carried out in a surface freight operation.

SPECIFIC OUTCOME 4
Describe the work carried out by the clearing/ compliance function in a forwarding operation.

SPECIFIC OUTCOME 5
Describe typical support functions within a freight forwarding organisation.

SPECIFIC OUTCOME 6
Describe the work of a marketing/sales department in a freight forwarding organisation.

SPECIFIC OUTCOME 7
Outline the transition of the industry from traditional freight forwarding to international supply chain management.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	
Core	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Outline the structure of the surface freight forwarding environment

SAQA US ID	UNIT STANDARD TITLE		
252424	Outline the structure of the surface freight forwarding environment		
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	4

SPECIFIC OUTCOME 1
Describe the roles played by those involved in international multimodal logistics operations.

SPECIFIC OUTCOME 2
Describe the infrastructure for the transport of internationally traded goods by surface.

SPECIFIC OUTCOME 3
Identifying equipment used to pack and transport goods by surface.

SPECIFIC OUTCOME 4
Explain the operation of ports and harbours in the surface freight environment.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Frame and submit customs declarations and carrier release documentation

SAQA US ID	UNIT STANDARD TITLE			
252425	Frame and submit customs declarations and carrier release documentation			
ORIGINATOR		PROVIDER		
SGB Transport and Logistics Operations				
FIELD		SUBFIELD		
11 - Services		Transport, Operations and Logistics		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 3		8

SPECIFIC OUTCOME 1
Implement the provision of Prohibited and Restricted Goods Index, the Import and Export Control Act and the Customs and Excise Act.

SPECIFIC OUTCOME 2
Transpose clearing information on to the Customs declaration.

SPECIFIC OUTCOME 3
Complete the Customs declaration.

SPECIFIC OUTCOME 4
Explain ratified Customs declarations.

SPECIFIC OUTCOME 5
Prepare and submit port/airport and carrier documentation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Administer multimodal surface freight import clearances

SAQA US ID	UNIT STANDARD TITLE		
252426	Administer multimodal surface freight import clearances		
ORIGINATOR		**PROVIDER**	
SGB Transport and Logistics Operations			
FIELD		**SUBFIELD**	
11 - Services		Transport, Operations and Logistics	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 3	5

SPECIFIC OUTCOME 1
Plan import clearances.

SPECIFIC OUTCOME 2
Administer import document flows.

SPECIFIC OUTCOME 3
Facilitate import upliftment and delivery procedures.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Outline the structure of the airfreight forwarding environment

SAQA US ID	UNIT STANDARD TITLE		
252427	Outline the structure of the airfreight forwarding environment		
ORIGINATOR		**PROVIDER**	
SGB Transport and Logistics Operations			
FIELD		**SUBFIELD**	
11 - Services		Transport, Operations and Logistics	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 3	4

SPECIFIC OUTCOME 1
Explain the role of the freight forwarder in the airfreight environment.

SPECIFIC OUTCOME 2
Identify the reasons for using different airfreight services.

SPECIFIC OUTCOME 3
Explain how different equipment is used for the handling and transportation of air freighted cargo.

SPECIFIC OUTCOME 4
Explain the operation of airports in the airfreight environment.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Secure cargo for airfreight

SAQA US ID	UNIT STANDARD TITLE			
252428	Secure cargo for airfreight			
ORIGINATOR		PROVIDER		
SGB Transport and Logistics Operations				
FIELD		SUBFIELD		
11 - Services		Transport, Operations and Logistics		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 3		6

SPECIFIC OUTCOME 1
Explain the threat to cargo security in civil aviation.

SPECIFIC OUTCOME 2
Explain the roles of the state and other security organisations in airfreight.

SPECIFIC OUTCOME 3
Explain and apply the cargo security requirements of aircraft operators.

SPECIFIC OUTCOME 4
Explain the functions of access control and cargo screening.

SPECIFIC OUTCOME 5
Respond to security threats to air cargo.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain the concept of international trade

SAQA US ID	UNIT STANDARD TITLE		
252429	Explain the concept of international trade		
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

SPECIFIC OUTCOME 1
Explain local and international trade and the protection of the integrity of international borders.

SPECIFIC OUTCOME 2
Demonstrate an understanding of the international trade cycle and the various roles.

SPECIFIC OUTCOME 3
Examine international logistics mechanisms including modes of transport.

SPECIFIC OUTCOME 4
Explain the different methods of international payment for goods, and the use of foreign currencies.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain and identify sea freight carriers and agents

SAQA US ID	UNIT STANDARD TITLE		
252430	Explain and identify sea freight carriers and agents		
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	4

SPECIFIC OUTCOME 1
Identify the criteria used to select a shipping service.

SPECIFIC OUTCOME 2
Interpret liner sailing schedules.

SPECIFIC OUTCOME 3
Identify the roles of the parties involved in the carriage of goods by sea.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Facilitate airfreight clearance and delivery

SAQA US ID	UNIT STANDARD TITLE			
252431	Facilitate airfreight clearance and delivery			
ORIGINATOR		PROVIDER		
SGB Transport and Logistics Operations				
FIELD		SUBFIELD		
11 - Services		Transport, Operations and Logistics		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 3		5

SPECIFIC OUTCOME 1
Track and trace airfreight imports.

SPECIFIC OUTCOME 2
Initiate and monitor document flows.

