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GOVERNMENT NOTICE

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1141   24 October 2008

SAQA
SOUTH AFRICAN QUALIFICATIONS AUTHORITY

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

Adult Basic Education and Training

registered by Organising Field 05 – Education, Training and Development, 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 17 October 2008.* All correspondence should be marked **Standards Setting – SGB Adult Basic Education and Training** and addressed to

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> SAQA
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D. MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

General Education and Training Certificate: Adult Basic Education and Training

SAQA QUAL ID	QUALIFICATION TITLE		
64309	General Education and Training Certificate: Adult Basic Education and Training		
ORIGINATOR		PROVIDER	
Task Team - Adult Basic Education and Training			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	5 - Education, Training and Development	Adult Learning	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
ABET Level 4	120	Level 1	Regular-Unit Stds Based

This qualification replaces:

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
24153	General Education and Training Certificate: Adult Basic Education and Training	Level 1	120	Will occur as soon as 64309 is registered

PURPOSE AND RATIONALE OF THE QUALIFICATION
Purpose:

The General Education and Training Certificate (GETC) in Adult Basic Education and Training (ABET) is suitable for adult learners and will provide them with fundamental basics of general education learning. The purpose of the Qualification is to equip learners with foundational learning by acquiring knowledge, skills and values in specified Learning Areas. In addition, it also allows learners to choose Elective Unit Standards which relate to occupational type learning relevant to their area of interest or specialisation.

In particular, the Qualification aims to:

> Give recognition to learners who achieve and meet the necessary requirements and competencies as specified in the Exit Level Outcomes and Associated Assessment Criteria.
> Provide a solid foundation of general education learning which will help prepare learners and enable them to access Further Education and Training learning and qualifications, particularly occupational workplace-based or vocational qualifications.
> Promote lifelong learning to enable learners to continue with further learning.
> Prepare learners to function better in society and the workplace.

Rationale:

Adult Basic Education is identified as a critical priority in South Africa and plays a vital role in equipping adult learners with the necessary knowledge, skills and values in order to be functional in society and as a person by contributing to the workforce, community and economy. This GETC: ABET qualification provides learners with foundational learning through the acquisition of knowledge and skills needed for social and economic development and the promotion of justice and equality. It also seeks to promote and instill learners with a culture of life-long learning needed for future learning. It also enables learners to acquire the necessary

competencies in order to access further education and training, career development and employment opportunities.

The achievement of the GETC: ABET qualification allow learners the following learning pathways:

> To choose a vocational route through completion of the National Certificate: Vocational Qualifications at Levels 2, 3 and 4 which contain vocational specializations.
>To access academic learning at NQF Level 2 and above.
> To access Occupational specific qualifications at NQF Level 2, which consist of knowledge, skills and workplace experience and learning.

The Qualification aims to equip learners to:

> Develop and apply relevant skills, knowledge and attitudes in the chosen Learning Areas.
> Function better in and contribute to the world of work.
> Be sensitive and reflective of issues relating to diversity, inclusivity, cultural values, human rights, gender, development and change.
> Develop an appreciation for lifelong learning.
> Function better as a citizen in South Africa and contribute to cultural, social, environmental and economic development.
> Make informed judgments about critical ethical issues.
> Develop study skills to be able to access further learning.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED IN PLACE
It is assumed that learners have literacy and numeracy skills in order to cope with the complexity of learning in this Qualification.

Recognition of Prior Learning:

The structure of this Qualification makes Recognition of Prior Learning (RPL) possible through the assessment of individual Unit Standards. The learner and assessor should jointly decide on methods to determine prior learning and competence in the knowledge, skills, and values implicit in the Qualification and the associated Unit Standards. RPL will be done by means of an integrated assessment which includes formal, informal and non-formal learning and work experience.

This Recognition of Prior Learning may allow for:

> Accelerated access to further learning at this or higher Levels on the NQF.
> Gaining of credits for Unit Standards in this Qualification.
> Obtaining this Qualification in whole or in part.

All RPL is subject to quality assurance by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Access to the Qualification:

It is recommended that learners have achieved the following in order to access this Qualification:

> Communication at ABET Level 3 or equivalent.
> Mathematical Literacy at ABET Level 3 or equivalent.

QUALIFICATION RULES

This Qualification consists of Fundamental, Core and Elective Unit Standards. A minimum of 120 credits from those listed must be achieved for the awarding of the Qualification. The following rules apply to the choice of unit standards:

Fundamental Component:

The Fundamental Component consists of:

> Language, Literacy and Communication (LLC) Unit Standards, totaling 23 credits.

A choice of either:

> Mathematical Literacy Unit Standards, totaling 16 credits.

Or

> Mathematics and Mathematical Sciences, totaling 16 credits.

A learner must choose Mathematical Literacy or Mathematics and not a combination of both.

Learners must complete all the LLC Unit Standards, totaling 23 credits and either Mathematical Literacy Unit Standards or the Mathematics and Mathematical Sciences Unit Standards, totaling 16 credits to give a total of 39 credits for the Fundamental Component.

Learning Area: Language, Literacy and Communication (LLC):

ID Number; Unit Standard Title; Credits:

> ID 19635: Engage in a range of speaking/signing and listening interactions for a variety of purposes; 6 credits.
> ID 119631; Explore and use a variety of strategies to learn; 5 credits.
> ID 119640; Read/view and respond to a range of text types; 6 credits.
> ID 119636; Write/Sign for a variety of different purposes; 6 credits.

Total = 23 credits.

And

Learning Area: Mathematics Literacy (ML):

ID Number; Unit Standard Title; Credits:

> ID 119373; Describe and represent objects in terms of shape, space and measurement; 5 credits.
> ID 119364; Evaluate and solve data handling and probability problems within given contexts; 5 credits.
> ID 119362; Work with numbers, operations with numbers and relationships between numbers; 4 credits.
> ID 7450; Work with measurement in a variety of contexts; 2 credits.

Total = 16 credits.

Or

Learning Area: Mathematics and Mathematical Sciences (MMS):

ID Number; Unit Standard Title; Credits:

> ID 7448; Work with patterns in various contexts; 4 credits.
> ID 7452; Describe, represent and interpret mathematical models in different contexts; 6 credits.
> ID7453; Use algebraic notations, conventions and terminology to solve problems; 3 credits.
> ID 7464; Analyse cultural products and processes as representations of shape, space and time; 3 credits.

Total = 16 credits.

Core Component:

> The Core consists of Life Orientation Unit Standards totaling 32 credits which are all compulsory.

