

# Government Gazette Republiek van Suid-Afrika

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## GOVERNMENT NOTICES

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1194

14 November 2008



## 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

**Fire and Rescue**

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.saqg.org.za](http://www.saqg.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 15 December 2008**. All correspondence should be marked **Standards Setting – SGB for Fire and Rescue** and addressed to

The Director: Standards Setting and Development  
SAQA

*Attention: Mr. E. Brown*

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: [ebrown@saqa.org.za](mailto:ebrown@saqa.org.za)

D. MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

### *National Certificate: Emergency Services Supervision: Fire and Rescue Operations*

SAQA QUAL ID	QUALIFICATION TITLE		
64390	National Certificate: Emergency Services Supervision: Fire and Rescue Operations		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Fire and Rescue			
<b>QUALIFICATION TYPE</b>	<b>FIELD</b>	<b>SUBFIELD</b>	
National Certificate	11 - Services	Cleaning, Domestic, Hiring, Property and Rescue Services	
<b>ABET BAND</b>	<b>MINIMUM CREDITS</b>	<b>NQF LEVEL</b>	<b>QUAL CLASS</b>
Undefined	130	Level 5	Regular-Unit Stds Based

***This qualification does not replace any other qualification and is not replaced by another qualification.***

### **PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose: .

This qualification is intended for persons who are working at a supervisory level, or intending to work in supervisory level within the emergency services.

The qualification recognises the competencies of people who have the responsibility of performing management and supervisory functions relating to emergency services in the context of fire and rescue including risk and hazard identification at operational incidents.

It will enable learners to take charge in incidents in the workplace in order to make tactical spontaneous decisions. Learners will be provided with competencies to lower risks and mitigate negative circumstances thus increasing safety for the individual and the broader community. Learners completing this qualification will be able to conduct basic fire safety inspections, risk assessment fire investigations, and pre-incident planning using applicable legislation and evaluate safety plans. This qualification can further employment and/or advancement to a supervisory position in the fire and rescue operations environment and provides learners with knowledge and skills in meeting a range of emergency, fire and rescue needs. The qualifying learner will be able to supervise and coordinate the effective use of resources in the workplace.

On achieving this qualification the learner will be able to:

- > Respond to and supervise fire fighting, rescue and hazmat incidents.
- > Apply Incident Management System at an incident.
- > Apply supervisory skills in the workplace.
- > Coordinate and undertake workplace fire safety activities in accordance with applicable legislation.
- > Conduct reinforcement training in the workplace.
- > Provide customer service in an emergency service and fire rescue context.

Rationale:

Emergency services in fire and rescue operations is a priority function in the country and plays an important role to ensure the safety of all citizens from fire and any disastrous situations.

Currently there is no formal qualification that is targeted for persons working in the emergency and fire and rescue services at a supervisory level. This qualification is for learners who are pursuing supervisory careers within emergency services in fire and rescue operations. Amongst other things, fire fighting requires supervisors who will provide tactical and operational plans in order to perform emergency and fire safety activities by team members.

The qualification provides underpinning knowledge and understanding required to save lives and minimise disruptions caused by fire or any emergency occurrences that will have a negative impact for the economy, infrastructure and the general environment. Learners will acquire supervisory skills to lead the emergency response team and coordinate fire and rescue operations including risk and hazard identification at operational incidents.

This qualification will contribute to the economy of South Africa in that it will create job opportunities for those individuals who are working in, or intending to work in, the emergency response and fire and rescue services sector.

### **RECOGNIZE PREVIOUS LEARNING?**

Y

### **LEARNING ASSUMED IN PLACE**

It is assumed that the learner attempting this qualification is competent in:

- > Communication at NQF Level 4.
- > Mathematical Literacy at NQF Level 4.

Recognition of Prior Learning:

This Qualification and the entire fundamental, core and elective Unit Standards associated with it can be achieved by any learner through the recognition of prior learning, which includes learning outcomes achieved through formal, informal and non-formal learning and work experience. Learner and assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the qualification and the associated unit standards.

This Recognition of Prior Learning may allow for:

- > Gaining of credits for unit standards in this qualification.
- > Obtaining this qualification in whole.

All Recognition of Prior Learning 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:

There is an open access to this qualification for learners who have successfully completed the Further Education and Training Certificate: Fire and Rescue Operations, NQF Level 4.

Learners will find it difficult to achieve this qualification if they do not meet the industry norms and standards for physical fitness.

### **QUALIFICATION RULES**

Fundamental:

All the unit standards in the fundamental component to the value of 16 credits are compulsory.

Core:

All the unit standards in the core component to the value of 86 credits are compulsory.

Electives:

Learners must choose a minimum of 28 credits from the elective component in order to complete the qualification requirements.

### **EXIT LEVEL OUTCOMES**

1. Respond to and supervise firefighting, rescue and hazmat incidents.
2. Apply Incident Management System at an incident.
3. Apply supervisory skills in the workplace.
4. Coordinate and undertake basic workplace fire safety activities in accordance with applicable legislation.  
Range: Fire safety activities include but are not limited to inspections, risk survey, fire investigation and pre-incident planning.  
Range: Applicable legislation refers to but is not limited to Occupational Health and Safety Act, Fire Brigade Services Act, Labour Relations, Basic Conditions of Employment Act.
5. Conduct reinforcement training in the workplace.
6. Provide customer service in an emergency service and fire rescue context.

Critical Cross-Field Outcomes:

Unit Standard CCFO Problem-Solving:

> Identifying and solving problems associated with hazardous materials that threaten the public, the environment and property, fire related incidents as well as incidents involving rescue of victims by applying responsible decision-making and creative thinking.

Unit Standard CCFO Working Effectively in a Team:

> Working and supervising the emergency response team by applying supervisory skills and sciences (as applicable) and to effectively liaise with other role-players and stakeholders to deal with fire, rescue and hazardous materials incidents in taking into consideration the applicable legislation, policies and regulatory frameworks.

Unit Standard CCFO Organizing and Managing:

> Organising and managing oneself and one's activities responsibly and effectively by recognising the need and implementation of reinforcement training to ensure that industry standards and practices are maintained as well as to conduct workplace fire safety activities.

Unit Standard CCFO Communicating:

> Communicating effectively using appropriate skills, language and supportive tools in order to disseminate relevant information to the team in accordance with the plan as well as all role players and/or customers to enable them to effectively carry out instructions.

Unit Standard CCFO Understanding the World as a Set of Related Systems:

- > Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation by e.g.:
  - > Understanding that incidents involving fire and rescue operations have tremendous impact in the global system in context of social and economic relationships by impacting on the safety of the public, infrastructure and the environment.

Unit Standard CCFO Science:

- > Using science and technology effectively and critically, showing responsibility towards the environment, property and health of others in terms of response to hazardous materials incidents.

### **ASSOCIATED ASSESSMENT CRITERIA**

Assessment Criteria for Exit Level Outcome 1:

- > Types of emergency incidents are described in terms of tactical and strategic requirements.
  - > The degree, magnitude and extent of a given incident is assessed and quantified in order to determine priorities.
  - > A tactical plan is devised in accordance with organisational policies and procedures.
  - > Emergency service appliances utilised in firefighting and rescue operations are discussed in terms of their application, functionality and purpose.
- Range: Emergency service appliances include but are not limited to pumps (portable, light, medium and heavy), aerial apparatus, off-road vehicles and special appliances.

Assessment Criteria for Exit Level Outcome 2:

- > An action plan is formulated and communicated to manage the incident.
  - > Resources required are identified and deployed in order to deal with the incident.
- Range: Resources include but are not limited to facilities, services, material and support to all the agencies.
- > The operation is monitored to assess effectiveness of the action plan and to effect changes as necessary.
  - > Information relating to an incident is collated for record keeping purposes.
  - > A Forward Control Point to manage operations relating to an incident is established to maintain control of the incident.

Assessment Criteria for Exit Level Outcome 3:

- > Supervisory roles are identified and explained in the context of management principles.
- Range: Management principles refer to leading, organising, controlling, planning, communicating, reporting, coordinating and delegating.
- > Activities are coordinated in order to guide team action in accordance with work policies and procedures.
- Range: Activities refer to but are not limited to emergency incidents and daily duties.
- > Motivational principles are employed and applied to improve staff morale and productivity.
  - > The importance of continuous feedback is explained in terms of its role in ensuring effective and efficient execution of emergency operations.
  - > Organisational standard operational processes and procedures are interpreted and applied in order to achieve organisational objectives.
- Range: Organisational standards operational processes and procedures may refer to conducting disciplinary enquiries and staff development in accordance with applicable legislation.
- > The importance and role of counselling in the workplace is explained for staff wellness purposes.

Assessment Criteria for Exit Level Outcome 4:

- > Potential risks are identified and analysed to inform safety related decisions.
- > Inspections are conducted to ensure that organisational operational procedures are compliant with relevant legislation.
- > Origins and causes of a fire related incident are analysed in order to make recommendations to minimise the reoccurrence of similar incidents.
- > Workplace situations and potential emergencies are analysed to ensure compliance with applicable legislation and make recommendations for corrective action.

#### Assessment Criteria for Exit Level Outcome 5:

- > The significance of reinforcement training for new and existing employees in the workplace is explained within the context of skills enhancement.
- > The differences between on-job and formal/structured training are identified and explained in terms of their advantages and disadvantages.
- > The importance of planning and preparing for on-job training activities is explained to ensure that the desired outcomes are achieved.
- > An environment is created in which the learner can be fairly assessed against the outcomes.
- > Group and individual training sessions are conducted to close the skills gap and/or reinforce training in accordance with organisational norms and standards.
- > Training records and documentation are collated and stored for monitoring, review and reporting purposes.

#### Assessment Criteria for Exit Level Outcome 6:

- > The principles and practices of customer service are explained in relation to providing a service in an emergency and fire and rescue environment.
- > Information is gathered and analysed regarding customer needs in order to provide customer service.
- > Possible solutions to customer queries are identified, negotiated and applied to improve customer service.

#### Integrated Assessment:

Assessment at qualification level requires a combination of assessment approaches reflecting three major forms of learning.

This includes a common summative assessment of sample theoretical understandings explicitly stated or embedded in the core and fundamental unit standards, the practical application of this theory demonstrated through performance observed and recorded by an instructor/registered assessor, and a workplace learning experience record of some kind, i.e. logbook, workplace coach/supervisor's witness statement and/or assessor's records of observations of applied competence.

Integrated assessment at the level of qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across the various bodies of knowledge and practice to achieve applied competence that is grounded and coherent in relation to the purpose of the qualification.