SPECIFIC OUTCOME 3
Control airfreight import procedures.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Perform processes and procedures required for the administration of import transactions

SAQA US ID	UNIT STANDARD TITLE		
252432	Perform processes and procedures required for the administration of import transactions		
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

SPECIFIC OUTCOME 1
Plan an import transaction.

SPECIFIC OUTCOME 2
Carry out an import landed costing.

SPECIFIC OUTCOME 3
Apply for statutory approval.

SPECIFIC OUTCOME 4
Prepare and distribute import orders.

SPECIFIC OUTCOME 5
Arrange import forward exchange cover.

SPECIFIC OUTCOME 6
Arrange transit insurance cover.

SPECIFIC OUTCOME 7
Apply for letters of credit.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Document and handle export surface general non-hazardous cargo

SAQA US ID	UNIT STANDARD TITLE			
252433	Document and handle export surface general non-hazardous cargo			
ORIGINATOR		PROVIDER		
SGB Transport and Logistics Operations				
FIELD		SUBFIELD		
11 - Services		Transport, Operations and Logistics		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 3		6

SPECIFIC OUTCOME 1
Plan export surface logistics.

SPECIFIC OUTCOME 2
Document surface exports.

SPECIFIC OUTCOME 3
Facilitate the door-to-door movement of export surface freight.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Classify commodities according to customs tariff

SAQA US ID	*UNIT STANDARD TITLE*			
252434	Classify commodities according to customs tariff			
ORIGINATOR			*PROVIDER*	
SGB Transport and Logistics Operations				
FIELD			*SUBFIELD*	
11 - Services			Transport, Operations and Logistics	
ABET BAND	*UNIT STANDARD TYPE*		*NQF LEVEL*	*CREDITS*
Undefined	Regular		Level 3	8

SPECIFIC OUTCOME 1
Explain the background to the harmonised system.

SPECIFIC OUTCOME 2
Classify commodities within the harmonised system from given information.

SPECIFIC OUTCOME 3
Apply the principles of mass, area and volume to determine factors in tariffed classification and statistical quantities.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Apply basic invoicing and accounting principles

SAQA US ID	*UNIT STANDARD TITLE*			
252435	Apply basic invoicing and accounting principles			
ORIGINATOR		*PROVIDER*		
SGB Transport and Logistics Operations				
FIELD		*SUBFIELD*		
11 - Services		Transport, Operations and Logistics		
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*		*CREDITS*
Undefined	Regular	Level 3		6

SPECIFIC OUTCOME 1
Explain items of expenditure and revenue.

SPECIFIC OUTCOME 2
Explain fixed and variable costs.

SPECIFIC OUTCOME 3
Perform invoicing operations and post amounts to the appropriate accounts.

SPECIFIC OUTCOME 4
Reconcile and identify individual transactions with statements of accounts.

SPECIFIC OUTCOME 5
Identify and disburse the items on behalf of the organisation to be recovered in the invoicing process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Document and handle export airfreight general non-hazardous cargo

SAQA US ID	UNIT STANDARD TITLE		
252436	Document and handle export airfreight general non-hazardous cargo		
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

SPECIFIC OUTCOME 1
Receive airfreight shipments for export.

SPECIFIC OUTCOME 2
Match airfreight equipment to cargo requirements.

SPECIFIC OUTCOME 3
Prepare airfreight documentation.

SPECIFIC OUTCOME 4
Dispatch airfreight cargo.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Interpret and apply International commercial terms

SAQA US ID	UNIT STANDARD TITLE		
252437	Interpret and apply International commercial terms		
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3

SPECIFIC OUTCOME 1
Identify international commercial terms.

SPECIFIC OUTCOME 2
Explain buyers' and sellers' responsibilities.

SPECIFIC OUTCOME 3
Make recommendations.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply groupage processes and procedures to cargo imported by surface

SAQA US ID	UNIT STANDARD TITLE		
252438	Apply groupage processes and procedures to cargo imported by surface		
ORIGINATOR		PROVIDER	
SGB Transport and Logistics Operations			
FIELD		SUBFIELD	
11 - Services		Transport, Operations and Logistics	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	5

SPECIFIC OUTCOME 1
Release groupage containers for unpacking.

SPECIFIC OUTCOME 2
Bring to account overseas and local collect charges.

SPECIFIC OUTCOME 3
Release groupage consignments.

SPECIFIC OUTCOME 4
Carry out acquittal and claims procedures.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Handle cargo for import and export

SAQA US ID	*UNIT STANDARD TITLE*		
252439	Handle cargo for import and export		
ORIGINATOR		*PROVIDER*	
SGB Transport and Logistics Operations			
FIELD		*SUBFIELD*	
11 - Services		Transport, Operations and Logistics	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 3	6

SPECIFIC OUTCOME 1
Calculate volume of cargo for import and export.

SPECIFIC OUTCOME 2
Pack cargo for import and export purposes.

SPECIFIC OUTCOME 3
Identify modes of transportation.

SPECIFIC OUTCOME 4
Mark cargo for import and export purposes.

SPECIFIC OUTCOME 5
Store cargo for import and exportation purposes.

SPECIFIC OUTCOME 6
Deliver cargo for import and export purposes.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY.