Learning Area: Life Orientation:

ID Number; Unit Standard Title; Credits:

> ID 14656; Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS; 5 credits.
> ID 14659; Demonstrate an understanding of factors that contribute towards healthy living; 4 credits.
> ID 14664; Demonstrate knowledge of diversity within different relationships in the South African society; 3 credits.
> ID 14569; Demonstrate an understanding of how to participate effectively in the workplace; 3 credits.
> ID 14661; Demonstrate knowledge of self in order to understand one's identity and role within the immediate community and South African society; 3 credits.
> ID 15092; Plan and manage personal finances; 5 credits.
> ID 113966; Identify security, safety and environmental risks in the local environment; 6 credits.
> ID 15091; Plan to manage one's time; 3 credits.

Total = 32 credits.

Elective Component:

The Elective Component consists of Academic and Vocationally related Learning Areas and Learners must complete Unit Standards totaling 51 credits for this Component. The choice must be made as follows:

The learner must choose one Learning Area, and complete all the Unit Standards listed for that Learning Area.

In addition the learner must choose additional Unit Standards from any of the other Academic or Vocationally related Learning Areas to give a total of 51 credits in all for the Elective Component.

The Academic Learning Areas with their Unit Standards are:

> Human and Social Studies, 23 credits.
> Natural Sciences, 15 credits.

> Economic and Management Sciences, 21 credits.
> Arts and Culture, 17 credits.
> Technology, 11 credits.
> Additional Language, 23 credits.

The Vocationally related Learning Area with their Unit Standards is:

> Applied Agriculture and Agricultural Sciences.
> Ancillary Health Care.
> Small, Medium and Micro Enterprises (SMME).
> Travel and Tourism.
> Information Communication Technology (ICT).
> Early Childhood Development (ECD).
> Wholesale and Retail.

Detailed matrix of sets of Unit Standards contained in the Academic Learning Areas and Vocationally related Learning Areas:

Learning Area: Human and Social Sciences:

ID Number; Unit Standard Title; Credits:

> ID 115477; Demonstrate knowledge and understanding of the relationships between social justice, human rights and democracy; 5 credits.
> ID 115480; Demonstrate an understanding of diversity and change in a dynamic society; 6 credits.
> ID 115483; Explain the relationship between society, environment and development; 6 credits.
> ID 115471; Explain the relationship between events, time and space and the effect on society; 6 credits.

Total = 23 credits.

Learning Area: Natural Sciences:

ID Number; Unit Standard Title; Credits:

> ID 7509; Apply basic concepts and principles in the natural sciences; 5 credits.
> ID 7513; Assess the impact of scientific innovation on quality of life; 2 credits.
> ID 7508; Conduct an investigation in the natural science; 4 credits.
> ID 7511; Analyse how scientific skills and knowledge contribute to sustainable use of resources; 2 credits.
> ID 7507; Demonstrate an understanding of the concept of science; 2 credits.

Total = 15 credits.

Learning Area: Economic Management Sciences:

ID Number; Unit Standard Title; Credits:

> ID 13999; Demonstrate an understanding of basic accounting practice; 4 credits.
> ID 13995; Demonstrate an understanding of contracts and their sources; 5 credits.
> ID 13998; Demonstrate an understanding of the principles of supply and demand and the concept production; 2 credits.
> ID 13994; Identify and discuss different types of business and their legal implications; 4 credits.

> ID 13996; Identify, discuss, describe and compare major economic systems with emphasis on the South African economy; 2 credits.
> ID 14001; Demonstrate an understanding of management expertise and administrative systems; 4 credits.

Total = 21 credits.

Learning Area: Arts and Culture:

ID Number; Unit Standard Title; Credits:

> ID 7533; Access creative arts and cultural; 2 credits.
> ID 7529; Display creative an innovative knowledge, skills and creative concepts through participation in arts and culture activities; 4 credits.
> ID 7531; Investigate the influence of the mass media on indigenous practices; 3 credits.
> ID 7525; Reflect on and engage critically with arts experience and works from diverse groups; 3 credits.
> ID 7527; Understand the origins and functions of South African cultures through promoting indigenous Arts and Culture forms and practices; 3 credits.
> ID 7532; Use arts skills and cultural expression to make an economic contribution to self and society; 2 credits.

Total = 17 credits.

Learning Area: Technology:

ID Number; Unit Standard Title; Credits:

> ID 14098; Understand and use energy in technological product and systems; 1 credit.
> ID 14092; Understand and apply technological knowledge and skills in systems and control; 3 credits.
> ID 14095; Understand and apply technological knowledge and skills in structure; 2 credits.
> ID 14096; Understand and apply technological knowledge and skills in Processes; 2 credits.
> ID 14097; Know, select and use materials, tools and equipment safely for technological purposes; 3 credits.

Total = 11 credits.

Learning Area: Additional Language:

ID Number; Unit Standard Title; Credits:

> ID 19635; Engage in a range of speaking/signing and listening interactions for a variety of purposes; 6 credits.
> ID 11961; Explore and use a variety of strategies to learn; 5 credits.
> ID 119640; Read/view and respond to a range of text types; 6 credits.
> ID 119636; Write/Sign for a variety of different purposes; 6 credits.

Total = 23 credits.

Organising Field 01: Applied Agriculture and Agricultural Sciences:

ID Number; Unit Standard Title; Credits:

> ID 13355; Demonstrate an understanding of the physical and biological environment and its relationship to sustainable crop production; 4 credits.
> ID 13356; Assess the influence of the environment on sustainable livestock production; 4 credits.
> ID 13357; Demonstrate an understanding of agricultural production management practices in relation to the socio-economic environment; 3 credits.
> ID 13358; Implement and maintain the principles, systems, practices and technology applicable to an agricultural venture; 7 credits.
> ID 13354; Demonstrate an understanding of agriculture as a challenging and applied system; 2 credits.

Total = 20 credits.

Organising Field 09: Ancillary Health Care:

ID Number; Unit Standard Title; Credits:

> ID 119563; Engage in basic health promotion; 8 credits.
> ID 119567; Perform basic life support and first aid procedures; 5 credits.
> ID 9827; Assess the client's situation and assist and support both client and family to manage home based health care; 12 credits.
> ID 119559; Demonstrate knowledge of the provision and implementation of primary health care; 10 credits.
> ID 119564; Assist the community to access services in accordance with their health related human rights; 5 credits.
> ID 119566; Explain preventive measures to reduce the potential impact of disasters; 5 credits.

Total = 45 credits.

Organising Field 03: Small, Medium and Micro Enterprises (SMME):

ID Number; Unit Standard Title; Credits:

> ID 10006; Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities; 2 credits.
> ID 10007; Identify, analyse and select business opportunities; 3 credits.
> ID 10008; Write and present a simple business plan; 7 credits.
> ID 10009; Demonstrate the ability to start and run a business and adapt to a changing business environment; 5 credits.

Total = 17 credits.