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. Some assessment practices will be of a more practical nature while others will be of a more theoretical nature. The ratio between action and interpretation is not fixed, but will vary according to factors such as the learners involved, the resources available and policies and practices of the provider.



A broad range of functionally 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.

As each situation is different, it will be necessary to develop assessment activities and tools that are appropriate to the contexts in which practitioners are working. These activities and tools may include self-assessment, peer assessment, formative and summative assessment.

In assessing for applied competence and critical cross-field outcomes as described, the assessor must design a holistic assessment focused at the competence described in the purpose statement of this qualification. Because of the nature of emergency services, demonstrations of applied competence will normally take place in simulated emergency situations. It is important that the conditions be simulated effectively in order to reproduce as far as possible a stressful context in which a clear head and quick thinking are required.

The qualifying learner must demonstrate achievement in the following areas of applied competence:

The learner must demonstrate an ability to consider a range of options and make decisions regarding:

- > The prioritisation of their own safety and the safety of members of the public.
- > Adaptive ways in which to apply their knowledge and skills depending on the situation.

The learner must demonstrate understanding and knowledge in the relevant bodies of knowledge as listed under `Essential Embedded Knowledge:

- > The assessor must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance.

The learner must demonstrate an ability to learn from her/his actions and to adapt to changes by:

- > Reflecting on own practice, and adapting and modifying it accordingly.
- > Reflecting on their own patterns of learning and creating opportunities for future learning.

### **INTERNATIONAL COMPARABILITY**

Comparability with leaders in the field:

Many countries implement training programmes according to international codes and standards developed by National Protection Fire Association (NPFPA) which is a professional fire organisation comprising specific industries to set forth widely accepted standards of care and operations for certain practices with 140 member countries. When selecting the countries in conducting international comparability, it is noted that they were chosen, firstly, because they are all members of the International Fire Service Accreditation Congress (IFSAC) and they offer training and development in the field of emergency services and fire rescues based on the NFPA standards that accredits over 100 Fire Service Providers internationally as a custodian of certification and quality assurance, basing its accreditation on NFPA standards.

The search therefore indicated that most training programmes and/or qualifications or courses offered in the USA and UK as leading countries have been found to be comparable with the South African qualification although they are based on the NFPA levels.

Comparability with USA standards:

Membership in IFSAC currently consists of more than 80 organizations, including more than 40 states, the U.S. Department of Defense and armed forces branches, the Canadian Department of Defense, several Canadian provinces, the British Fire College, the South African Fire Service Institute, and the Australian Fire Trainers Association, Saudi Arabia, Oman, Kuwait, Qatar and Iraq. This qualification is therefore developed with the input of the representative of the South African Emergency Services Institute, which is a voting member in IFSAC which is believed to be developed with the highest standards that meet international requirements.

In addition, the Confederation of Fire Protection Associations-International (CFPA-I), which is a body of leading fire protection organizations from around the world also fosters improved international fire safety codes and standards with the primary aim to reduce the global fire problem and increase life safety. The CFPA-I meets every three years at which time some of the more challenging global fire problems are debated in which South Africa is a member and has given reference to current trends in emergency fire fighting practices that also informed the development of the qualification by taking cognisance of the current trends in fire prevention and protection by means of shared experiences, research, technical know-how, and fire statistics.

It must be borne in mind also, that the qualification has been developed in the manner that is in compliance with the relevant provisions of South African National Standards (SANS 10090:2003) respectively which give reference to the seven National Fire Protection Association (NFPA) standards that are registered by the American National Standards Institute (ANSI).

This qualification has therefore been benchmarked with the following NFPA certificates:

- > NFPA 472: Hazardous Materials Operations.
- > NFPA 472: Hazardous Materials.
- > NFPA 1001: Firefighter I.
- > NFPA 1001: Firefighter II.
- > NFPA 1002: Driver/Operator-Pumper.
- > NFPA 1003: Airport Firefighter.
- > NFPA 1041: Fire Instructor I.
- > NFPA 1041: Fire Instructor II.
- > NFPA 1006: Rescue Technician.
- > WA State Standard (2001): AW Marine Firefighter.

The qualification content therefore compares well with the competencies of the different NFPA levels identified, although the qualification is not position/designation specific but more comprehensive in addressing key competencies required at supervisory level for emergency services and rescue operations explicitly covered by the following core and elective unit standards:

- > Analyse and supervise hazardous materials incident (Core).
- > Deal with hazardous materials (Core).
- > Supervise fire fighting and rescue operations (Core).
- > Conduct fire safety activities (Core).
- > Perform support operations at a fire incident (Core).
- > Respond to and direct rescue operations in aircraft marine incident (Elective).
- > Respond to aircraft fire fighting and rescue operations (Elective).
- > Supervise heavy vehicle rescue operations (Elective).
- > Perform swift water rescue Level 1 operations (Elective).

Comparability with the United Kingdom:

In the United Kingdom, Edexcel Awarding Body has been accredited to provide BTEC Certificates in different sectors. BTEC Awards, Certificates and Diplomas are designed to provide focused and specialist work-related qualifications in a range of sectors. "BTEC in

Emergency Fire Services in the Community", which is offered by Edexel targeting fire fighters under the auspices of a Short Course Framework and covers a number of countries, including Hong Kong, China, Malaysia, India, Sri Lanka, to name but a few. This is the only formal qualification that could be compared with the South African qualification that has an equivalence of NQF Level 4 or 5.

Another group of countries base their fire and rescue qualifications on the UK model such as the Scottish Fire Services College (SFSC) which provides work-related Emergency Fire Services training programmes for fire fighters such as 'Emergency Fire Services: Operations in the Community, Level 3 (G6LY23' respectively. The unit standards that were found to compare favourably with the South African qualification are:

- > Community Safety Awareness.
- > Personal and organisational development for Fire-fighters.
- > Hazards and risks in operational incidents.
- > Fire operations.
- > Incidents involving buildings, structures and aircraft.
- > Supporting the effectiveness of an operational response.

These unit standards were found to compare well with the unit standards in the South African qualification as they address the same competencies required for fire and rescue personnel as identified in the Exit Level Outcomes of the qualification.

Comparability with SADC countries:

Qualifications searches have been conducted in the SADC region in Botswana, Ghana, Namibia, Angola, Swaziland and Zimbabwe through qualifications authorities and/or Fire Brigades. Unfortunately there were no qualifications found from their national qualifications framework that relate to the field except the fact that most Fire Services institutions get their Fire Officers trained either in the UK or USA.

Comparability with other countries: New Zealand:

In New Zealand, the Fire and Rescue Services Industry Organisation (FRSITO) is an organisation that is responsible for setting national standards to cover the skills, knowledge and experience required for fire and rescue industry, as well as moderating internal and external training provision. Their National Qualifications Framework has unit standards pegged from levels 2-6 and a number of qualifications pegged at Level 2-4 in specialist fire and rescue services. The following are the qualifications for fire and rescue services registered on the NZ NQF.

- > National Certificate: Fire and Rescue Services (Urban Fire and Rescue Operations) (Level 2).
- > National Certificate: Fire and Rescue Services Airport (Basic) (Level 2).
- > National Certificate: Fire and Rescue Services (Urban Fire and Rescue Operations) (Level 3).
- > National Certificate: Fire and Rescue Services (Urban Fire and Rescue Operations) (Level 4).
- > National Certificate: Specialist Rescue (Rope Instructor) (Level 4).
- > National Certificate: Fire and Rescue Services Airport (Supervisory) (Level 4).
- > National Diploma: Fire and Rescue Services (Urban Fire and Rescue Operations) (Level 5).
- > National Diploma: Workplace Emergency Risk Management (Building Fire and Emergency Manager) (Level 5).
- > National Diploma: Fire and Rescue Services (Vegetation Fire Fighting: Management) (Level 5).

The equivalent qualification (in terms of level and competencies) is the National Diploma in Fire and Rescue Services (Urban Fire and Rescue Operations)(Level 5). The majority of unit

standards contained in this qualification compare favourably with the unit standards in the South African qualification as follows:

- > Identify, control and lessen hazards in fire and rescue service operations at accident sites.
- > Assess risk with respect to fire.
- > Lead a petrochemical emergency response team.
- > Demonstrate knowledge of aircraft for fire and rescue operations.
- > Apply legislation in fire and rescue services.
- > Direct rescue operations in aircraft marine incidents.
- > Perform specialist rescues in confined spaces.
- > Undertake structural collapse rescue as part of an urban search and rescue (USAR) operation.
- > Provide initial response at rope rescue incidents.
- > Apply ventilation techniques to assist fire and rescue operations.
- > Exercise initial command and control at hazardous substances emergencies.
- > Incorporate and evaluate legislation in standard operating procedures in fire and rescue services.
- > Control incident management activities at accident scenes in fire and rescue services.
- > Incorporate community risk management elements into fire and rescue services planning.
- > Investigate and report on fire causes.
- > Establish a workplace emergency response team.
- > Conduct on-job training for adults.
- > Control incident management activities at accident scenes in fire and rescue services.
- > Drive fire and rescue vehicles in emergency situations.

Conclusion in terms of international comparability:

In conclusion, the qualifications examined compare extremely well to the South African qualification in both leading and other countries such as New Zealand taking into account the fact that some have been developed specifically for fire and rescue officers and/or firefighters already practicing in the field, whereas the South African qualification focuses on generic competencies in the core component and specialised competencies in the elective component, thus providing open access to persons who wish to enter the field and those who are already practicing in the field.

#### **ARTICULATION OPTIONS**

This qualification articulates vertically with:

- > ID 16891: National Diploma: Fire Technology, NQF Level 6.

This qualification articulates horizontally with:

- > ID 16894: National Higher Certificate: Fire Technology, NQF Level 5.

#### **MODERATION OPTIONS**

> Anyone assessing/moderating the assessment of a learner against this qualification must be registered as an assessor/moderator for this qualification by the relevant ETQA.

> Any institution offering a learning programme leading to the achievement of this qualification must be accredited as a provider by the relevant ETQA. Such accreditation will be granted only on the basis that the institution has access to relevant resources and staff with substantial disciplinary competence in the relevant field.

> Assessment and the moderation of assessment will be overseen by the relevant ETQA, according to:

- > The ETQA's policies and guidelines.

- > Agreements reached concerning assessment and moderation between ETQAs.
  - > Moderation guideline detailed below.
- > Moderation must include both internal and external moderation of assessments at the exit points of the qualification.
- > Providers of all programmes leading to this qualification must be accredited by the relevant ETQA. In addition, they will be eligible to request International Fire Service Accreditation Congress (IFSAC) accreditation, thus giving learners enhanced international recognition and portability. The IFSAC accreditation process in South Africa is conducted by Southern African Emergency Services Institute (SAESI) is completely independent of the ETQA and is optional.

#### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

- > An individual wishing to be assessed against the unit standard (including through RPL) may apply to an assessment agency, assessor or provider institution accredited by the relevant Education and Training Quality Assurance body (ETQA), or one with an appropriate memorandum of understanding (MOU) with the relevant ETQA.
- > Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.
- > Any institution offering learning that will enable achievement of this unit standard, or assessing this unit standard, must be accredited as a provider with the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.
- > Moderation of assessment will be conducted by the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.
- > Moderation should include both internal and external moderation where applicable.
- > Have 2 years relevant workplace experience.

#### **NOTES**

N/A

#### **UNIT STANDARDS**

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Fundamental	7876	Conduct on-the-Job-Training	Level 5	8
Fundamental	10053	Manage customer requirements and needs and implement action plans	Level 5	8
Core	119676	Apply the skills of customer care in a specific work environment	Level 4	4
Core	242853	Perform support operations at a fire incident	Level 4	10
Core	242855	Perform vehicle rescue operations	Level 4	4
Core	242851	Render assistance during a technical rescue incident	Level 4	5
Core	115225	Communicate at the scene of an emergency	Level 5	3
Core	260119	Conduct a fire safety inspection	Level 5	6
Core	115217	Deal with hazardous materials	Level 5	8
Core	115223	Demonstrate awareness and take initial actions at a hazardous materials incident	Level 5	8
Core	115222	Inspect, care for and operate fire service equipment	Level 5	15
Core	260121	Supervise a fire fighting and rescue operation	Level 5	4
Core	260118	Supervise an emergency operation involving trenches	Level 5	5
Core	260131	Supervise a hazardous materials incident	Level 6	14
Elective	123231	Manage a crew during wildfire suppression	Level 4	7
Elective	15234	Apply efficient time management to the work of a department/division/section	Level 5	4
Elective	260134	Conduct an aircraft firefighting and rescue operation	Level 5	7
Elective	260127	Direct a rescue operation in a marine incident	Level 5	9

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Elective	260132	Perform an elementary swift water rescue operation	Level 5	3
Elective	260130	Supervise a foam firefighting operation	Level 5	8
Elective	260117	Supervise a heavy vehicle rescue operation	Level 5	5
Elective	260122	Supervise and apply ventilation at a fire and rescue	Level 5	8
Elective	260139	Undertake an emergency rescue operation in a confined space	Level 5	5

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION****None**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Supervise a heavy vehicle rescue operation***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260117	Supervise a heavy vehicle rescue operation		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Fire and Rescue			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Cleaning, Domestic, Hiring, Property and Rescue Services		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	5

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

**SPECIFIC OUTCOME 1**

Size-up a heavy vehicle incident.

**SPECIFIC OUTCOME 2**

Coordinate safety at the scene.

**SPECIFIC OUTCOME 3**

Perform a heavy vehicle rescue.

**SPECIFIC OUTCOME 4**

Command and supervise a heavy vehicle rescue incident.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	64390	National Certificate: Emergency Services Supervision (Fire and Rescue Operations)	Level 5



**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

**UNIT STANDARD:**

***Supervise an emergency operation involving trenches***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260118	Supervise an emergency operation involving trenches		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Fire and Rescue			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Cleaning, Domestic, Hiring, Property and Rescue Services		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	5

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

**SPECIFIC OUTCOME 1**

Monitor and evaluate the safety of persons at an incident involving trenches.

**SPECIFIC OUTCOME 2**

Evaluate the soil condition.

**SPECIFIC OUTCOME 3**

Assess the dangers relating to a trench at a specific incident.

**SPECIFIC OUTCOME 4**

Use and maintain trench rescue equipment.

**SPECIFIC OUTCOME 5**

Devise and implement a plan to deal with an incident.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	64390	National Certificate: Emergency Services Supervision (Fire and Rescue Operations)	Level 5





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Conduct a fire safety inspection**

SAQA US ID	UNIT STANDARD TITLE		
260119	Conduct a fire safety inspection		
ORIGINATOR	PROVIDER		
SGB Fire and Rescue			
FIELD	SUBFIELD		
11 - Services	Cleaning, Domestic, Hiring, Property and Rescue Services		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	6

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

**SPECIFIC OUTCOME 1**

Conduct a fire safety inspection at a workplace.

**SPECIFIC OUTCOME 2**

Conduct a workplace fire safety risk survey.

**SPECIFIC OUTCOME 3**

Determine causes of fires.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	64390	National Certificate: Emergency Services Supervision (Fire and Rescue Operations)	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### *Supervise a fire fighting and rescue operation*

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260121	Supervise a fire fighting and rescue operation		
<b>ORIGINATOR</b>			<b>PROVIDER</b>
SGB Fire and Rescue			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Cleaning, Domestic, Hiring, Property and Rescue Services		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	4

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

#### **SPECIFIC OUTCOME 1**

Assess a fire and rescue incident.

#### **SPECIFIC OUTCOME 2**

Devise a fire fighting and rescue plan.

#### **SPECIFIC OUTCOME 3**

Implement and monitor a rescue plan.

#### **QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	64390	National Certificate: Emergency Services Supervision (Fire and Rescue Operations)	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Supervise and apply ventilation at a fire and rescue***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260122	Supervise and apply ventilation at a fire and rescue		
<b>ORIGINATOR</b>	<b>PROVIDER</b>		
SGB Fire and Rescue			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Cleaning, Domestic, Hiring, Property and Rescue Services		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	8

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

**SPECIFIC OUTCOME 1**

Assess an incident.

**SPECIFIC OUTCOME 2**

Devise a plan for ventilation.

**SPECIFIC OUTCOME 3**

Supervise the setting up of ventilation and support equipment.

**SPECIFIC OUTCOME 4**

Supervise the ventilation operation.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	64390	National Certificate: Emergency Services Supervision (Fire and Rescue Operations)	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### *Direct a rescue operation in a marine incident*

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260127	Direct a rescue operation in a marine incident		
<b>ORIGINATOR</b>	<b>PROVIDER</b>		
SGB Fire and Rescue			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Cleaning, Domestic, Hiring, Property and Rescue Services		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	9

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

#### **SPECIFIC OUTCOME 1**

Demonstrate knowledge of local marine geography.

#### **SPECIFIC OUTCOME 2**

Devise a rescue strategy in a marine environment.

#### **SPECIFIC OUTCOME 3**

Implement an incident plan for rescue operations.

#### **SPECIFIC OUTCOME 4**

Complete briefings and reports.

#### **QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	64390	National Certificate: Emergency Services Supervision (Fire and Rescue Operations)	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Supervise a foam firefighting operation***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260130	Supervise a foam firefighting operation		
<b>ORIGINATOR</b>	<b>PROVIDER</b>		
SGB Fire and Rescue			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Cleaning, Domestic, Hiring, Property and Rescue Services		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	8

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

**SPECIFIC OUTCOME 1**

Supervise the setting up of foam firefighting equipment.

**SPECIFIC OUTCOME 2**

Develop a pre-incident plan for facilities that require foam suppression.

**SPECIFIC OUTCOME 3**

Inspect and test foam firefighting equipment and systems.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	64390	National Certificate: Emergency Services Supervision (Fire and Rescue Operations)	Level 5



**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

**UNIT STANDARD:**

***Supervise a hazardous materials incident***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260131	Supervise a hazardous materials incident		
<b>ORIGINATOR</b>			<b>PROVIDER</b>
SGB Fire and Rescue			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Cleaning, Domestic, Hiring, Property and Rescue Services		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 6	14

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

**SPECIFIC OUTCOME 1**

Assess a hazardous materials incident.

**SPECIFIC OUTCOME 2**

Utilise atmospheric monitoring and hazardous materials response equipment.

**SPECIFIC OUTCOME 3**

Predict likely behaviour of hazardous materials and the containers.

**SPECIFIC OUTCOME 4**

Determine an emergency response action.

**SPECIFIC OUTCOME 5**

Evaluate the response to a hazardous materials incident.

**SPECIFIC OUTCOME 6**

Terminate a hazardous materials incident.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	64390	National Certificate: Emergency Services Supervision (Fire and Rescue Operations)	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Perform an elementary swift water rescue operation***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260132	Perform an elementary swift water rescue operation		
<b>ORIGINATOR</b>	<b>PROVIDER</b>		
SGB Fire and Rescue			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Cleaning, Domestic, Hiring, Property and Rescue Services		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	3

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

**SPECIFIC OUTCOME 1**

Describe the dangers and limitations associated with swift water rescues.

**SPECIFIC OUTCOME 2**

Use swift water rescue equipment.

**SPECIFIC OUTCOME 3**

Effect a swift water rescue.

**SPECIFIC OUTCOME 4**

Effect self-rescue in the event of accidental immersion.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	64390	National Certificate: Emergency Services Supervision (Fire and Rescue Operations)	Level 5



**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

**UNIT STANDARD:**

***Conduct an aircraft firefighting and rescue operation***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260134	Conduct an aircraft firefighting and rescue operation		
<b>ORIGINATOR</b>	<b>PROVIDER</b>		
SGB Fire and Rescue			
<b>FIELD</b>	<b>SUBFIELD</b>		
11 - Services	Cleaning, Domestic, Hiring, Property and Rescue Services		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	7

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

**SPECIFIC OUTCOME 1**

Respond to a call out at an aviation incident.

**SPECIFIC OUTCOME 2**

Select a strategy for fire suppression at an incident.

**SPECIFIC OUTCOME 3**

Secure the scene of an incident.

**SPECIFIC OUTCOME 4**

Perform basic rescues at aviation incidents.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	64390	National Certificate: Emergency Services Supervision (Fire and Rescue Operations)	Level 5





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Undertake an emergency rescue operation in a confined space***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260139	Undertake an emergency rescue operation in a confined space		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Fire and Rescue			
<b>FIELD</b>		<b>SUBFIELD</b>	
11 - Services		Cleaning, Domestic, Hiring, Property and Rescue Services	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	5

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

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of safe working practices in confined spaces.

**SPECIFIC OUTCOME 2**

Select and operate equipment for rescues from confined spaces.

**SPECIFIC OUTCOME 3**

Carry out a rescue in a confined space.