UNIT STANDARD:

Carry out intermodal surface costings

SAQA US ID	UNIT STANDARD TITLE			
252440	Carry out intermodal surface costings			
ORIGINATOR		PROVIDER		
SGB Transport and Logistics Operations				
FIELD		SUBFIELD		
11 - Services		Transport, Operations and Logistics		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 3		5

SPECIFIC OUTCOME 1
Plan an intermodal costing.

SPECIFIC OUTCOME 2
Source and apply intermodal costing components.

SPECIFIC OUTCOME 3
Apply quality control to the intermodal costing function.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59365	National Certificate: Freight Forwarding and Customs Compliance	Level 3	Draft - Prep for P Comment	

No. 1021   **2 November 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

Inclusive Education

registered by Organising Field 05, Education, Training and Development, publishes the following Qualification and Unit Standards for public comment.

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

Comment on the Qualification and Unit Standards should reach SAQA at the address below and *no later than 3 December 2007.* All correspondence should be marked **Standards Setting – Inclusive Education** 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

SAQA

QUALIFICATION:
National Certificate: Inclusive Education

SAQA QUAL ID	QUALIFICATION TITLE		
59429	National Certificate: Inclusive Education		
ORIGINATOR		PROVIDER	
SGB Inclusive Education			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	5 - Education, Training and Development	Adult Learning	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	135	Level 5	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION
Purpose:

The purpose of this Qualification is to ensure that practitioners are able to screen and identify for potential barriers and strengths, facilitate and support learning activities, differentiate curriculum including assessment tools, adapt learning and teaching support materials including assistive devices and e-learning, and assist with making the environment conducive to learning. The Qualification will enable practitioners to consult collaboratively with relevant internal and external service providers.

This generic Qualification will be useful for educators, support staff, rehabilitation workers, house parents, and professionals who are responsible for providing support and facilitation in/to inclusive settings, such as district personnel, support/auxiliary workers, therapists, social workers, childcare workers, equity officers, orientation and mobility practitioners, helping professionals (including health care workers and therapists), Education, Training and Development practitioners, trainers, and managers.

The Qualification provides access to learning and career opportunities specialising in inclusion. It provides learners with opportunities to progress and access further learning at NQF Level 6.

Qualified learners are capable of:

• Collaborating with relevant stakeholders and support services to improve learning site practice.
• Facilitating inclusive learning programmes and developing support programmes.
• Supporting and guiding learning in inclusive settings to promote learner wellness.
• Screening for potential barriers and strengths.
• Assessing the learner needs in order to determine the required level of support.
• Facilitating accessibility to an enabling inclusive learning environment.
• Managing administrative functions.

Rationale:

This Qualification will enable practitioners dealing with adults and children experiencing barriers to learning to access equitable learning in the education, training and development fields. Practitioners will thus be able to recognise various barriers to learning and learners experiencing learning difficulties in a range of settings. It would also equip practitioners to provide and support

educational opportunities and experiences so that it would enable learners experiencing barriers to learning to participate and integrate successfully into a variety of contexts.

Current legislation addressing inclusive education, training and development requires practitioners to implement appropriate learning site interventions that respond to the diverse needs of individual learners. This Qualification will enable and equip practitioners to support learners and contribute in building an inclusive society.

This generic Qualification complements a range of qualifications and addresses the need for capacity building, redress and equity for those practitioners who hold or aspire to positions within inclusive education, training and development contexts. It will also enable practitioners to address drop out and failure rates amongst learners who experience barriers to learning and development.

Through this Qualification, inclusive education competence forms part of an integrated national framework for learning achievements. It is aimed at facilitating access to education, training and career paths for practitioners, ensuring learner mobility and progression on the framework through articulation with other Qualifications.

This Qualification comprehensively addresses and complements the need for practitioners to be adequately equipped with competencies to manage and support diverse learner needs. It also provides recognition for practitioners' working experience, and allows for the achievement of a Qualification that builds on the Further Education and Training Certificate: Inclusive Education, Level 4.

The learning pathway for Inclusive Education:

- FETC: Inclusive Education.
- National Certificate: Inclusive Education, Level 5.
- Bachelor: Inclusive Education, Level 6.
- National Certificate: Inclusive Education, Level 6.
- National Certificate: Inclusive Education, Level 7.   ·
- Master: Inclusive Education, Level 8.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
It is assumed that learners have acquired competence in:

- Communication, NQF Level 4 or equivalent.

Recognition of prior learning (RPL):

This Qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local Qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence should be judged according to the general principles of assessment described in the notes to assessors below. 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). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A Qualification will be awarded should a learner demonstrate that the exit level outcomes of the Qualification have been attained.

Access to the Qualification:

There is open access to this Qualification bearing in mind learning assumed to be in place. It is recommended that learners have experience and interest in working with adults and/or children experiencing diverse learning needs.

QUALIFICATION RULES
- All the Fundamental Component Unit Standards are compulsory (30 credits).
- All the Core Component Unit Standards are compulsory (75 credits).
- For the Elective Component learners are required to attain a minimum of 30 credits.

EXIT LEVEL OUTCOMES
1. Demonstrate knowledge and understanding of the context of individuals in inclusive settings.

2. Facilitate accessibility to create an enabling inclusive learning environment.

3. Collaborate with relevant stakeholders and support services to maximise inclusivity.

4. Screen for potential barriers and strengths.

5. Assess the needs of the learner in order to determine the required level of support.

6. Facilitate inclusive learning programmes in a range of contexts.
- Range: Contexts include but are not limited to workplace, social contexts, classrooms, and any other learning sites.