Organising Field 11: Travel and Tourism:

ID Number; Unit Standard Title; Credits:

> ID 12539; Identify career opportunities in different sectors of the tourism industry; 4 credits.
> ID 12543; Identify key features of tourism in South Africa; 4 credits.
> ID 12541; Understand the nature of tourists in and to South Africa; 4 credits.
> ID 11333; Understand the tourism industry; 5 credits.
> ID 11334; Select a career path with knowledge of the roleplayers in the tourism industry and their functions; 5 credits.
> ID 11335; Apply knowledge to identify and promote tourist destinations and attractions in South Africa; 7 credits.
> ID 11336; Interact appropriately with a range of tourists; 4 credits.

> ID 11337; Apply knowledge of the relationship between tourism and the community; 5 credits.

Total = 38 credits.

Organising Field 10: Information Communication Technology (ICT):

ID Number; Unit Standard Title; Credits:

> ID 9357; Develop and use keyboard skills to enter text; 4 credits.
> ID 116932; Operate a personal computer system; 3 credits.
> ID 116933; Use a Graphical User Interface (GUI)-based presentation application to create and edit slide presentations; 3 credits.
> ID 116938; Use a Graphical User Interface (GUI)-based word processor to create and edit documents; 4 credits.
> ID 117943; Install a Personal Computer (PC) peripheral device, in a GUI environment; 2 credits.
> ID 117902; Use generic functions in a Graphical User Interface (GUI); 4 credits.
> ID 117867; Managing files in a Graphical User Interface (GUI); 3 credits.

Total = 23 credits.

Organising Field 05: Early Childhood Development (ECD):

ID Number; Unit Standard Title; Credits:

> ID 244261; Maintain records and give reports about babies, toddlers and young children; 3 credits.
> ID 244263; Prepare an environment for babies, toddlers and young children; 3 credits.
> ID 244255; Care for babies, toddlers and young children; 10 credits.
> ID 244258; Demonstrate basic understanding of child development; 5 credits.
> ID 244262; Interact with babies, toddlers and young children; 5 credits.

Total = 26 credits.

Organising Field 11: Wholesale and Retail:

ID Number; Unit Standard Title; Credits:

> ID 259939; Describe Wholesale and Retail in South Africa; 4 credits.
> ID 259937; Identify career opportunities in the Wholesale and retail sector; 8 credits.
> ID 259938; Identify the importance of customer service in Wholesale and Retail environment; 5 credits.
> ID 14569; Demonstrate an understanding of how to participate effectively in the workplace; 3 credits.
> ID 117900; Plan self development; 10 credits.

Total = 31 credits.

EXIT LEVEL OUTCOMES
The Exit Level Outcomes of the GETC: ABET cover the following compulsory Learning Areas:

> Language, Literacy and Communication
> Mathematical Literacy/Mathematics and Mathematical Sciences
> Life Orientation

Learners will qualify for this GETC: ABET qualification by demonstrating competence in the following Exit Level Outcomes:

Fundamental Component:

Language, Literacy and Communication:

1. Use a range of communication, language and learning strategies in a variety of contexts.

Mathematics and Mathematical Sciences:

2. Explain and use mathematical strategies, techniques and patterns to solve problems.

Mathematical Literacy:

3. Explain, select and use numbers, data and objects in everyday life situations.

Life Orientation:

> Range: Legislation includes but is not limited to the Labour Act, Bill of Rights, South African Constitution, National Curriculum Statement.

4. Investigate the process of making informed choices in order to develop and maintain a healthy lifestyle and positive relationships.

Critical Cross-Field Outcomes:

The following Critical Cross-Field Outcomes are embedded in the associated Unit Standards:

> Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
> Working effectively with others as a member of a team, group, organisation or community.
> Organising and managing oneself and one's activities responsibly and effectively.
> Collecting, analysing, organising and critically evaluating information.
> Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
> Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
> Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

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

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

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

1.1 Speaking/signing and listening strategies are used to communicate confidently for a variety of purposes and contexts.

1.2 Language conventions and structures are used and responded to in order to convey meaning and understanding in a variety of contexts.

1.3 A variety of learning strategies are identified and used to access and convey information.

1.4 A variety of texts are read/viewed and responded to by showing critical awareness to understand the purpose, themes and contexts.

1.5 Independent reading, both aloud and silent, are engaged in for a variety of purposes.

> Range: Contexts can include information and pleasure.

1.6 A range of texts are explored, planned and drafted to reflect ideas, facts, opinions, different purposes, audiences and contexts in a creative, expressive or imaginative way.

1.7 Grammar and language conventions are understood and used to organise texts in a logical and coherent manner as well as explained and analysed in terms of form and function.

1.8 Oral language skills are used to explain ideas in a sequenced way across a range of transactional situations.

> Range: Transactional situations include requests, apologies, role-players and stating point of view.

1.8 Non-verbal strategies are identified and discussed in terms of their influence on the listener.

1.9 Interaction skills are demonstrated by participating in group discussions, debates, conversations, group interviews and surveys.

1.10 A critical awareness and use of language style is developed in order to apply appropriately.

Associated Assessment Criteria for Exit Level Outcome 2:

2.1 Mathematical models are analysed and explained to determine trends and patterns.

> Range: Mathematical models include graphs, tables, etc.

2.2 Geometric shapes, figures and solids are identified and analysed to determine patterns, properties and relationships.

> Range: Properties include congruence, straight-line geometry, perspective and transformations.

> Range: Geometric figures include regular and irregular polygons and polyhedra, spheres, cylinders.

2.3 Algebraic techniques are selected and used to solve mathematical problems.

> Range: Techniques include percentage, ratio, rate and proportion (direct and indirect).

2.4 Patterns are identified, described and represented for various contexts using different mathematical forms.

2.5 Shape and space are analysed in terms of their uses and purposes.

2.6 Historical development of number systems is described and illustrated using a variety of historical and cultural contexts.

2.7 Rational and irrational numbers are differentiated in terms of their properties and applied in different contexts.

2.8 Equations are solved through various processes.

> Range: Processes include inspection, trial-and-improvement, algebraic (additive and multiplicative inverses and factorisation) and simplification through using laws of exponents, distributive law and manipulative skills.

2.9 Results are interpreted with awareness of sources of error and manipulation in order to draw conclusions and discuss differences from predictions.

Associated Assessment Criteria for Exit Level Outcome 3:

3.1 Geometrical shapes are identified and described in terms of their uses and measurement in different contexts.

3.2 Mathematical scales are used to interpret and draw maps for specific purposes and given equations.

3.3 Measurement problems are solved using a variety of strategies.

3.4 Everyday real objects are measured using correct measuring instruments and units of measurement.

3.5 Data is collected, analysed and interpreted to show relationships and variations.

3.6 Number calculations are performed to solve realistic and abstract problems.

3.7 A variety of mathematical techniques and strategies are used to calculate problems across a range of contexts to develop awareness of.life issues.