**SPECIFIC OUTCOME 4**

Conduct briefings and compile reports.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	64390	National Certificate: Emergency Services Supervision (Fire and Rescue Operations)	Level 5

No. 1195

14 November 2008

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

**Sport, Recreation & Fitness**

registered by Organising Field 02, Culture & Arts, publishes the following Qualification and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification and Unit Standards. The full Qualification and Unit Standards can be accessed via the SAQA web-site at [www.saqqa.org.za](http://www.saqqa.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 on **no later than 15 December 2008**. All correspondence should be marked **Standards Setting SGB for Sport, Recreation and Fitness** and addressed to

The Director: Standards Setting and Development  
SAQA

*Attention: Mr. E. Brown*

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: [ebrown@saqa.org.za](mailto:ebrown@saqa.org.za)

D. MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### **QUALIFICATION:** **Further Education and Training Certificate: Sport Coaching**

<b>SAQA QUAL ID</b>	<b>QUALIFICATION TITLE</b>		
64369	Further Education and Training Certificate: Sport Coaching		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Sport, Recreation & Fitness			
<b>QUALIFICATION TYPE</b>	<b>FIELD</b>	<b>SUBFIELD</b>	
Further Ed and Training Cert	2 - Culture and Arts	Sport	
<b>ABET BAND</b>	<b>MINIMUM CREDITS</b>	<b>NQF LEVEL</b>	<b>QUAL CLASS</b>
Undefined	133	Level 4	Regular-Unit Stds Based

***This qualification does not replace any other qualification and is not replaced by another qualification.***

#### **PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose:

This qualification is the entry-level qualification for professional sports coaches.

The qualification aims to:

- > Develop appropriate skills and knowledge required for coaching children and youth or beginners to sport.
- > Ensure that coaching practices adhere to sound principles drawn from sport science.
- > Establish sound ethical practices in behaviours in the context of sport.
- > Prepare the learner to access further training in sport coach education and international accreditation towards a professional career as a sports coach in a chosen sport code.

A qualifying learner who has achieved this qualification will be able to:

- > Operate in a sport environment.
- > Apply sport science principles to fitness conditioning for sport.
- > Conduct coaching according to operational requirements.
- > Maintain operational sports coaching duties according to organisational requirements.

Rationale:

The role of sport in South Africa continues to grow in social importance. If sport is to become truly accessible for all South Africans, it is essential that coaches receive the best possible education and training through all the levels to enable all citizens to participate in sport.

This qualification focuses on the technical and tactical skills requirements associated with the coaching of athletes for participation in competitions in particular, and differentiates itself from sport science, which focuses on the support system for the athlete and coach to improve the performance of the athlete and strive towards excellence.

If coaches are aware of the unique physical and psychological characteristics of aspiring athletes, they can promote the concepts of enjoyment and fair play in addition to encouraging

the development of fitness and the acquisition of new skills. This scientifically based, integrated approach to educating coaches has been designed to increase the capacity and the volume of accredited coaches for sport.

The Sport Scientist primarily deals with scientific testing, performance monitoring, bio-medical analysis and providing a reference for the athlete recovering from injury or illness. In practice, learners holding a Sport Science qualification will work hand in hand with the Sports Coach so as to enable a scientific approach to coaching.

The Sport Scientist together with the Sports Coach takes responsibility for constructing and implementing training programmes. The Sport Coach however plays the role of leader and role-model to the athlete and team that ensure the application of the scientific principles towards excellence.

Building a sound basis for coach education will have important positive implications for top-level sport in South Africa given the extreme demands which are placed on sportsmen and sportswomen who compete at the highest performance levels.

By focusing on the fundamentals of sport through applying a supportive scientific approach to training, participants in sports will form good habits that will lay the foundation for pursuing and achieving higher levels of performance. A well-coordinated approach to coach education will encourage the desire to participate as well as promote the development of the sport codes.

Commitment to sports education at the level of this qualification has the potential to influence progressive growth towards mature and successful performances at the highest levels of competitive sport in the country. Therefore, this qualification represents an important contribution to the pursuit of the noble ideal; which has, as its objective, the creation of an active and winning nation.

Coaching competencies in this qualification can be applied to areas such as:

- > Sports coaching in the community, in primary schools, and in small clubs and/or private institutions.
- > Coaching or assisting the senior coach in secondary schools, large clubs and/or private institutions.
- > Personal coaching in private practice.

Sport coaching has entered a period of rapid growth as a profession. There is an increasing need for sport coaches to be trained and recognized for their abilities. Currently schools are hiring sport coaches to deliver sports programmes and there is an increase in the number of private clubs, which offer employment opportunities for sport coaches.

### **RECOGNIZE PREVIOUS LEARNING?**

Y

### **LEARNING ASSUMED IN PLACE**

It is assumed that learners are competent in:

- > Mathematical Literacy at NQF Level 3.
- > Communication at NQF Level 3.

Recognition of Prior Learning:

This Qualification can be achieved wholly or in part through the Recognition of Prior Learning and the Qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses providing they can demonstrate competence in the outcomes

of the individual Unit Standards as required by the Fundamental, Core and Elective areas stipulated in the Qualification and by the Exit Level Outcomes.

An RPL process may also be used to credit learners with Unit Standards in which they have developed the necessary competency as a result of workplace and experiential learning. RPL may also be used by learners, who are not in possession of a GETC 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. While this is primarily a workplace-based Qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

**Access to the Qualification:**

There is open access to any learner who is able to arrange for the practical assessment of the specific Sport coaching Unit Standards.

### **QUALIFICATION RULES**

The qualification consists of Fundamental, Core and Elective unit standards. A minimum of 133 credits is required to achieve the qualification. The credits are allocated as follows:

**Fundamental Component (56 credits) compulsory for all learners:**

The Fundamental Component consists of the following learning, which is compulsory for all learners:

- > Unit standards at NQF Level 4, totalling 16 credits in Mathematical Literacy.
- > Unit standards at NQF Level 4, totalling 20 credits in Communication in a First South African Language.
- > Unit standards at NQF Level 3, totalling 20 credits in Communication in a Second South African Language.

It is therefore compulsory for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.

**Core Component (51 credits) Compulsory for all learners.**

**Elective Component:**

The Elective Component consists of a number of Specialisations. Learners are to choose a specialisation and complete unit standards totalling a minimum of 26 credits from the unit standards listed for the specialisation. Where a specific specialisation consists of unit standards totalling less than 26 credits, learners are to select unit standards from other specialisation to give a minimum of 26 credits.

The Following specializations are available in the qualification:

**Community Involvement:**

The unit standards are:

- > ID 243293: Promote sport or activity in a community, Level 4, 4 Credits.
- > ID 243300: Lead a community sport activity, Level 4, 12 Credits.

**Resources Management:**

The unit standards are:

- > ID 243295: Supervise sport or fitness facilities, Level 4, 8 Credits.
- > ID 254462: Maintain a sport or fitness environment and equipment Level 4, 5 Credits.

Sport Coaching:

The unit standards are:

- > ID 244550: Conduct basic coaching to beginners of Rugby, NQF Level 3, 7 Credits.
- > ID 244557: Coach Athletics to children at primary school level, NQF Level 3, 7 Credits.
- > ID 244562: Conduct basic coaching to beginners of Cricket, NQF Level 3, 7 Credits.
- > ID 244551: Coach beginners in the game of Volleyball, NQF Level 3, 6 Credits.
- > ID 244559: Coach beginners in the game of Netball, NQF Level 3, 6 Credits.
- > ID 244561: Coach the fundamental principles of the game of Rugby, NQF Level 4, 7 Credits.
- > Coach the fundamental principles of the game of Football, NQF Level 4, 8 Credits.
- > ID 244553: Coach Athletics to youth and junior level, Level 4, 8 Credits.

### **EXIT LEVEL OUTCOMES**

1. Operate in the sport environment.
2. Apply sport science principles to fitness conditioning for sport.
3. Conduct coaching according to operational requirements.
4. Maintain operational sports coaching duties.

Critical Cross-Field Outcomes:

- > Details of how the Critical Cross-Field Outcomes are addressed in the qualification are given in the individual unit standards making up the qualification.

### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit-Level Outcome 1:

- 1.1 Communication with role-players in the sports environment is conducted according to operational requirements.
- 1.2 Principles of ethics are applied to ensure adherence to the rules and sport laws as they relate to the sport environment and to ensure the elimination of gamesmanship.
- 1.3 Persons with special needs are provided for in the sport environment.
- 1.4 Administrative duties are conducted according to operational requirements and organisational standards.
- 1.5 The needs and diversity of communities are considered when planning and coordinating activities to promote sport and fitness in a community.

Associated Assessment Criteria for Exit-Level Outcome 2:

- 2.1 Knowledge of anatomy and physiology is applied according to the requirements for safe and effective physical activity and conditioning.
- 2.2 Principles and methods of training are applied in order to achieve positive changes in fitness for sport.
- 2.3 Sport talent is identified through the application of sport science principles and is communicated to relevant role players and/or organisations to enable progression of the athlete within the sport.

2.4 Nutritional principles are used and applied to recommend guidelines associated with healthy eating and physical activity.

Associated Assessment Criteria for Exit-Level Outcome 3:

3.1 The roles of a coach are identified and applied to ensure professional and ethical conduct in the operational environment.

3.2 Coaching is planned according to the requirements of the specific sport code.

3.3 Sport skills as they relate to beginners are taught using correct techniques and appropriate training routines.

3.4 Practice sessions are planned and organised to facilitate the acquisition of skills for the selected sport code.

3.5 Safety is maintained through application of industry standards.

> Range: Rules of the game, anatomical and biomechanical principles of movement, scientific principles of training, safe use of equipment, environmental safety.

Associated Assessment Criteria for Exit-Level Outcome 4:

4.1 Duties are performed according to operational requirements and organisational standards.

4.2 Disciplinary codes and procedures are applied as they relate to the rules and regulations of the athlete and the sport environment.

4.3 The hygiene and safety of the environment is maintained according to legislative and organisational requirements.

Integrated Assessment:

Integrated assessment at this level will evaluate the learner's ability to combine actions and ideas across a range of activities and knowledge areas. The integrated assessment must specifically assess the learner's ability to:

> Demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards required.

> Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken.

The assessment will require assessment methods, which measure and evaluate evidence generated during on-the-job activities into account. Because assessment practices must be open, transparent, fair, valid and reliable; ensuring that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the qualification.

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, 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. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated and, during integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, foundational and reflective competencies should be assessed. Assessment should further ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated way.

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 as the

assessment process is capable of being applied to RPL, subject to the rules and criteria of the relevant ETQA.