7. Manage administrative functions.

Critical Cross-Field Outcomes:

The learner is able to demonstrate ability to:

- The learner is able to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made in order use a range of strategies to create an inclusive learning and teaching environment for learners experiencing barriers to learning and development.
- The learner is able to work effectively with others as a member of a team, group, organisation or community in order to create an enabling environment for learners experiencing barriers to learning and development.
- The learner is able to organise and manage him/herself and his/her own activities responsibly and effectively through professional conduct and in accordance with organisational processes, procedures and requirements.
- The learner is able to collect, organise and critically evaluate information by screening potential barriers and strengths, and assessing the needs of the learners experiencing barriers to learning and development as well as determining required levels of support and appropriate interventions.
- The learner is able to communicate effectively by collaborating with stakeholders and support services on the needs and development of learners experiencing barriers to learning and development.
- The learner is able to use science and technology effectively in maintaining learner records and asset/resource registers on a database.
- The learner is able to demonstrate an understanding of the world as a set of related systems by understanding the relationship between internal and external support structures and how these impact on the short term interventions and the long term effect on individuals experiencing barriers to learning and development.
- The learner is able to reflect on and explore a variety of strategies to learn more effectivelyby evaluating strengths and weaknesses which can help to inform future planning and practice.

• The learner is able to participate as a responsible citizen in the life of local, national and global communities by contributing towards creating an enabling inclusive setting.
• The learner is able to demonstrate cultural sensitivity across a range of inclusive settings by applying the principles of human rights and knowledge of inclusivity in order to accommodate different learning styles and strategies. '

ASSOCIATED ASSESSMENT CRITERIA
1.
• The Universal principles of human rights are understood in relation to inclusive systems.
○ Range: Systems refer to a range of institutions.
• The historical overview of inclusive education is understood in relation to the current policy and legislative framework.
• An understanding of the medical versus the social theories of learning is explained in terms of the relevance to inclusivity.

2.
• The concept of accessibility is understood in relation to overcoming barriers to learning.
○ Range: Accessibility includes but is not limited to physical, psycho-social, attitudinal, material support and assistive devices and e-learning technology.
• The importance of optimal wellness is understood in the context of inclusivity.
• Psycho-social approaches are incorporated into individual learning programmes to ensure inclusion in various settings.
• Strategies are implemented to promote accessibility.
• A variety of internal and external support structures are used to enhance accessibility and to create an inclusive learning environment.
○ Range: External support structures include but are not limited to, special schools/resource centres, Non-Government Organisations (NGOs), private service providers, Government departments, etc.
○ Internal support structures include but are not limited to: site-based support teams, parents, peers, assistive devices, professionals/staff, etc.
• An enabling physical environment is created for an individual learner.

3.
• A resource register of relevant stakeholders and support services is developed based on needs and maintained in accordance with organisational practice and policy.
• The roles and responsibilities of support services are explained and understood in order to meet individual needs.
• Conflict and relationships are managed using appropriate strategies.
• The concept of collaborative consultancy is explained in relation to relevant support services and inclusivity.
○ Range: Collaborative consultancy refers to the equal responsibility and management of the process.
• Ethical and professional conduct is adhered to in accordance with current legislation and organisational requirements.

4.
• The purpose of screening is explained in terms of the initial identification of potential barriers and strengths.
• Appropriate screening tools and methods are identified and selected in consultation with the relevant stakeholders.
• The context of individuals is analysed during the screening process and taken into consideration.
○ Range: Context includes but is not limited to age, socio-economical, history, family, etc.
• Learners are screened for early identification of barriers experienced with a view to consider appropriate intervention.

5.
• The purpose of assessment is explained in terms of refining the initial screening.
• Appropriate assessment tools and methods are identified and selected in consultation with the relevant stakeholders.
• The contextual factors are analysed and used in relation to assessing the needs of the individual.
o Range: Contextual factors include but are not limited to interpersonal, intrapersonal, etc.
• Learners are prepared for assessment according to agreed guidelines.
• The needs of the learners are assessed to determine the required level of support in consultation with relevant stakeholders.
• The process of requesting additional assessment support is applied when necessary.
o Range: Additional assessment support includes but is not limited to referral, specialist support.
• Records of assessment are compiled, maintained and stored in accordance with organisational guidelines.

6.
• An inclusive learning programme, in consultation with stakeholders, is planned to provide appropriate support.
• Inclusive learning programmes are developed using designed learning activities.
• Differentiated facilitation and assessment methods are used to manage inclusive learning programmes in order to accommodate different learning styles and strategies.
o Range: Strategies include but are not limited to peer education, co-operative and group learning.
• An individualised support programme is developed in accordance with a learner's needs.
• Learning and teaching support material is developed and adapted in accordance with identified needs.
• Basic assistive devices and/or e-learning technology are developed, applied and adjusted where necessary.
• Learner's progress is evaluated and aligned to the principles of assessment in order to measure success and determine further intervention.
• Programme effectiveness is evaluated in terms of strengths and weaknesses and used to inform future planning.

7.
• Intervention reports are written accurately in accordance with organisational requirements and policy.
o Range: Reports reflect sensitivity, confidentiality, respect, and professionalism.
• An asset register is developed and maintained for stock control purposes.
• Resource and asset registers are managed for maximum utilisation and efficiency.