> Range: Contexts includes across Learning Areas: financial (e.g. Economic and Management Science), measurement (e.g. Natural Sciences and Technology), statistics (e.g. Social Sciences), proportion (e.g. Arts and Culture).

> Range: Problems include time, distance, speed, measurement, volume and temperature.

> Range: Life issues include human rights, social, economic, cultural and environmental issues involving known geometric figures and solids, or measurement, estimation, calculation and use of formulae and measurement selection.

3.8 Data is collected through the selection of appropriate methods to investigate a question on an issue.

> Range: Methods include using questionnaires, interviews, experiments, and/or consulting textbooks, libraries, Internet, media articles and documentaries.

> Range: Issues include social, economic, environmental and political issues, human rights and inclusivity issues, characteristics of target groups, attitudes or opinions of people on issues.

3.9 Data is organised using a variety of techniques appropriate to the purpose of the investigation.

> Range: Techniques include summarising, sorting, sequencing and classifying.

Associated Assessment Criteria for Exit Level Outcome 4:

4.1 The nature, transmission and prevention of sexually transmitted infections including HIV/AIDS are understood and explained in terms of outlining coping mechanisms for infected and affected individuals.

4.2 Factors influencing a healthy lifestyle are analysed to make own personal choices.

> Range: Factors include social, ecological, political, economic and cultural.

4.3 The role of personal hygiene is understood and explained in terms of the consequences of poor nutrition and abuse of drugs and medicines.

4.4 The role of sport and recreation is explored and explained in terms of promoting a healthy lifestyle.

4.5 Ways of promoting positive relationships are explored to develop strategies to deal with personal and emotional challenges.

4.6 The rights and responsibilities of individuals are explained in relation to ethical behaviour in the workplace and how they contribute to nation building in South Africa.

4.7 Ways to engage oneself in the community are explored in terms of promoting self esteem and self-concept and defining one's role and responsibility.

4.8 A budget is drawn up in line with agreed goals and priorities.

4.9 A schedule/action plan is drawn up to reach own personal goals outlining tasks and responsibilities.

4.10 Safety, security and environmental risks are identified and explained in terms of potential risks.

Integrated Assessment:

Assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, so that an integrated approach to assessment is incorporated into the Qualification.

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

Assessment of Communication and Mathematical Literacy/Mathematics and Mathematical Sciences should be integrated as far as possible with the Core and Elective learning components and should use practical contexts wherever possible. A variety of methods must be

used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During integrated assessments, the assessor should make use of a range of formative and summative assessment tools methods and assess combinations of practical, applied, foundational and reflective competencies.

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

Assessment should ensure that all Specific Outcomes, Embedded Knowledge and Critical Cross-Field Outcomes are evaluated in an integrated manner.

INTERNATIONAL COMPARABILITY

The General Education and Training Certificate: Adult Basic Education and Training (GETC: ABET) was compared with similar qualifications in the United States of America (USA), Canada, Australia, Finland and the United Kingdom (UK). These developed countries identified were chosen because they offer best practice models of adult learning programmes which are relevant to the adult learner and have been designed to meet specific needs. In addition, these countries also have a high rate of immigrants and also need to offer basic adult education to enable such learners to upgrade and further their learning.

In addition, Gambia and Nambia were chosen as developed countries within the African context whose adult literacy programmes also have best practice models to emulate.

United States of America (USA):

In the USA, Adult Basic Education programmes are offered at various institutions such as the Columbia Basin College. This forms part of the Adult Community programme, and consist of two main areas of focus, namely Adult Basic Education (ABE) and General Education Development (GED) preparation.

Adult Basic Education classes focus predominantly on reading, writing, and mathematics components which serve the needs of the adult student, 28 years or older, who may lack these basic skills. Such a learner is tested and diagnosed for reading, writing, and math levels and is provided with appropriate materials for instruction.
The Adult Basic Education programme also offers a family literacy programme which works with learners whom are parents so that they can improve their literacy and basic skills, which in turn enables them to be better prepared to support their own child/ren's successes. These courses are conducted in collaboration with the local school district and other agencies and usually integrate the topics of parenting, early childhood education and home visits into the ABE/GED preparation content, where necessary and relevant.

The other option available to learners in Adult Basic Education is the GED preparation programme. The completion of this programme prepares and enables learners to complete the GED test.

Essentially, the USA ABE programme focuses on the Fundamental component of the GETC: ABET qualification. This provides a foundation in which to build on. The South African Qualification is much broader and embraces more Learning Area subjects mirrored on a formal schooling model but also allows learners the choice of Vocational Learning Areas.

Canada: British Colombia (BC):

Most Adult Basic Education programmes can be achieved by distance learning or through a telecourse. There are various learning pathways available to the adult learner:

In British Columbia the Adult Dogwood Graduation Diploma is issued by the Ministry of Education, Skills and Training and provides an alternate route for adults to achieve a Grade 22 standing to post-secondary institutions in British Columbia.

Intermediate and Advanced Certificates are issued by Capilano University and provide prerequisites for career and vocational programmes throughout the province.
Fundamental level instruction provides basic reading and writing skills and number skills.

Adult Basic Education (ABE) certificates also satisfy most employers' requirements. Certain high school courses may qualify as transfer credit toward ABE certificates. The programme also offers instruction for learners preparing for the General Education Development (Grade 22 equivalency) tests. Advanced and Provincial level ABE courses may also be used for transfer credit towards a British Columbian Regular or Adult Dogwood Certificate.

The Adult Basic Education (ABE) programme offers courses that are tuition-free for all students except international students. The ABE programme enables the learner to upgrade his/her knowledge of English, Mathematics, Biology, General Science, Chemistry, Physics, History, Social Studies and Computers.

Learning pathways available:

> Preparation for employment.
> Personal desire to upgrade or refresh mastery of a subject.
> Secondary school qualifications demanded by employers.
> Vocational training (including apprenticeships).
> Career training.
> Technical training.
> Academic studies (including university programmes).

The British Columbian model of ABE embraces the Academic Learning Areas offered in the GETC: ABET. It lays a firm foundation for adult learners to achieve the necessary subjects' areas in the human and social sciences and natural sciences, which will prepare them for further vocational/occupational learning. The South African qualification has more Elective specialization areas which cover the vocational field.

Australia:

In the Australian context, adult learners are able to enrol for a variety of Certificates in General Education for Adults (CGEA). The course outline of the CGEA includes a choice of Core Units and specialist Core skills, which include a range of special interest Electives to assist learners to construct their own learning pathway. The Elective units are common to all certificate levels and are listed after the core units and skills. In addition, a range of competencies from relevant training packages may be offered as Electives.