### **INTERNATIONAL COMPARABILITY**

Coaching activities, both on amateur and professional level can be associated with an extensive range of sport disciplines on an international basis. This provides an extremely broad potential base for comparison providing a challenge in terms of specific focus and narrowing down the possible range of information for such an exercise.

In the consideration of standards specific to coaching, the logical approach was to investigate sport team performance and select countries with recognised international sport achievement records in order to select a qualification and extend comparison to enable incorporation of practices from a SADC perspective.

In consideration of the sporting codes presently incorporated in the qualification, Australia is undoubtedly a world leader in the performance of international Rugby, Netball, Swimming and Cricket, whilst the performance of Athletics (A fair performance mix in terms of both field and track records) and Volleyball teams coached in the United States of America is indicative of good standing in terms of coaching practices.

Football performance of European countries such as Germany and Italy and possibly also the United Kingdom is consistently on par with international performance. Likewise, coaching training in Brazil is considered as a good opportunity for comparison of trends in a developing country with excellent sport coaching as it applies to the game of Football.

The following comparisons were concluded with international qualifications as per the identified areas of best practice:

Australia (Rugby, Netball and Cricket):

The Certificate in Sport Coaching, Course number 18250, International Code SRS20306 from TAFE, met best practice criteria for international comparison.

The TAFE Certificate in Sport Coaching consists of 5 compulsory core units, 5 compulsory stream units, 1 specialisation group and a choice of 6 elective units. This combination of units consists of the following areas of learning:

- > Organise and complete daily work activities.
- > Provide first aid.
- > Deal with client feedback.
- > Develop knowledge of the sport and recreation industry.
- > Follow defined occupational health and safety policies and procedures.
- > Operate in accord with accepted coaching practices, styles and legal and ethical responsibilities.
- > Apply rules and regulations to conduct games and competitions.
- > Assist in preparing sport and recreation sessions for participants.
- > Provide equipment for activities.

The coaching specialisation areas are sport discipline specific for:

- > Basketball.
- > Netball.
- > Rugby.
- > Life Saving.



Six units should be elected for administrative and technical skills - the following are specific to the coaching environment:

- > Maintain sport and recreational activities.
- > Maintain equipment for activities.
- > Develop practices to conduct effective club management.
- > Develop and maintain volunteer participation.

Additional possible electives include:

- > Implement injury prevention and apply basic sports first aid.
- > Undertake risk analysis of activities.

The South African qualification aligns with areas in *italic* but provides specific skills and competencies in the following areas:

- > HIV/AIDS.
- > Special needs.
- > Recognition and development of talent for sport.
- > Nutrition.
- > Generic coaching to enable contextualisation across a variety of sports.
- > Sport code specific standards in the areas of:
  - > Rugby.
  - > Netball.
  - > Cricket.
  - > Athletics.
  - > Football.
  - > Volleyball.

It is envisaged that the elective component will expand with time to address specific standards applicable to a wide number of sporting codes aligned with training requirements of the various national sport federations overseeing sport in the South African context.

United States of America (Athletics and Volleyball):

Sports Coaching programmes/courses offered by the United States Track and Field (USATF), the National Governing Body for athletics track and field and the United States Sport Association was considered for international comparison.

Coaching Certification Levels 1 (CEB572) enables generic sports coaching competencies and it is interesting to note that specialization is only encouraged as from Level 2 programmes from a range of 3 levels of coaching training provided. Generic competency areas include:

- > Sport ethics.
- > Sport administration.
- > Sport Coaching methodology.
- > Scientific principles of coaching.
- > Sport Conditioning.
- > Sport Nutrition.
- > Injury prevention and rehabilitation.
- > Sport psychology.
- > Sport skills and techniques.

**Note:** Areas in *italic* enable positive mirroring of the competency areas included in the South African qualification.

Differentiation is again in particular noticeable in terms of the inclusion of HIV/AIDS and special needs, whilst different to some of the other comparisons, injury prevention and ethical behaviour is commonly shared. In addition, communication as included in the local approach is not evident, possibly due to less language differentiation in the United States when compared with the reality of eleven official languages facing South Africa.

Although the above components form the main focus of our comparison, being included in the Level 1 coaching programme, it is worth taking note of the following range of specialisation areas provided in the Level 2 as it compares well with the approach of specific focus areas having been included in the Elective component of the South African entry-level qualification. (Programme planning and evaluation forming some of the focus areas on the secondary level programme of USATF and the United States Sport Association).

Specialisation areas from which two areas are to be selected include:

- > Coaching Track and Field.
- > Coaching Baseball.
- > Coaching Basketball.
- > Coaching Bodybuilding (Male or Female).
- > Coaching Football.
- > Coaching Softball.
- > Coaching Swimming.
- > Coaching Volleyball.
- > Coaching Cross-Country.
- > Coaching Golf.
- > Coaching Tennis.

This approach supports the qualification although specific national sport preferences do differ in terms of the two qualifications, Softball and Bodybuilding not being such high level focus areas in the South African environment.

United Kingdom (Rugby and Football) and Brazil (Football):

As a fair comparison in terms of coaching best practices were enabled via the perusal of Australian qualifications, a decision was taken to address comparison relating to football specific coaching interventions as it relates to best practices in the United Kingdom and Brazil.

This selection was furthermore informed by the fact that the School of Sport Exercise and Science of the University of Worcester in the United Kingdom and the University of Sao Paulo in Brazil presently has a joint Coaching development project: The "Brazil-UK Football development course".

Although a short programme provided over 50 hours comprising of 36 hours of theoretical and 14 hours of practical application, in terms of comparison, it is interesting to note the provision of this course as part of practical development within the School of Sport Exercise and Science as an opportunity for the exchange of methods of football practice and in particular Futsal. The duration of the course possibly also resultant from it being offered over and above the normal undergraduate qualifications of the University of Worcester.

Futsal is an indoor version of football played between two teams of five players one of whom acts as the goalkeeper. This modified version of the sport uses a smaller and heavier ball, and skill and control, rather than the bounce of the ball is emphasised to enable ball-handling skills. The smaller play area forces the improvement of skills, teamwork and decision-making. Research furthermore indicates that Futsal is used in particular in Brazil for the honing of ball

handling skills in football development for young Brazilian players of the sport with development and uptake of the sport literally taking place on any available surface.

The programme focuses on the following areas of development:

- > Fitness for Football.
- > Psychology of Football.
- > Biomechanics of football injury and performance.
- > Skill familiarisation and application.
- > Match analysis of UK and Brazilian Football.
- > Youth Football Development.
- > Coaching Futsal:
  - > Futsal fundamentals.
  - > Organise and coach the basic Futsal skills and techniques.
  - > Basic principles of attack and defence in Futsal.
  - > Futsal Fitness demands.
- > Coaching and development footballers with disability.
- > Cultural issues of football in the two countries.

Apart from the obvious alignment to elective standards for the coaching of football as included in the FETC Sport Science qualification, unit standards making up the qualification compares well in terms of the following focus areas:

- > Special needs.
- > Principles of physical activity.
- > Principles of Sport coaching.
- > Demonstrate the ability to recognise and develop talent for sport.
- > Principles of exercise training (Fitness).
- > Plan practice sessions and teach basic motor skills (Coaching of basic skills and techniques).

In addition to the above joint Sports Coaching development initiative, the sport coaching approach evident from the "Instituto Brasileiro De Futebol" (Brazilian Football Institute) responsible for Level 1 to Level 4 Coach Licensing courses in Brazil was compared to the envisaged FETC Sports Coaching.

> (Note: Level 1 was previously known as the A license, 2 as the B licence etc with Level 4 thus being the lowest level and 1 the highest).

The Level 4 and level 3 Licenses, making provision for football development and competitive sports coaching, provide effective comparison with the FETC Sports Coaching in terms of the following focus areas:

#### Level 4:

- > Physical conditioning concepts.
- > Technical development (Phase 1 and 2).
- > Tactical positioning.
- > Sports psychology.
- > Sport sociology.
- > Sport nutrition.
- > Game analysis.
- > Sport management 1.

#### Level 3:

- > World history of tactics of football.
- > Technical development (Phase 2 and 3).
- > Tactical systems (2 and 3).
- > Sport Psychology 2.
- > Sport sociology 2.
- > Sports Nutrition 2.
- > Tactical Schemes 2.
- > Sport management 2.

The following core components of this qualification compares favourably with the Brazilian coaching interventions in football:

- > Professional operation in the sport environment (Sport management).
- > Principles of physical activity (Conditioning concepts and technical development).
- > Principles of sport coaching (Technical development and tactical positioning and systems).
- > Demonstrate the ability to recognise and develop talent in sport (Overall objective of Level 4).
- > Apply knowledge of anatomy and physiology to exercise training.
- > Awareness of nutrition principles for sport and physical activity (Sport nutrition).
- > Plan practice sessions and teach basic motor skills (Technical development, tactical development).

This qualification differentiates itself from the above in terms of the inclusion of HIV/AIDS, special needs, the management of safety and emergency incidents, a focus on ethical behaviour and the utilisation of effective communication to lead activities in sport.

These areas do however address specific national realities such as the HIV/AIDS pandemic, the development of disability sport in South Africa, a renewed focus on ethics and ethical behaviour as well as communication requirements where sport development and coaching could demand effective communication with a potential eleven languages participating on the field.

#### SADC Countries:

A research study commissioned by the SADC Sport Council indicated that only South Africa and Namibia have formal qualifications at undergraduate level in the area of sports training. Bachelor degrees are however available from the University of Namibia and the University of Kenya, namely the Bachelor of Science - Sport Technology from the University of Kenya and the Bachelor of Education with sports specializations at the University of Namibia. These qualifications indicate that the FETC: Sports Coaching offers competencies which align well with what is offered at the higher level.

#### Conclusion:

The comparisons with international education and training as offered in Australia, UK, America, Brazil indicate that the FETC: Sports Coaching is well aligned in terms of the competencies contained in the core component.

Differences can be seen in the inclusion in the FETC: Sports Coaching of catering for special needs athletes, recognition of talent and HIV/AIDS education as they are a particular need in South Africa.

It is further evident that the FETC: Sports Coaching places specific emphasis on coaching requirements, skills and competencies for specific sporting codes.

#### **ARTICULATION OPTIONS**

The qualification provides the following articulation opportunities:

**Horizontal Articulation:**

- > FETC: Generic Management (Sport specialisations).
- > ID 58009: Further Education and Training Certificate: Sport Administration, NQF Level 4.

**Vertical Articulation:**

- > ID 48444: National Certificate: Coaching Science, NQF Level 5.
- > ID 21891: National Diploma: Coaching Science, NQF Level 5.
- > ID 23374: National Certificate: Fitness, NQF Level 5.
- > ID 21890: National Diploma in Fitness, NQF Level 5.