Integrated assessment:

The assessment criteria in the Unit Standards are performance-based, assessing applied competence of Development practitioners, rather than only underpinning knowledge, or only skills. The critical cross-field outcomes are also achieved in the Unit Standards. In addition to the competence assessed to achieve the Unit Standards, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to Development practitioner occupational and learning contexts, to qualify, and assessment approaches used should be appropriate for assessing applied competence of Development practitioners. Integrated assessment is meaningful if there are clear relationships between the purpose statement, exit level outcomes and integrated assessment of this Qualification.

Learners who qualify must be able to integrate concepts, ideas and behaviours across Unit Standards to achieve the purpose of the Qualification. Evidence (as specified in the associated assessment criteria) is required that the learner is able to achieve the exit level outcomes of the

Qualification as a whole and in an integrated way, and thus its purpose, at the time of the award of the Qualification.

Evidence of integration may be presented by learners when being assessed against the Unit Standards, and separate assessment for integration may not be necessary. Workplace experience can be recognised when assessing towards this Qualification. Integrated assessment should include observable performance as well as the quality of thinking behind such performance. Formative assessment can be employed during learning towards the Unit Standards and during integration to achieve exit level outcomes, to ensure that integration takes place when summative assessment is employed.

INTERNATIONAL COMPARABILITY

Internationally, most education and training for the facilitation of learning in inclusive education is aimed at qualified teacher/educator education and training. The following African countries including Rwanda, Kenya, Swaziland, Zambia, Ethiopia and Lesotho, were reviewed, however training for inclusion is mostly limited to teacher training, which is pitched at a higher level than this South African Qualification. Such teacher training, usually in the form of short courses, includes peer support, classroom management, adapting the curriculum, group work, encouraging family support, and promoting positive attitudes. These aspects are all included in this South African Qualification. The following countries were chosen in terms of best practice as they have similar approaches including Yemen, Macedonia, Pakistan, Bangladesh, India, Iran, Vietnam, Papua New Guinea, Thailand, Brazil, Cambodia, Cameroon, Mongolia, Nepal, Afghanistan, and Romania. Uganda was also chosen as best practice as it has similar inclusive education policies to that of South Africa, but also limits training to higher levels, mostly for qualified teachers.

Cambodia has a short (five-day) in-service programme for teachers including modules for:

- Defining special needs.
- Disability awareness.
- Education for children with special needs.
- Responding to diversity.
- Teaching children with special needs basic skills.
- Advice for teaching children with disabilities.

In India, the approach to inclusion has been integration within schools. General teachers learn to:

- Establish a baseline of existing levels of competence.
- Plan long and short-term educational interventions.
- Understand child focused learning.
- Facilitate learning.
- Manage classrooms.
- Develop curriculum-based, criterion-referenced materials for assessment, identification, planning, implementation and evaluation.
- Develop learning materials, including facilitator guides.
- Prepare monitoring tools, that also allow parent participation.
- Enhance communication skills.
- Enhance self image.
- Life skills.

All of the above competencies are included in this South African Qualification.

Equivalent Canadian Qualifications are aimed at teachers and address the following skills:

- Prepare subject material for presentation to students according to an approved curriculum.

• Teach students using a systematic plan of lectures, discussions, audio-visual presentations, and laboratory, shop and field studies.
• Assign and correct homework.
• Prepare, administer and correct tests.
• Evaluate progress, determine individual needs of students and discuss results with parents and school officials.
• Prepare and implement remedial programs for students requiring extra help.
• Participate in staff meetings, educational conferences and teacher training workshops.
• Advise students on course selection and on vocational and personal matters.
• Supervise student teachers.
• Curriculum and instruction relating to recent developments in Inclusive Education.
• Practice-based research.

In the United States of America, equivalent competence is required of so-called paraprofessional teachers and includes:

• What is inclusive education.
• Creating learning opportunities for students.
• Instruction methods and techniques, consequences and supports, individualised adaptations and behaviour as communication.
• Student relationships.

In the United Kingdom, programmes focus primarily on higher levels, for example, Masters or Postgraduate Diplomas in Inclusive Education. Nonetheless, examples of equivalent programmes in the United Kingdom include:

• Foundations of inclusive education: main elements of inclusive education strategies; changing attitudes to disability; screening for disabilities.
• Overcoming impairments: good classroom practice.
• Adapting the curriculum.
• Classroom Practice.
• Changing Behaviour.
• Teaching Strategies.

All the above aspects are addressed in this South African Qualification.

In Hong Kong, inclusive education programmes are generally shorter than this South African Qualification, and address:

• Theoretical foundation, including basic concepts in special needs and inclusive education, paradigm shift and the principles of inclusive education, inclusive education policy in Hong Kong and its development, individual differences and types of special needs.
• Classroom teaching, including educational assessment of multiple intelligence, strategies and skills for teaching students with special needs, behavioral management, curriculum adaptation, cooperative learning and teaching, and application of information technology.
• Outside the classroom, including whole school approach, partnership with parents, consultation and collaboration with other professionals, resources in the community, and inclusive education and inclusive society.

On the Australia framework, Qualifications exist at higher levels than this Qualification, for example, Bachelor of Education - Special Education. The New Zealand framework credits competence at lower and higher levels, but not at the level of this Qualification. Existing Qualifications include a Graduate Diploma, in Tertiary Teaching (Level 7), a Master of Education (Level 9), a Level 4 Certificate in Educational Support (lower than this qualification), and a Certificate for trained teachers.