The course in initial General Education for Adults is made of the following Core components.

A learner must choose the following:

> VBQU205: Develop a learning plan and portfolio with support.

A choice of three Reading Core Skills:

> VBQU206: Engage with short simple texts for personal purposes.
> VBQU207: Engage with short simple texts for learning purposes.
> VBQU208: Engage with short simple texts for employment purposes.
> VBQU209: Engage with short simple texts to participate in the community.

A choice of three Writing Core Skills:

> VBQU220: Create short simple texts for personal purposes.
> VBQU222: Create short simple texts for learning purposes.
> VBQU222: Create short simple texts for employment purposes.
> VBQU223: Create short simple texts to participate in the community.

A choice of two Numeracy and Mathematic Core Skills:

> VBQU224: Recognise time, money and directions.
> VBQU225: Recognise measurement and design.
> VBQU226: Recognise numerical and statistical information.

The Certificate I in General Education for Adults (Introductory) is made up of the following Core Units:

> VBQU227: Develop and document a learning plan and portfolio with guidance.
> VBQU228: Conduct a project with guidance.

A choice of three Reading Core Skills:

> VBQU229: Engage with simple texts for personal purposes.
> VBQU220: Engage with simple texts for learning purposes.
> VBQU222: Engage with simple texts for employment purposes.
> VBQU222: Engage with simple texts to participate in the community.

A choice of three Writing Core Skills:

> VBQU223: Create simple texts for personal purposes.
> VBQU224: Create simple texts for learning purposes.
> VBQU225: Create simple texts for employment purposes.
> VBQU226: Create simple texts to participate in the community.

A choice of two Numeracy and Mathematics Core Skills:

> VBQU227: Work with time, money and directions in simple everyday situations
> VBQU228: Work with simple measurement and design.
> VBQU229: Work with simple numerical and statistical information.

The Certificate I in General Education for Adults is made up of the following Core Units:

> VBQU230: Develop and document a learning plan and portfolio.
> VBQU232: Plan and undertake a project.

A choice of three Reading Core Skills:

> VBQU232: Engage with texts of limited complexity for personal purposes.
> VBQU233: Engage with texts of limited complexity for learning purposes.
> VBQU234: Engage with texts of limited complexity for employment purposes.
> VBQU235: Engage with texts of limited complexity to participate in the community.

A choice of three Writing Core Skills:

> VBQU236: Create texts of limited complexity for personal purposes.
> VBQU237: Create texts of limited complexity for learning purposes.
> TDTE497B: Prepare workplace documents.
> VBQU238: Create texts of limited complexity to participate in the community.

A choice of two Numeracy and Mathematics Core Skills:

> VBQU239: Work with time, money and directions in familiar situations.
> VBQU240: Work with measurement and design in familiar situations.
> VBQU242: Work with numerical and statistical information in familiar situations.

The Certificate II in General Education for Adults is made up of the following Core Units:

> VBQU242: Research pathways and produce a learning plan and portfolio.
> VBQU243: Implement and review a project.

A choice of two Reading Core Skills:

> VBQU244: Engage with texts of some complexity for personal purposes.
> VBQU245: Engage with texts of some complexity for learning purposes.
> VBQU246: Engage with texts of some complexity for employment purposes.
> VBQU247: Engage with texts of some complexity to participate in the community.

A choice of two Writing Core Skills:

> VBQU248: Create texts of some complexity for personal purposes.
> VBQU249: Create texts of some complexity for learning purposes.
> VBQU250: Create texts of some complexity for employment purposes.
> VBQU252: Create texts of some complexity to participate in the community.

A choice of two Numeracy and Mathematics Core Skills:

> VBQU252: Investigate and interpret measurements and related formulae for everyday purposes.
> VBQU253: Investigate, interpret and produce numerical and statistical information.
> BQU254: Investigate and use simple mathematical formulae for everyday purposes.

The Certificate III in General Education for Adults is made up of the following Core Units:

> VBQU255: Evaluate pathway options, design a learning plan and compile a portfolio.

A choice of at least four Reading Core Units:

> VBQU256: Engage with a range of complex texts for personal purposes.
> VBQU257: Engage with a range of complex texts for learning purposes.
> VBQU258: Engage with a range of complex texts for employment purposes.
> VBQU259: Engage with a range of complex texts to participate in the community.

Writing:

> VBQU260: Create a range of complex texts for personal purposes.
> VBQU262: Create a range of complex texts for learning purposes.

> PSPGOV323A: Compose workplace documents.
> VBQU262: Create a range of complex texts to participate in the community.

Numeracy and Mathematics:

> VBQU263: Analyse and evaluate numerical and statistical information.
> VBQU264: Use algebraic techniques to analyse mathematical problems.
> VBQU265: Use formal mathematical concepts and techniques to analyse and solve problems.

Special Interest Electives to choose from:

> VBQU266: Develop verbal communication skills.
> VBQU267: Use computer language and perform simple computing tasks.
> VBQU268: Access the internet for language learning.
> VBQU269: Complete a project with support.
> VBQM474: Australian environmental issues.
> VBQU270: Communicate with others in familiar and predictable contexts.
> VBQU272: Participate in a practical placement.
> VBQM475: Community options.
> VBQM476: The education system.
> VBQM477: Health care.
> VBQM478: Arts in Australia.
> VBQM479: Indigenous history.
> VBQU272: Explore science in the community.
> VBQU273: Explore health and wellbeing.
> VBQU274: Explore the environment.
> VBQU275: Explore energy and matter.
> VBQU276: Explore chemicals and change.
> VBQU277: Explore earth in space.
> VBQU278: Explore continuity of life.
> VBQM480: Elections and government.
> VBQM482: The legal system.
> VBQM482: Driving and owning a car.
> VBQM483: Events in Australian history.
> VBQM484: Investigating current issues.
> VBQU279: Research science in the community.
> VBQU280: Research living things.
> VBQU282: Research the environment.
> VBQU282: Research universe and time.
> VBQU283: Research chemicals and change.
> VBQU284: Research energy, force and matter.
> VBQU285: Analyse science in the community.
> VBQU286: Design and review a project.

There is no formal exam. Assessment of learning is continuous and ongoing and focuses on the process of learning as well as the competencies stated in the modules of the CGEA.

The Australian CGEA model is similar to the GETC: ABET in that it comprises a Core and Elective Component. However, the Core Component in the CGEA is more aligned to the Fundamental Component in the GET: ABET qualification but there is limited choice in terms of Language, Literacy and Communication, Mathematical Literacy or Mathematics and Mathematical Science Learning Area Components as these are fixed. However, there is a choice of either Mathematical Literacy or Mathematics and Mathematical Science depending on the choice of Vocational Learning Area. The Elective Specialisation areas are based more on curriculum topics whereas the GETC: ABET includes further Academic and Vocational Learning

Area options including Information and Communication Technology (ICT), Human and Social Sciences, Ancillary Health Care but it was lacking in areas of community, history and research topic areas.