**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. 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 both in individual Unit Standards as well as the integrated competence described in the Qualification.

**CRITERIA FOR THE REGISTRATION OF ASSESSORS**

Anyone assessing a learner against this qualification must be registered the relevant ETQA as an assessor.

Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA. Assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment of that ETQA, in terms of agreements reached around assessment and between various ETQAs (including professional bodies).

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.

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 registered as an assessor with the relevant ETQA.
- > To be in possession of a relevant Qualification at NQF Level 5 or higher.
- > A minimum of three years practical and relevant occupational experience.

**NOTES**

It is of the utmost importance that federation liaison takes place to ensure relevance of alignment of learning to sports code specific training.

**UNIT STANDARDS**

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119466	Interpret a variety of literary texts	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	243297	Apply knowledge of anatomy and physiology to exercise training	Level 4	5
Core	258719	Apply the principles of exercise training	Level 4	6
Core	260120	Apply the principles of sport coaching	Level 4	5
Core	8555	Contribute to information distribution regarding HIV/AIDS in the workplace	Level 4	4
Core	254456	Explain the principles of physical activity in the context of sport or fitness	Level 4	3
Core	243301	Manage safety and emergency incidences	Level 4	6
Core	260123	Plan practice sessions and teach basic motor skills	Level 4	6
Core	258721	Promote an awareness of nutrition principles for sport and physical activity	Level 4	4
Core	9242	Analyse external factors influencing people who have special needs	Level 5	4
Core	254457	Develop and implement team ethical behaviour and discipline	Level 5	5
Core	258724	Operate professionally in a sport, recreation or fitness environment	Level 5	3
Elective	244557	Coach athletics to children at primary school level	Level 3	7
Elective	244559	Coach beginners in the game of netball	Level 3	6
Elective	244551	Coach the game of volleyball at beginner level	Level 3	6
Elective	244562	Conduct basic coaching to beginners in cricket	Level 3	7
Elective	244550	Conduct basic coaching to beginners of rugby	Level 3	7
Elective	244553	Coach athletics to youth and junior athletes	Level 4	8
Elective	244561	Coach the fundamental principles of the game of rugby	Level 4	7
Elective	244552	Conduct basic coaching to beginners of football	Level 4	8
Elective	243300	Lead a community sport activity	Level 4	12
Elective	254462	Maintain a sport or fitness environment and equipment	Level 4	5
Elective	243293	Promote sport activity in a community	Level 4	4

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Apply the principles of sport coaching***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260120	Apply the principles of sport coaching		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Sport, Recreation & Fitness			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Sport	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	5

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

**SPECIFIC OUTCOME 1**

Explain the ethos of coaching children and youth.

**SPECIFIC OUTCOME 2**

Identify effective coaching behaviours that influence children and adolescents.

**SPECIFIC OUTCOME 3**

Coach a specific sport.

**SPECIFIC OUTCOME 4**

Explain the role of sport science and sports medicine in the development of sport performers.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	64369	Further Education and Training Certificate: Sport Coaching	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Plan practice sessions and teach basic motor skills***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260123	Plan practice sessions and teach basic motor skills		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Sport, Recreation & Fitness			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Sport	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	6

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

**SPECIFIC OUTCOME 1**

Plan practice sessions to teach the basic skills required for a sporting activity.

**SPECIFIC OUTCOME 2**

Implement a skills plan for beginners to sport.

**SPECIFIC OUTCOME 3**

Implement activities that develop the skills and abilities required for learning sport skills.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	64369	Further Education and Training Certificate: Sport Coaching	Level 4



No. 1196

14 November 2008

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Task Team for

**Treasury**

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

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

Comment on the Unit Standards should reach SAQA at the address below and ***no later than 15 December 2008***. All correspondence should be marked for Standards **Setting – Task Team – Treasury** 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@saga.org.za](mailto:dmphuthing@saga.org.za)

  
D. MPHUTHING  
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### *Conduct initial assessment for strategic sourcing*

SAQA US ID	UNIT STANDARD TITLE		
260077	Conduct initial assessment for strategic sourcing		
ORIGINATOR	PROVIDER		
Task Team - Treasury			
FIELD	SUBFIELD		
3 - Business, Commerce and Management Studies	Procurement		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	4

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

#### SPECIFIC OUTCOME 1

Demonstrate an understanding of strategic sourcing within the context of the wider procurement environment, supply chain management and organisational objectives.

#### SPECIFIC OUTCOME 2

Conduct a Landscape Assessment.

#### SPECIFIC OUTCOME 3

Conduct a cost and benefit analysis.

#### SPECIFIC OUTCOME 4

Form and present a business case to assist stakeholder decision-making.

#### QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Develop a sourcing strategy***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260097	Develop a sourcing strategy		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Treasury			
<b>FIELD</b>		<b>SUBFIELD</b>	
3 - Business, Commerce and Management Studies		Procurement	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 6	8

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

**SPECIFIC OUTCOME 1**

Mobilise cross-functional team for strategic sourcing.

**SPECIFIC OUTCOME 2**

Evaluate business baseline for a commodity.

**SPECIFIC OUTCOME 3**

Identify and collect data.

**SPECIFIC OUTCOME 4**

Conduct data analysis for different information categories.

**SPECIFIC OUTCOME 5**

Determine sourcing strategy.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

**None**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Execute a strategic sourcing strategy***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260137	Execute a strategic sourcing strategy		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Treasury			
<b>FIELD</b>		<b>SUBFIELD</b>	
3 - Business, Commerce and Management Studies		Procurement	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 6	6

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

**SPECIFIC OUTCOME 1**

Establish supplier relationship.

**SPECIFIC OUTCOME 2**

Establish contract.

**SPECIFIC OUTCOME 3**

Communicate strategy and plan.

**SPECIFIC OUTCOME 4**

Execute plan and contracts.

**SPECIFIC OUTCOME 5**

Monitor and improve performance.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

None

No. 1197

14 November 2008

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Task Team for

**Corrections Science**

registered by Organising Field 08, Law Military Science and Security, 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.saqqa.org.za](http://www.saqqa.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 15 December 2008**. All correspondence should be marked **Standards Setting – Task Team for Corrections Science** and addressed to

The Director: Standards Setting and Development  
SAQA

*Attention: Mr. E. Brown*  
Postnet Suite 248  
Private Bag X06  
Waterkloof  
0145  
or faxed to 012 – 431-5144  
e-mail: [ebrown@saqa.org.za](mailto:ebrown@saqa.org.za)

**D. MPHUTHING**  
**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *Further Education and Training Certificate: Corrections Science*

<b>SAQA QUAL ID</b>	<b>QUALIFICATION TITLE</b>		
64389	Further Education and Training Certificate: Corrections Science		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Corrections Science			
<b>QUALIFICATION TYPE</b>	<b>FIELD</b>	<b>SUBFIELD</b>	
Further Ed and Training Cert	8 - Law, Military Science and Security	Safety in Society	
<b>ABET BAND</b>	<b>MINIMUM CREDITS</b>	<b>NQF LEVEL</b>	<b>QUAL CLASS</b>
Undefined	129	Level 4	Regular-Unit Stds Based

#### *This qualification replaces:*

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
24197	National Certificate: Corrections Science	Level 4	120	Will occur as soon as 64389 is registered

#### **PURPOSE AND RATIONALE OF THE QUALIFICATION**

##### Purpose:

Corrections Officials are responsible for the care, custody and control of individuals who have been arrested and are awaiting trial or have been convicted of a crime and sentenced, both inside and outside the Corrections Centre. They are also responsible for the safety and security of the Corrections Centre. The competencies captured in this Qualification will ensure that the Corrections Officials are able to fulfil these responsibilities by providing them with skills to apply offender rehabilitation and rights, supervising offenders/inmates, use corrections equipment such as restraints, conduct searches and respond tactically to incidents while applying humane means.

This qualification will provide the qualifying learners with the required knowledge and skills to perform those duties in a South African Corrections Centre in compliance with the Correctional Services Act.

The qualifying learner will be capable of:

- > Performing correctional related services in order to contribute to a secure environment for the rehabilitation of offenders.
- > Providing corrections, care and developmental services for rehabilitation of offenders/inmates.
- > Complying with governance requirements in the provision of security and corrections services for the rehabilitation of offenders/inmates.

##### Rationale:

The focus of the Correctional Services service has moved from punitive action to offender rehabilitation and humane treatment, and is characterised by growth in Community Corrections and the implementation of unit management principles in Corrections Centres. With this in mind this Qualification meets the needs of the Correctional Services Sector by providing training

standards against which entry level Correctional Officials can be trained. This Qualification meets the needs of society by providing competent Corrections Officials who by securely supervising the day-to-day activities of offenders, contribute to a safe society for the citizens of South Africa.

This Qualification has been purpose-built for the Safety in Society sub-field, the Corrections Service Sector and Corrections Officials in their capacity as wardens. Further this Qualification contributes to an integrated National Qualifications Framework, provides for access, mobility and progression within the Correctional Services career path, enhances the quality of training within the Corrections Service, allows for the redress of the past and contributes to the development of the learner as a Correctional Officials within the Correctional Services.

Learners typically completing this Qualification would be young adult school/university leavers who would attend the learning program based on this Qualification at one of the various training providers situated throughout the country. This qualification is the first in the progressive development of Corrections Officials in Correctional Services. This Qualification will allow learners access to the National Diploma in Corrections Science, NQF Level 5 and further provider based Qualifications at NQF Level 6 and 7.

### **RECOGNIZE PREVIOUS LEARNING?**

Y

### **LEARNING ASSUMED IN PLACE**

It is assumed that the learner has the following knowledge and skills:

- > Communication at NQF Level 3.
- > Mathematical Literacy at NQF Level 3.

Recognition of Prior Learning:

This Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned in the previous paragraph.

This Recognition of Prior Learning may allow:

- > For accelerated access to further learning.
- > Gaining of credits towards a unit standard.
- > For full or partial recognition of the Qualification.

All recognition of Prior Learning is subject to quality assurance by the relevant accredited Education, Training, Quality, and Assurance Body and is conducted by a registered workplace assessor. Because the standards are only core and fundamental, these standards may have been acquired in a range of economic sectors and these will be recognizes as appropriate.

Access to the Qualification:

There is an open access to this qualification for learners:

- > Who have successfully completed the National Senior Certificate.
- > Who have successfully completed the National Certificate: Vocational, NQF Level 4.
- > Who have successfully completed a Further Education and Training Certificate.
- > Who meet the psychological and physical requirements of a Corrections Official.