There are no equivalent qualifications at this level in the other countries investigated.

ARTICULATION OPTIONS
Vertical articulation is possible with the following Qualifications:

• National Certificate in Occupation-directed Education, Training and Development　Practice (Level 6), ID: 50331.
• Advanced Certificate: Education (School Management and Leadership) (Level 6), ID 48878.
• Advanced Certificate: Education (Level 6), ID 20473.
• Bachelor of Education (Level 6), ID 20161.
• Post-Graduate Certificate: Education (Level 6), ID 20162.
• Bachelor: Occupationally Directed Education, Training and Development Practices (Level 6). ID 50330.

Horizontal articulation on the NQF is possible with the following Qualifications:

• National Certificate: Education (Level 5), ID 20160.
• Certificate: Occupation-directed Education, Training and Development Practice (Level 5), ID 50334.
• National Diploma: Occupation-directed Education, Training and Development Practice (Level 5), ID 50333.
• National Professional Diploma: Education (Level 5), ID 20478.
• National Diploma: Orientation and Mobility Practice for Blind and Partially Sighted Persons (Level 5), ID 49087.

MODERATION OPTIONS
Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this Qualification. Particular moderation and accreditation requirements are:

• Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the Unit Standards that make up this Qualification must also be accredited through the relevant ETQA accredited by SAQA.

• The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed here.

• Moderation must include both internal and external moderation of assessments for the Qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the Qualification.

• Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

• Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS
Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this

Qualification. Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the assessment of learners for the Qualification and any of the Unit Standards that make up this Qualification.

To register as an assessor, the following are required:

• Detailed documentary proof of relevant Qualification/s, practical training completed, and experience gained at a NQF level above the level of this Qualification.
• NQF recognised assessor credit.

Assessors should keep the following general principles in mind when designing and conducting assessments:

• Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. Remember that the learner needs to be declared competent in terms of the Qualification purpose and exit level outcomes.
• Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
• Make sure evidence is gathered across the entire range, wherever it applies.

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

• Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
• Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
• Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the Qualification.
• Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of Qualification.

All assessments should be conducted in line with the following well-documented principles:

• Appropriate: The method of assessment is suited to the performance being assessed.
• Fair: The method of assessment does not present any barriers to achievements, which are not related to the evidence.
• Manage: The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
• Integrate into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
• Valid: The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
• Direct: The activities in the assessment mirror the conditions of actual performance as close as possible.
• Authentic: The assessor is satisfied that the work being assessed is attributable to the learner being assessed.
• Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
• Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
• Open: Learners can contribute to the planning and accumulation of evidence. Learners for assessment understand the assessment process and the criteria that apply.

● Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors.

NOTES

UNIT STANDARDS
This qualification is not based on Unit Standards.

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	116495	Apply ethical principles for practice of non-discrimination	Level 5	4
Fundamental	114924	Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework	Level 5	5
Fundamental	15238	Devise and apply strategies to establish and maintain relationships	Level 5	3
Fundamental	10290	Evaluate, select and adapt published learning materials and develop, use and evaluate own supplementary learning aids	Level 5	12
Fundamental	116494	Explain ethical principles for equality of opportunity	Level 5	6
Core	252491	Analyse and apply legislation, policies, theory and principles to promote inclusion	Level 5	12
Core	10292	Conduct research and liaison relevant to the learning situation	Level 5	10
Core	252494	Develop and use assistive devices for learners experiencing barriers to learning and development	Level 5	10
Core	252492	Develop inclusive learning programmes that enable participation of learners experiencing barriers to learning and development	Level 5	10
Core	252493	Implement an inclusive learning programme using differentiated techniques	Level 5	15
Core	117845	Restore and build relationships in dealing with conflict	Level 5	8
Core	117876	Write reports regarding learner progress	Level 5	10
Elective	252513	Apply established strategies and procedures to deal with risk behaviour and promote personal wellbeing	Level 4	3
Elective	252512	Counsel an individual in a structured environment	Level 4	12
Elective	252510	Demonstrate knowledge and understanding of HIV and AIDS, other Sexually Transmitted Infections (STIs) and tuberculosis (TB) for counselling purposes	Level 4	4
Elective	252697	Demonstrate knowledge and understanding of an individual's rights in a specific helping context	Level 4	3
Elective	246529	Demonstrate knowledge and understanding of assessment in a learning environment	Level 4	3
Elective	252530	Demonstrate knowledge and understanding of the counseling of people in domestic relationships	Level 4	3
Elective	252531	Demonstrate knowledge and understanding of trauma and skills for supportive counselling	Level 4	6
Elective	252511	Demonstrate knowledge of dread diseases to effectively manage an infected or affected client	Level 4	5
Elective	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Elective	117095	Facilitate optimal functioning for persons who are blind and partially sighted in controlled environments	Level 4	15
Elective	252532	Provide on-going counselling and support to individuals infected or affected by HIV and AIDS	Level 4	3
Elective	252533	Provide pre and post HIV test counselling	Level 4	5
Elective	244585	Coach people with disabilities	Level 5	15
Elective	115753	Conduct outcomes-based assessment	Level 5	15
Elective	15096	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5
Elective	15094	Demonstrate insight into the application of theories of Emotional and Spiritual Intelligence in personal development	Level 5	5
Elective	244570	Demonstrate knowledge and application of efficient study	Level 5	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
		skills		
Elective	117092	Develop learning styles for facilitation of learning of people who are blind or partially sighted	Level 5	15
Elective	15224	Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	Level 5	4
Elective	15233	Harness diversity and build on strengths of a diverse working environment	Level 5	3
Elective	10220	Include persons with disabilities in sport, recreation or fitness activities	Level 5	5
Elective	114925	Manage learner information using an information management system	Level 5	4
Elective	110063	Plan advocacy campaigns and workshops in development practice	Level 5	8
Elective	10214	Promote an awareness of nutritional principles	Level 5	6
Elective	117872	Read and write fully contracted standard Braille in any one language	Level 5	15
Elective	15220	Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation	Level 5	4