Finland:

The objective of adult education in Finland is to support lifelong learning amongst its citizens as well as to develop and promote knowledge and skills relating to building coherence and equality in society. Furthermore, the focus is on ensuring that trade skills are developed in the workforce in order to raise levels of employment as well as deal with deficit in skills brought on by retirement.

Adult education is provided in more than 2,000 educational institutions in Finland. There are only a few who specialise solely in adult education. Much of adult education is provided outside formal educational institutions, including work places, or can be organised by employers. However, not all adult education is directly connected to work or occupational skills. There are, for instance, liberal adult education programmes which provide learners with instruction in civics or social studies.

Adult education is provided in the following contexts including:

> Universities polytechnics.
> Vocational schools.
> Vocational adult education centres.
> National specialized institutions and specialized vocational institutions.
> Adult education centres and workers' institutes.
> Folk high schools.
> Summer universities.
> General upper secondary schools for adults.
> Study centres.
> Physical education centres.
> Music institutes.

There is basic and general upper secondary education available for adults. Adults can complete the basic (comprehensive school) or upper secondary education syllabus and take part in the matriculation examination in general upper secondary schools for adults or in adult study lines in regular upper secondary schools. The instruction mostly takes place in the evening and is course-based. Many people study individual subjects, mainly languages, as so-called subject students. A national core curriculum for adult education has been devised, taking account of the fact that students are grown-up in the number of compulsory courses and in the length of courses and lessons. There is also instruction geared to foreign students' in general upper secondary schools.

There are general upper secondary schools for adults in about 40 municipalities, mainly in cities. Apart from two institutions, they are subordinate and fall under local authorities. There is a basic education line in about 30 folk high schools and a general upper secondary line in six. They, too, follow the curriculum drawn out for general upper secondary school for adults, but since folk high schools are essentially boarding schools, the studies take place in daytime. The majority of students in folk high schools are young people.

The model of adult education in Finland differs from the South African context as it focuses more on harnessing specific skills both in the workplace as well as developing responsible citizens through promoting lifelong learning.

United Kingdom (UK):

In the UK there is an entry level qualification developed to encourage and recognise achievement of learners in a variety of contexts. These entry level qualifications are called Certificates.

Currently, there are over one hundred entry levels certificates on offer in a wide range of subjects, including:

> National curriculum subjects such as English, Science and mathematics.
> Vocational subjects such as retail, hairdressing and office practice.
> General qualifications such as skills for working life and life skills.
> Basic skills such as adult literacy and adult numeracy.

The Qualification Council Authority (QCA) operates with the sector skills councils to ensure that entry level vocational qualifications provide a useful introduction to relevant working practices. The Certificates are made up of units and learners can achieve these separately, until the full certificate is achieved.

The UK model embraces similar aspects to the components of the GETC ABET qualification as it includes Academic Learning Areas as well as Vocational Learning Areas. The UK model is based on curriculum subjects. However, the UK model embraces a wider selection of Vocational subjects such as hairdressing and office practice.

Gambia:

In Gambia, the Government's policy on adult and non-formal education targets out-of-school youth, school drop-outs, girls and young women as well as adults and young women requiring new skills.

Adult and non-formal education aims specifically at learners in the age group 25-39 years and is regarded as a form of educational service in Gambia within the context of the expanded vision of basic education. Until 2997, this service was mainly delivered by the government and a few Non Governmental Organisations (NGOs) providing literacy classes linked to skills acquisition. However, the mode of delivery has now changed, with the government contracting the delivery out to NGOs and community-based organisations.

The Gambian model focuses on both adult and non-formal education which is critical in a developing country. The GETC: ABET embraces a formal acknowledgement of learning based on a schooling model but also including Vocational Learning components. The focus on non-formal learning is still critical and should complement the formal learning context.

Namibia:

In Namibia, the adult learning programme is divided into three stages and each stage takes about one year to complete. Numeracy skills are taught throughout the three stages. A learner may repeat a stage only once.

The programme stages are outlined as follows:

Stage One:

> This is open to adult learners at the very beginning, and materials are designed to introduce learners to the basic syllables of their own mother tongue. Learning how to write properly is an important activity of this stage.

Stage Two:

> This stage, which is also conducted in mother tongue language, deals with intermediate learners, the majority of whom will have successfully completed Stage One. Such learners may include a few learners who have dropped out of school at very early stages or may only have acquired limited reading and writing skills on their own. The instructional materials at this stage are functional. This means that, while seeking to improve, reinforce, and sustain the skills acquired in Stage One, the materials will simultaneously offer useful knowledge and skills in various subjects such as agriculture, health, small scale business, civics, etc. The National Literacy programme in Namibia (NLPN) hopes that discussion of the issues rose in the materials, and action which the learners may decide to take arising from the discussions, will assist to improving the quality of lives of the learners and of their communities.

Stage Three:

> Learners are introduced to Basic English. The emphasis is on communicative English and reinforcing developmental activities.

Adult Upper Primary Programme:

The completion of the three stages in the NLPN is considered equivalent to Grade 4 in the primary school system. There are plans in the Directorate to developing a curriculum for the immediate follow-up of Stage Three. This phase is known as the Adult Upper Primary Programme, and is designed to satisfy the needs of the adult learners while at the same time offering them educational competencies comparable to those of upper primary school. There are other less formal learning activities available to those adult learners not interested in this type of certificate.

Adult Skills Development for Self-Employment:

This new project is being piloted in Karas and Oshana regions with the purpose of providing the Directorate with the capacity to validate an approach to adult non-formal training activities at national, regional, and district levels. The main goal of the project is to provide a better service to the community by integrating adult education with employment creation. It is hoped that, when the project is fully operational, it will contribute to the national effort of poverty alleviation through affording communities with self-employment skills. The main beneficiaries of this project are individuals or groups of adults over the age of 28 years who were previously deprived and are now eager to venture into new occupational areas.

The Namibian Adult Upper Primary programme model is similar to the GETC: ABET but is only comparable to Grade 4 where as the South African qualification is based on Grade 9 comparison in relation to formal schooling. The intention of the GET: ABET is to include the same eight Academic Learning Areas as formal schooling but there are only four compulsory Learning Areas to choose from. The remainder of the Qualification is then made up of choices from either Academic Learning Areas or Vocational Learning Areas.