### **QUALIFICATION RULES**

The Qualification consists of a Fundamental, a Core and an Elective Component.

To be awarded the Qualification learners are required to obtain a minimum of 129 credits as detailed below.

**Fundamental Component:**

The Fundamental Component consists of Unit Standards in:

- > Mathematical Literacy at NQF Level 4 to the value of 16 credits.
- > Communication at NQF Level 4 in a First South African Language to the value of 20 credits.
- > Communication in a Second South African Language at NQF Level 3 to the value of 20 credits.

It is compulsory therefore for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.

All Unit Standards in the Fundamental Component are compulsory.

**Core Component:**

The Core Component consists of Unit Standards to the value of 67 credits all of which are compulsory.

**Elective Component:**

The Elective Component consists of individual unit standards from Unit Standards must choose totalling a minimum of 6 credits.

### ***EXIT LEVEL OUTCOMES***

1. Perform correctional related services in order to contribute to a secure environment for the rehabilitation of offenders.
2. Provide corrections, care and developmental services for rehabilitation of offenders/inmates.
3. Comply with governance requirements in the provision of security and corrections services for the rehabilitation of offenders/inmates.

**Critical Cross-Field Outcomes:**

This qualification promotes, in particular, the following Critical Cross-Field Outcomes:

Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made when:

- > Performing correctional related services in order to contribute to a secure environment for the rehabilitation of offenders.
- > Providing corrections, care and developmental services for rehabilitation of offenders/inmates.
- > Complying with governance requirements in the provision of security and corrections services for the rehabilitation of offenders/inmates.

Working effectively with others as a member of a team, group, organisation, and community during:



- > The performing of correctional related services in order to contribute to a secure environment for the rehabilitation of offenders.
- > The provision of corrections, care and developmental services for rehabilitation of offenders/inmates.

Organising and managing oneself and one's activities responsibly and effectively when:

- > Performing correctional related services in order to contribute to a secure environment for the rehabilitation of offenders.
- > Providing corrections, care and developmental services for rehabilitation of offenders/inmates.

Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion when:

- > Performing correctional related services in order to contribute to a secure environment for the rehabilitation of offenders.
- > Providing corrections, care and developmental services for rehabilitation of offenders/inmates.

Collecting, analysing, organising and critically evaluating information to better understand and explain:

- > The governance requirements in the provision of security and corrections services for the rehabilitation of offenders/inmates.

Using science and technology effectively and critically, showing responsibility towards the environment and health of others when:

- > Performing correctional related services.

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

- > Complying with governance requirements in the provision of security and corrections services for the rehabilitation of offenders/inmates.

### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 Security equipment is used in accordance with manufacturer's instructions and organisational procedures.
- 1.2 Entry and exit is controlled at a correctional centre in accordance with organisational procedures.
- 1.3 Guarding, custodial and escort duties are performed both internally and externally in accordance with organisational policies and procedures.
- 1.4 Security related conflict is handled in accordance with organisational policies and procedures.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Health and wellbeing programmes for offenders are provided according to the organisational policies and procedures.
- 2.2 Environment and personal hygiene of inmates is monitored and maintained according to organisational standards and procedures.
- 2.3 Implementation of the sentence plan is facilitated and monitored according to unit management principles of offender rehabilitation.

2.4 Participation in personal developmental programmes for offenders is promoted according to organisational policies.

2.5 Recording, reporting and referrals of offenders are executed within the Community Corrections Programme requirements of the rehabilitation process.

Associated Assessment Criteria for Exit Level Outcome 3:

3.1 Security and corrections duties are performed in a professional and ethical manner according to the Corrections Code of Conduct.

3.2 An explanation is given of the legal framework related to the provision of correctional services.

3.3 Security and Corrections duties are performed in a humane manner according to the lawful limitation provisions.

3.4 Administrative requirements related to the provision of security and corrections services are complied with according to organisational procedures.

Integrated Assessment:

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification. Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic Correctional Services sector 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. 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 formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors and moderators should make use of a range of formative and summative assessment methods. 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.

Assessment should ensure that all Specific Outcomes, Essential Embedded Knowledge and Critical Cross-Field Outcomes are assessed. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of Specific Outcomes and Essential Embedded Knowledge.

### **INTERNATIONAL COMPARABILITY**

The approach to training and development of Corrections Officers varies across countries depending on the legislative powers of the Ministry of Justice and the prevalent socio-economic conditions. A wide spectrum of approaches are employed ranging from punitive to rehabilitative.

For the purpose of this comparison the following countries were chosen due to the fact that like South African they have a rehabilitative approach which is characterised by an emphasis on human rights:

- > United States of America.
- > United Kingdom.
- > Canada.
- > Australia.
- > New Zealand.

#### United States of America:

In the United States of America due to the federal system the training of Correctional Officers vary from state to state and facility to facility. Training may be provided by external agencies but more than often is provided at the facility itself.

Generally it was found that most providers or facilities programmes are based on the following areas of learning:

- > Use of force and restraints.
- > Self defence.
- > Receiving, booking and releasing inmates.
- > Report writing and record keeping.
- > Escorting and transporting.
- > Search and security.
- > Verbal communication and testimony.
- > Managing inmate hygiene, mail and commissary.
- > Monitoring medical and psychological services.
- > Handle emergencies.
- > Diffusion of hostility.
- > State/Criminal law.

#### Findings:

The depth of theoretical and practical training described in the FETC: Corrections Science exceeds the offerings in the USA. The focus here is only on the core competencies for entry level corrections officers who are closely supervised while the FETC: Corrections Science is designed to develop the whole individual to function independently in the corrections environment. In terms of the areas of learning, there are many similarities:

- > Both the "Use of force and restraints" and "Self defence" is dealt with in the unit standards for internal and external security duties.
- > "Report writing" is covered by the Unit Standard "Write security report and take statements" at NQF Level 4.
- > "Diffusion of security" is dealt with in the Unit Standard "Identify, handle and defuse security related conflict" at NQF Level 4.
- > "State/Criminal law" is contained in the three unit standards covering the relevant legislation on the SA Constitution, Human rights and the Correctional Services Act.
- > "Escorting and transporting" relates to the specific outcome, "Perform escort duties", of the Unit Standard "Conduct external security duties" at NQF Level 4. Searching is also part of this unit standard.
- > "Verbal communication" relates directly to the communication unit standards that form the Fundamental Component of the qualification.
- > Hygiene, medical and psychological services relate directly to the Unit Standard "Promote development and well being of inmates" at NQF Level 4.

#### United Kingdom:

Prison Officers of the United Kingdom are required to complete an eight week introductory training course to begin a career as a prison officer called Prison Officer Entry Level Training. On graduation from Prison Officer Entry Level Training all wardens are required to successfully complete the Level 3 NVQ in Custodial Care, the aim of which is to provide an occupationally-related qualification for people employed in custodial environments with direct contact with prisoners. This qualification allows candidates to develop the competence, knowledge and understanding to perform their jobs effectively, and to enhance their career prospects.

Candidates must complete the five mandatory units in Group 1, plus five optional units from Group 2 (total ten units).

The following 5 mandatory units relate, at least in part, compare closely with Core Component Unit Standards in the FETC: Corrections Science in terms of human rights, internal security, external security and wellness:

- > D/103/9138: Promote equality and value diversity.
- > Y/103/9719: Maintain and develop your own knowledge, skills and competence.
- > U1054020: Maintain Security and Order in the Custodial Environment.
- > U1050647: Ensure Your Own Actions Reduce Risks to Health and Safety.
- > J/103/9750: Contribute to the prevention and management of inappropriate behaviour.

Of the 43 available optional units, the following reflect some similarities with the South African unit standards:

- > D/103/9737: Communicate effectively with people.
- > U1054004: Maintain restrictions on individual's liberty whilst promoting and protecting their rights.
- > U1054007: Maintain security at entry and exit points.
- > U1054021: Receive and discharge individuals and property into and out of the custodial environment.
- > U1054022: Search individuals, accommodation and areas.
- > U1054023: Search vehicles.
- > U1054024: Contribute to the control of incidents and emergencies.
- > U1054025: Control and restrain individuals.
- > U1054027: Maintain security whilst escorting individuals to courts and other environments.
- > U1054029: Contribute to planning how to meet individual's needs and rights in the custodial environment.
- > U1054030: Encourage individuals to look after their own health and hygiene.
- > U1054031: Support individuals in custody to take part in purposeful activities.
- > U1054033: Prepare individuals for resettlement in the community.

#### Findings:

The duration, level of complexity and content of the combined Prison Officer Entry Level Training and the NVQ in Custodial Care is similar to the FETC: Corrections Science. Also, the Unit Standard "Understand the Corrections environment" at NQF Level 4 was generated with a view to providing an introduction to a new recruit, much like the formal induction that forms part of the POELT.

#### Australia:

The Victoria Department of Justice provides newly recruited Prison Officers with almost two months of pre-service training that includes time in the classroom and two weeks on-the-job in one of Corrections Victoria's prisons. This is followed by a period of close supervision combined with further self-paced, competency-based learning and on-the-job training to enable new

officers to build on their skills in a graduated way. Typically, as new officers acquire more complex skills and training, they are given more challenging work roles.

A wide variety of topics are covered in the training. These include:

- > Crime scene preservation.
- > Hostage awareness: Trainees will be directed on how to respond to a hostage situation.
- > Movement control and escorts: Training in safe and secure methods for transporting prisoners.
- > Conducting searches.
- > Writing reports for Corrections Victoria: This includes identifying the different types of reports to be prepared.
- > Preventing suicide and self harm.
- > Infection control: This includes raising awareness of common diseases and the process for cleaning bodily fluid spills.
- > Security awareness: Includes the identification of posts within the prisons.
- > Conflict management.
- > Defensive tactics and tactical options.
- > Prisoner rights and privileges: Understanding prisoner rights and privileges, plus prisoner requests and complaints procedures.
- > Prison visits program: Explains the types of visits prisoners are allowed, and explains the procedures to ensure security is maintained during visits.
- > Occupational health and safety, first aid, fire awareness.
- > Victorian Public Service and Corrections Victoria Code of Conduct.

Findings:

While many of the learning areas comprising this Certificate III in Correctional Practice are similar to the units of learning in the FETC: Corrections Science. However, the FETC: Corrections Science does not cover crime scene preservation, hostage awareness, conflict management, defensive tactics and tactical options.

Canada:

The Holland College, Prince Edward Island, Canada offers a Certificate for 36 weeks, including 9 weeks on-the-job training to train newly recruited Correctional Officers. The Correctional Officer program instils the knowledge and skills needed for a career in federal and provincial correctional services.