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Analyse and apply legislation, policies, theory and principles to promote inclusion

SAQA US ID	UNIT STANDARD TITLE		
252491	Analyse and apply legislation, policies, theory and principles to promote inclusion		
ORIGINATOR		PROVIDER	
SGB Inclusive Education			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	12

SPECIFIC OUTCOME 1
Explain theories underlying inclusive education.

SPECIFIC OUTCOME 2
Analyse legislation and policies that address inclusivity in South Africa and internationally.

SPECIFIC OUTCOME 3
Develop site policies in line with current inclusive legislation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Develop and use assistive devices for learners experiencing barriers to learning and development

SAQA US ID	UNIT STANDARD TITLE			
252494	Develop and use assistive devices for learners experiencing barriers to learning and development			
ORIGINATOR		**PROVIDER**		
SGB Inclusive Education				
FIELD		**SUBFIELD**		
5 - Education, Training and Development		Adult Learning		
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
Undefined	Regular	Level 5		10

SPECIFIC OUTCOME 1
Demonstrate knowledge and understanding of basic assistive devices.

SPECIFIC OUTCOME 2
Select and develop basic assistive devices to provide effective support.

SPECIFIC OUTCOME 3
Use basic assistive devices for individual/group requirements.

SPECIFIC OUTCOME 4
Adapt basic assistive devices for specific purposes.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop inclusive learning programmes that enable participation of learners experiencing barriers to learning and development

SAQA US ID	UNIT STANDARD TITLE			
252492	Develop inclusive learning programmes that enable participation of learners experiencing barriers to learning and development			
ORIGINATOR		PROVIDER		
SGB Inclusive Education				
FIELD		SUBFIELD		
5 - Education, Training and Development		Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		10

SPECIFIC OUTCOME 1
Identify barriers to learning and development and explain their impact on the learning process.

SPECIFIC OUTCOME 2
Analyse how inclusive learning programmes enable participation of learners experiencing barriers to learning and development.

SPECIFIC OUTCOME 3
Develop an inclusive learning programme for a specific purpose.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Implement an inclusive learning programme using differentiated techniques

SAQA US ID	UNIT STANDARD TITLE			
252493	Implement an inclusive learning programme using differentiated techniques			
ORIGINATOR		PROVIDER		
SGB Inclusive Education				
FIELD		SUBFIELD		
5 - Education, Training and Development		Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 5		15

SPECIFIC OUTCOME 1
Apply knowledge of theory and principles of inclusion to plan and prepare a learning process.

SPECIFIC OUTCOME 2
Facilitate the learning process using differentiated activities, strategies and adapted materials.

SPECIFIC OUTCOME 3
Apply alternative assessment methods in the learning process.

SPECIFIC OUTCOME 4
Evaluate the implementation of the inclusive learning programme.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Core	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	
Fundamental	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply established strategies and procedures to deal with risk behaviour and promote personal wellbeing

SAQA US ID	UNIT STANDARD TITLE		
252513	Apply established strategies and procedures to deal with risk behaviour and promote personal wellbeing		
ORIGINATOR		PROVIDER	
SGB Psychology			
FIELD		SUBFIELD	
7 - Human and Social Studies		General Social Science	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	3

SPECIFIC OUTCOME 1
Explain risk behaviour.

SPECIFIC OUTCOME 2
Explain the promotion of well being.

SPECIFIC OUTCOME 3
Explain human motivation and behavioural change.

SPECIFIC OUTCOME 4
Use accepted strategies and techniques to facilitate a behavioural change.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Counsel an individual in a structured environment

SAQA US ID	UNIT STANDARD TITLE			
252512	Counsel an individual in a structured environment			
ORIGINATOR		PROVIDER		
SGB Psychology				
FIELD		SUBFIELD		
7 - Human and Social Studies		General Social Science		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		12

SPECIFIC OUTCOME 1
'Explain the functions and scope of practice of a counsellor.

SPECIFIC OUTCOME 2
Set up an enabling counselling environment.

SPECIFIC OUTCOME 3
Explain the principles and processes of counselling.

SPECIFIC OUTCOME 4
Explain the role of values and attitudes in behaviour and counselling.

SPECIFIC OUTCOME 5
Apply a counselling process in a specific context.