Conclusion:

The South African GET: ABET model compares best with the Australian and UK models in that there are compulsory and choice options similar to the Academic and Vocational Learning Areas. However, the South African GETC: ABET is designed for adult learners to acquire a minimum of five Academic Learning Areas which include Language, Literacy and Communication, Mathematical Literacy or Mathematics and Mathematical Science, Life Orientation and one other Learning Area Component of choice. As indicated earlier the only choice in terms of compulsory Learning Areas in the Fundamental Component is that learners can choose either to do Mathematical Literacy or Mathematics and Mathematical Science depending what Vocational Learning Area or occupation they are interested in pursuing. Both the UK and Australian models are based more on a curriculum model in which learners have a

choice in their topics either in the more academic subjects or the vocationally related subjects. In addition, there seems to be a wider selection of vocational subjects for adult learners to choose from. Overall, the GETC: ABET qualification has the potential to embrace the academic and vocational sub-frameworks by providing the learner with a solid base in which to allow a more coherent learning pathway as well as articulate with both vocational and occupationally related qualifications.

ARTICULATION OPTIONS
The Qualification provides the following articulation opportunities:

Horizontal Articulation:

None.

Vertical Articulation:

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

> ID 49648: National Certificate: New Venture Creation (SMME), NQF Level 2.
> ID 49556: National Certificate: Development Practice, NQF Level 2.
> ID 14851: National Certificate: Agricultural Trade Processes, NQF Level 2.
> ID 59099: National Certificate: Agricultural Equipment Service and Repairs, NQF Level 2.
> ID 48976: National Certificate: Animal Production, NQF Level 2.
> ID 48977: National Certificate: Mixed Farming Systems, NQF Level 2.
> ID 20183: National Certificate: Banking, NQF Level 2.
> ID 23833: National Certificate: Business Administration Services, NQF Level 2.
> ID 48806: National Certificate: Craft Production, NQF Level 2.
> ID 21798: Certificate: Telecommunications for Customer Premises Equipment, NQF Level 2.
> ID 49085: National Certificate: Fundamental Ancillary Health Care, NQF Level 2.
> ID 64149: National Certificate: Occupational Safety, Health and Environment, NQF Level 2.
> ID 49605: National Certificate: Environmental Practice, NQF Level 2.
> ID 14110: National Certificate: Accommodation Services, NQF Level 2.
> ID 17174: National Certificate: Tourism: Guiding, NQF Level 2.
> ID 49280: National Certificate: Wholesale and Retail Distribution, NQF Level 2.
> ID 58206: National Certificate: Wholesale and Retail Operations, NQF Level 2.
> ID 50440: National Certificate: Vocational: Level 2,
> ID 49410: National Certificate: Construction, NQF Level 2.
> National Certificate: Mechanics, Chemical Welding, NQF Level 2 ID 23613.
> ID 49689: National Certificate: Automotive Repair and Maintenance, NQF Level 2.
> ID 50307: National Certificate: Bread and Flour Confectionery Baking, NQF Level 2.
> ID 21870: National Certificate: Clothing Manufacturing, NQF Level 2.
> ID 24273: National Certificate: Community House Building, NQF Level 2.
> ID 48742: National Certificate: Hairdressing, NQF Level 2.
> ID 64189: National Certificate: Metals Production, NQF Level 2.
> ID 50083: National Certificate: Milk and Cream Handling and Storing, NQF Level 2.
> ID 48977: National Certificate: Mixed Farming Systems, NQF Level 2.
> ID 49581: National Certificate: Poultry Processing, NQF Level 2.
> ID 62709: National Certificate: Service Station Operations, NQF Level 2.
> ID 49279: National Certificate: Victim Empowerment and Support, NQF Level 2.

MODERATION OPTIONS
> Anyone assessing a learner, or moderating the assessment of a learner, against this Qualification must be registered as an assessor 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 accredited as a provider with the relevant ETQA, or with an ETQA that has an MOU with the relevant ETQA, in which case programme approval should 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).

> 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.

CRITERIA FOR THE REGISTRATION OF ASSESSORS
For an applicant to register as an assessor or moderator of this Qualification the applicant needs:

> To be registered as an assessor or moderator with the relevant ETQA.
> To be in possession of a relevant qualification at NQF Level 4 or preferably above. It is recommended that practitioners with NQF Level 4 should work under supervision.
> To have practical work experience in the sector in which the learner is to be assessed.

NOTES
This qualification replaces qualification 24153, "General Education and Training Certificate: Adult Basic Education and Training", Level 1, 20 credits.

When the ABET Level 4 Unit Standards are reviewed/replaced this must be done within the context of the GETC: ABET Qualification to ensure synergy, progression and appropriate knowledge and skills are addressed.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	7464	Analyse cultural products and processes as representations of shape, space and time	Level 1	3
Fundamental	7449	Critically analyse how mathematics is used in social, political and economic relations	Level 1	2
Fundamental	119373	Describe and represent objects in terms of shape, space and measurement	Level 1	5
Fundamental	7452	Describe, represent and interpret mathematical models in different contexts	Level 1	6
Fundamental	119635	Engage in a range of speaking/signing and listening interactions for a variety of purposes	Level 1	6
Fundamental	119364	Evaluate and solve data handling and probability problems within given contexts	Level 1	5
Fundamental	119631	Explore and use a variety of strategies to learn	Level 1	5
Fundamental	119640	Read/view and respond to a range of text types	Level 1	6
Fundamental	7450	Work with measurement in a variety of contexts	Level 1	2
Fundamental	119362	Work with numbers; operations with numbers and relationships between numbers	Level 1	4
Fundamental	7448	Work with patterns in various contexts	Level 1	4
Fundamental	119636	Write/Sign for a variety of different purposes	Level 1	6

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	14659	Demonstrate an understanding of factors that contribute towards healthy living	Level 1	4
Core	14569	Demonstrate an understanding of how to participate effectively in the workplace	Level 1	3
Core	14656	Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS	Level 1	5
Core	14664	Demonstrate knowledge of diversity within different relationships in the South African society	Level 1	3
Core	14661	Demonstrate knowledge of self in order to understand one's identity and role within the immediate community and South African society	Level 1	3
Core	113966	Identify security, safety and environmental risks in the local environment	Level 1	6
Core	15092	Plan and manage personal finances	Level 1	5
Core	15091	Plan to manage one's time	Level 1	3
Elective	7533	Access creative arts and cultural processes to develop social and interactive skills to promote self-esteem and healing	Level 1	2
Elective	7511	Analyse how scientific skills and knowledge contribute to sustainable use of resources	Level 1	2
Elective	7509	Apply basic concepts and principles in the natural sciences	Level 1	5
Elective	11337	Apply knowledge of the relationship between tourism and the community	Level 1	5
Elective	11335	Apply knowledge to identify and promote tourist destinations and attractions in South Africa	Level 1	7
Elective	7513	Assess the impact of scientific innovation on quality of life	Level 1	2
Elective	13356	Assess the influence of the environment on sustainable livestock production	Level 1	4
Elective	119564	Assist the community to access services in accordance with their health related human rights	Level 1	5
Elective	7508	Conduct an investigation in the natural science	Level 1	4
Elective	13357	Demonstrate an understanding of agricultural production management practices in relation to the socio-economic environment	Level 1	3
Elective	13354	Demonstrate an understanding of agriculture as a challenging and applied system	Level 1	2
Elective	13999	Demonstrate an understanding of basic accounting practices	Level 1	4
Elective	13995	Demonstrate an understanding of contracts and their sources	Level 1	2
Elective	115480	Demonstrate an understanding of diversity and change in a dynamic society	Level 1	6
Elective	10006	Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities	Level 1	2
Elective	14001	Demonstrate an understanding of managerial expertise and administrative capabilities	Level 1	4
Elective	7507	Demonstrate an understanding of the concept of science	Level 1	2
Elective	13355	Demonstrate an understanding of the physical and biological environment and its relationship to sustainable crop production	Level 1	4
Elective	13998	Demonstrate an understanding of the principles of supply and demand, and the concept: production	Level 1	2
Elective	115477	Demonstrate knowledge and understanding of the relationships between social justice, human rights and democracy	Level 1	5
Elective	119559	Demonstrate knowledge of the provision and implementation of primary health care	Level 1	10
Elective	10009	Demonstrate the ability to start and run a business and adapt to a changing business environment	Level 1	3
Elective	259939	Describe wholesale and retail in South Africa	Level 1	4
Elective	9357	Develop and use keyboard skills to enter text	Level 1	4
Elective	7529	Display creative an innovative knowledge, skills and creative concepts through participation in arts and culture activities	Level 1	4
Elective	119563	Engage in basic health promotion	Level 1	8

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	119566	Explain preventive measures to reduce the potential impact of disasters	Level 1	5
Elective	115471	Explain the relationship between events, time and space and the effect on society	Level 1	6
Elective	115483	Explain the relationship between society, environment and development	Level 1	6
Elective	13994	Identify and discuss different types of business and their legal implications	Level 1	4
Elective	12539	Identify career opportunities in different sectors of the tourism industry	Level 1	4
Elective	259937	Identify career opportunities in the wholesale and retail sector	Level 1	8
Elective	12543	Identify key features of tourism in South Africa	Level 1	4
Elective	259938	Identify the importance of customer service in the wholesale and retail environment	Level 1	5
Elective	10007	Identify, analyse and select business opportunities	Level 1	3
Elective	13996	Identify, discuss, describe and compare major economic systems, with emphasis on the South African economy	Level 1	2
Elective	13358	Implement and maintain the principles, systems, practices and technology applicable to an agricultural venture	Level 1	7
Elective	117943	Install a Personal Computer (PC) peripheral device, in a GUI environment	Level 1	2
Elective	11336	Interact appropriately with a range of tourists	Level 1	4
Elective	7531	Investigate the influence of the mass media on indigenous practices	Level 1	3
Elective	14097	Know, select and use materials, tools and equipment safely for technological purposes	Level 1	3
Elective	244261	Maintain records and give reports about babies, toddlers and young children	Level 1	3
Elective	117867	Managing files in a Graphical User Interface (GUI) environment	Level 1	3
Elective	116932	Operate a personal computer system	Level 1	3
Elective	119567	Perform basic life support and first aid procedures	Level 1	5
Elective	244263	Prepare an environment for babies, toddlers and young children	Level 1	3
Elective	7525	Reflect on and engage critically with arts experience and works from diverse groups	Level 1	3
Elective	11334	Select a career path with knowledge of the roleplayers in the tourism industry and their functions	Level 1	5
Elective	14096	Understand and apply technological knowledge and skills in Processes	Level 1	2
Elective	14095	Understand and apply technological knowledge and skills in structures	Level 1	2
Elective	14092	Understand and apply technological knowledge and skills in systems and control	Level 1	3
Elective	14098	Understand and use energy in technological product and systems	Level 1	1
Elective	12541	Understand the nature of tourists in and to South Africa	Level 1	4
Elective	7527	Understand the origins and functions of South African cultures through promoting indigenous Arts and Culture forms and practices	Level 1	3
Elective	11333	Understand the tourism industry	Level 1	5
Elective	116933	Use a Graphical User Interface (GUI)-based presentation application to create and edit slide presentations	Level 1	3
Elective	116938	Use a Graphical User Interface (GUI)-based word processor to create and edit documents	Level 1	4
Elective	7532	Use art skills and cultural expression to make an economic contribution to self and society	Level 1	2
Elective	117902	Use generic functions in a Graphical User Interface (GUI)-environment	Level 1	4
Elective	10008	Write and present a simple business plan	Level 1	7
Elective	244255	Care for babies, toddlers and young children	Level 2	10
Elective	244258	Demonstrate basic understanding of child development	Level 2	5
Elective	244262	Interact with babies, toddlers and young children	Level 2	5
Elective	117900	Plan self development	Level 2	10

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION
None

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify career opportunities in the wholesale and retail sector

SAQA US ID	*UNIT STANDARD TITLE*		
259937	Identify career opportunities in the wholesale and retail sector		
ORIGINATOR		*PROVIDER*	
SGB Retail and Wholesale			
FIELD		*SUBFIELD*	
11 - Services		Wholesale and Retail	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 1	8

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Identify entry-level positions in the Wholesale and Retail sector.

SPECIFIC OUTCOME 2
Select a preferred career path.

SPECIFIC OUTCOME 3
Describe a career path.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	64309	General Education and Training Certificate: Adult Basic Education and Training	Level 1

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify the importance of customer service in the wholesale and retail environment

SAQA US ID	UNIT STANDARD TITLE		
259938	Identify the importance of customer service in the wholesale and retail environment		
ORIGINATOR		PROVIDER	
SGB Retail and Wholesale			
FIELD		SUBFIELD	
11 - Services		Wholesale and Retail	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 1	5

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Recognise and describe the importance of customer service in a Wholesale and Retail environment.

SPECIFIC OUTCOME 2
Identify good customer service standards.

SPECIFIC OUTCOME 3
Illustrate the handling of basic customer queries.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	64309	General Education and Training Certificate: Adult Basic Education and Training	Level 1

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Describe wholesale and retail in South Africa

SAQA US ID	UNIT STANDARD TITLE		
259939	Describe wholesale and retail in South Africa		
ORIGINATOR		PROVIDER	
SGB Retail and Wholesale			
FIELD		SUBFIELD	
11 - Services		Wholesale and Retail	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 1	4

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1
Identify the key features of Wholesale and Retail in South Africa.

SPECIFIC OUTCOME 2
Describe the nature of Wholesale and Retail.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	64309	General Education and Training Certificate: Adult Basic Education and Training	Level 1