SPECIFIC OUTCOME 6
Reflect on the counselling process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of HIV and AIDS, other Sexually Transmitted Infections (STIs) and tuberculosis (TB) for counselling purposes

SAQA US ID	UNIT STANDARD TITLE		
252510	Demonstrate knowledge and understanding of HIV and AIDS, other Sexually Transmitted Infections (STIs) and tuberculosis (TB) for counselling purposes		
ORIGINATOR		PROVIDER	
SGB Psychology			
FIELD		SUBFIELD	
7 - Human and Social Studies		General Social Science	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

SPECIFIC OUTCOME 1
Explain Human Immunodeficiency Virus (HIV) and the progression of the disease.

SPECIFIC OUTCOME 2
Explain mother to child transmission.

SPECIFIC OUTCOME 3
Explain Sexually Transmitted Infections (STI) and their relationship to HIV and AIDS.

SPECIFIC OUTCOME 4
Explain the relationship of tuberculosis (TB) to AIDS.

SPECIFIC OUTCOME 5
Investigate possible treatment options and programmes.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of an individual's rights in a specific helping context

SAQA US ID	UNIT STANDARD TITLE			
252697	Demonstrate knowledge and understanding of an individual's rights in a specific helping context			
ORIGINATOR		PROVIDER		
SGB Psychology				
FIELD		SUBFIELD		
7 - Human and Social Studies		General Social Science		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		3

SPECIFIC OUTCOME 1
Explain patients' rights.

SPECIFIC OUTCOME 2
Discuss international codes, charters and conventions relating to patients' rights.

SPECIFIC OUTCOME 3
Apply knowledge of relevant legislation and policy to patients' rights.

SPECIFIC OUTCOME 4
Explain the rights and responsibilities of counsellors and other healthcare providers.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Demonstrate knowledge and understanding of the counseling of people in domestic relationships

SAQA US ID	UNIT STANDARD TITLE		
252530	Demonstrate knowledge and understanding of the counseling of people in domestic relationships		
ORIGINATOR		PROVIDER	
SGB Psychology			
FIELD		SUBFIELD	
7 - Human and Social Studies		General Social Science	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	3

SPECIFIC OUTCOME 1
Describe the different types of domestic units.

SPECIFIC OUTCOME 2
Explain the changing nature of a relationship.

SPECIFIC OUTCOME 3
Counsel a couple or domestic unit.

SPECIFIC OUTCOME 4
Refer couples or domestic units with specific needs and problems.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of trauma and skills for supportive counselling

SAQA US ID	UNIT STANDARD TITLE		
252531	Demonstrate knowledge and understanding of trauma and skills for supportive counselling		
ORIGINATOR		PROVIDER	
SGB Psychology			
FIELD		SUBFIELD	
7 - Human and Social Studies		General Social Science	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

SPECIFIC OUTCOME 1
Explain how a traumatic event impacts on an individual.

SPECIFIC OUTCOME 2
Describe how a counsellor should approach a client.

SPECIFIC OUTCOME 3
Demonstrate skills of supportive counselling.

SPECIFIC OUTCOME 4
Identify risk factors in the client's environment.

SPECIFIC OUTCOME 5
Reflect on the effect of a client's trauma on the counsellor.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge of dread diseases to effectively manage an infected or affected client

SAQA US ID	UNIT STANDARD TITLE		
252511	Demonstrate knowledge of dread diseases to effectively manage an infected or affected client		
ORIGINATOR		PROVIDER	
SGB Psychology			
FIELD		SUBFIELD	
7 - Human and Social Studies		General Social Science	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

SPECIFIC OUTCOME 1
Explain the prognosis and treatment options for the most common dread diseases.

SPECIFIC OUTCOME 2
Research individual perceptions of illness.

SPECIFIC OUTCOME 3
Explore own perceptions of illness as a counsellor.

SPECIFIC OUTCOME 4
Explain the basics of crisis counselling.

SPECIFIC OUTCOME 5
Research issues relating to disease management.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Provide on-going counselling and support to individuals infected or affected by HIV and AIDS

SAQA US ID	UNIT STANDARD TITLE			
252532	Provide on-going counselling and support to individuals infected or affected by HIV and AIDS			
ORIGINATOR		PROVIDER		
SGB Psychology				
FIELD		SUBFIELD		
7 - Human and Social Studies		General Social Science		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		3

SPECIFIC OUTCOME 1
Discuss the emotional and spiritual needs of individuals infected or affected by HIV.

SPECIFIC OUTCOME 2
Discuss the physical and practical needs of individuals affected by HIV and AIDS.

SPECIFIC OUTCOME 3
Explain issues on the death of a spouse, parent or caregiver.

SPECIFIC OUTCOME 4
Explain basic rights and how to access services.

SPECIFIC OUTCOME 5
Explain how relationships are affected by HIV and AIDS.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Provide pre and post HIV test counselling

SAQA US ID	*UNIT STANDARD TITLE*		
252533	Provide pre and post HIV test counselling		
ORIGINATOR		*PROVIDER*	
SGB Psychology			
FIELD		*SUBFIELD*	
7 - Human and Social Studies		General Social Science	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	5

SPECIFIC OUTCOME 1
Counsel and individual prior to an HIV test.

SPECIFIC OUTCOME 2
Counsel an individual after an HIV test.

SPECIFIC OUTCOME 3
Demonstrate skills and techniques required of an HIV counsellor.

SPECIFIC OUTCOME 4
Respond to queries about HIV and AIDS.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	STATUS	END DATE
Elective	59429	National Certificate: Inclusive Education	Level 5	Draft - Prep for P Comment	