Findings:

The qualification comprises the following areas of competency that are similar to competencies captured in the FETC: Corrections Science:

- > Communicate effectively using a variety of techniques and different mediums of expression in a wide variety of settings.
- > Maintain a safe and secure environment by the use of security practices, verbal interventions, control tactics and the use of various types of security equipment and safe handling and use of weapons.
- > Practice techniques which prevent emergency situations from occurring.
- > Respond to emergency situations such as inmate assaults, medical situations, self-mutilating behaviours, fire-setting behaviour, threats and intimidation and hostage taking situations.
- > Understand the long-term impact of stress on staff and inmates and the means available to facilitate coping.
- > Identify, select and operate tools and equipment for normal institutional operations.
- > Familiarization with the case management and offender program process.

- > Examine the role of an entry level Corrections Officer in the case management process and in program participation feedback.

#### New Zealand:

New Zealand has registered on the NZQF a National Certificate in Offender Management, Level 3. The purpose of the qualification indicates this similarity; "for those working or seeking to work as a corrections officer, whose role it is to provide safe, secure and humane containment of prisoners whilst working towards reducing re-offending." Further the Qualification states that the "award of the certificate signifies competence at the first level of Offender Management".

The unit standards related to the professional skills includes:

- > Manage workplace hazards in a prison.
- > Implement staff, visitor and prisoner safety in a prison.
- > Manage personal safety in a prison.
- > Apply safe and secure lock and unlock practices in a prison.
- > Maintain security of physical containment environment in a prison.
- > Conduct security searches in a prison.
- > Manage workplace equipment in a prison.
- > Establish and maintain effective working relationships in a prison environment.
- > Utilise control and restraint methods in a prison.
- > Escort prisoners.
- > Conduct musters and report, record and observe prisoner activity and behaviour in a prison.
- > Manage prisoner activity.
- > Meet immediate and/or basic needs of prisoners.
- > Model and reinforce positive behaviour in a prison.
- > Demonstrate knowledge of prison legislation, policy and procedures.
- > Manage prisoner work parties.
- > Demonstrate understanding of the sentence planning and management process.
- > Manage prisoner sentence plans.

#### Findings:

There very close similarities between the New Zealand qualification and FETC: Corrections Science. The similarities between the unit standards of both qualifications are not apparent from the titles, but the similarities become apparent when the specific outcomes and the assessment criteria of the FETC: Corrections Science's unit standards are analysed.

#### Conclusion:

It has been found that the FETC: Corrections Service compares very favourably with established world Correctional Services and that training content and approaches are very similar, if not identical.

#### **ARTICULATION OPTIONS**

This Qualification lends itself to both vertical and horizontal articulation possibilities.

Horizontal articulation is possible with the following Qualifications:

- > ID 61451: Further Education and Training Certificate: Criminology.
- > ID 57938: Further Education and Training Certificate: Dog Handling.
- > ID 50480: Further Education and Training Certificate: Firearm Training.

Vertical articulation is possible with the following qualifications:

- > ID 48553: National Diploma: Corrections Science, NQF Level 5.
- > ID 23593: National Certificate: Security Management, NQF Level 5.
- > ID 58696: National Certificate: Close Protection, NQF Level 5.

### **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 Education, Training, Quality, and Assurance (ETQA) Body.

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

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

> Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, 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 needs:

- > A minimum of 2 (two) years practical, relevant occupational experience.
- > A relevant Qualification at NQF Level 5 or higher.
- > To be registered as an assessor with the relevant ETQA.

### **NOTES**

This qualification replaces qualification 24197, "National Certificate: Corrections Science", Level 4, 120 credits.

### **UNIT STANDARDS**

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	260138	Utilise security equipment in corrections	Level 3	8
Core	260136	Conduct external security duties in corrections	Level 4	4
Core	260135	Conduct internal security duties in corrections	Level 4	7
Core	260133	Demonstrate an understanding of the application of the offender rehabilitation path	Level 4	8
Core	260129	Demonstrate an understanding of the corrections environment	Level 4	4
Core	11505	Identify, handle and defuse security related conflict	Level 4	12
Core	260126	Promote human rights in corrections	Level 4	6
Core	260124	Promote the development and wellbeing of offenders	Level 4	8
Core	11508	Write security reports and take statements	Level 4	10
Elective	13915	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	4
Elective	244581	Describe how to manage substance abuse and addiction in the workplace	Level 3	2
Elective	244589	Identify causes of stress and techniques to manage it in the workplace	Level 3	2
Elective	114012	Provide a caring environment for youth in conflict with the law	Level 4	6
Elective	15234	Apply efficient time management to the work of a department/division/section	Level 5	4

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**

**None**





**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

**UNIT STANDARD:**

***Promote the development and wellbeing of offenders***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260124	Promote the development and wellbeing of offenders		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Corrections Science			
<b>FIELD</b>		<b>SUBFIELD</b>	
8 - Law, Military Science and Security		Safety in Society	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	8

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
14615	Provide elementary health care in corrections	Level 4	8	Will occur as soon as 260124 is registered
14619	Promote personal care and environmental hygiene in corrections	Level 4	8	Will occur as soon as 260124 is registered

**SPECIFIC OUTCOME 1**

Promote health care practices.

**SPECIFIC OUTCOME 2**

Monitor and maintain environmental and personal hygiene of inmates.

**SPECIFIC OUTCOME 3**

Promote personal development of inmates.

**SPECIFIC OUTCOME 4**

Promote the psycho-social wellbeing of inmates.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Core 64389	Further Education and Training Certificate: Corrections Science	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Promote human rights in corrections***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260126	Promote human rights in corrections		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Corrections Science			
<b>FIELD</b>		<b>SUBFIELD</b>	
8 - Law, Military Science and Security		Safety in Society	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	6

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
14646	Demonstrate an understanding of the human rights contained in the bill of rights	Level 4	12	Will occur as soon as 260126 is registered

**SPECIFIC OUTCOME 1**

Explain human rights in relation to the provision of correctional services.

**SPECIFIC OUTCOME 2**

Distinguish between violation and lawful limitation of human rights.

**SPECIFIC OUTCOME 3**

Explain compliance of human rights in the provision of correctional services.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	64389	Further Education and Training Certificate: Corrections Science	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Demonstrate an understanding of the corrections environment***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260129	Demonstrate an understanding of the corrections environment		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Corrections Science			
<b>FIELD</b>		<b>SUBFIELD</b>	
8 - Law, Military Science and Security		Safety in Society	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	4

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

**SPECIFIC OUTCOME 1**

Demonstrate an understanding of the legal mandates and strategic direction of the Correctional Services.

**SPECIFIC OUTCOME 2**

Describe the elements of professional conduct in corrections.

**SPECIFIC OUTCOME 3**

Demonstrate an understanding of the service delivery principles.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	64389	Further Education and Training Certificate: Corrections Science	Level 4



**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

**UNIT STANDARD:**

***Demonstrate an understanding of the application of the offender rehabilitation path***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260133	Demonstrate an understanding of the application of the offender rehabilitation path		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Corrections Science			
<b>FIELD</b>		<b>SUBFIELD</b>	
8 - Law, Military Science and Security		Safety in Society	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	8

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
14639	Demonstrate an understanding of the scope and operations within the field of community corrections	Level 4	12	Will occur as soon as 260133 is registered
114022	Demonstrate a basic understanding of offender rehabilitation and development	Level 4	3	Will occur as soon as 260133 is registered

**SPECIFIC OUTCOME 1**

Demonstrate an understanding of how offender rehabilitation is applied within the concept of unit management.

**SPECIFIC OUTCOME 2**

Administer the admission of offenders.

**SPECIFIC OUTCOME 3**

Demonstrate an understanding of the classification process of the offender.

**SPECIFIC OUTCOME 4**

Explain the implementation of the sentence plan using unit management principles.

**SPECIFIC OUTCOME 5**

Demonstrate an understanding of the role of community corrections in relation to offender rehabilitation.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Core 64389	Further Education and Training Certificate: Corrections Science	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Conduct internal security duties in corrections**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260135	Conduct internal security duties in corrections		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Corrections Science			
<b>FIELD</b>		<b>SUBFIELD</b>	
8 - Law, Military Science and Security		Safety in Society	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	7

**This unit standard replaces:**

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
14643	Conduct internal custodial duties	Level 4	8	Will occur as soon as 260135 is registered

**SPECIFIC OUTCOME 1**

Perform security duties in the unit during the day and night.

**SPECIFIC OUTCOME 2**

Facilitate visits for inmates.

**SPECIFIC OUTCOME 3**

Manage emergency situations in a correctional centre.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	64389	Further Education and Training Certificate: Corrections Science	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Conduct external security duties in corrections**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260136	Conduct external security duties in corrections		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Corrections Science			
<b>FIELD</b>		<b>SUBFIELD</b>	
8 - Law, Military Science and Security		Safety in Society	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	4

**This unit standard replaces:**

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
114018	Conduct external custodial duties	Level 4	4	Will occur as soon as 260136 is registered

**SPECIFIC OUTCOME 1**

Guard inmates.

**SPECIFIC OUTCOME 2**

Perform escort duties.

**SPECIFIC OUTCOME 3**

Conduct patrols and tower post duties.

**SPECIFIC OUTCOME 4**

Control access and exit points.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	64389	Further Education and Training Certificate: Corrections Science	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Utilise security equipment in corrections**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260138	Utilise security equipment in corrections		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
Task Team - Corrections Science			
<b>FIELD</b>		<b>SUBFIELD</b>	
8 - Law, Military Science and Security		Safety in Society	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	8

**This unit standard replaces:**

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
14597	Utilise security equipment in corrections	Level 4	12	Will occur as soon as 260138 is registered

**SPECIFIC OUTCOME 1**

Receive and return of security equipment.

**SPECIFIC OUTCOME 2**

Use security equipment.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	64389	Further Education and Training Certificate: Corrections Science	Level 4

No. 1198

14 November 2008

**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

**Vehicle Maintenance**

registered by Organising Field 06 – Manufacturing, Engineering and Technology, publishes the following Qualifications and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualifications and Unit Standards. The full Qualifications and Unit Standards can be accessed via the SAQA web-site at [www.saqqa.org.za](http://www.saqqa.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 Qualifications and Unit Standards should reach SAQA at the address below and **no later than 15 December 2008**. All correspondence should be marked **Standards Setting – SGB for Vehicle Maintenance** and addressed to

The Director: Standards Setting and Development  
SAQA

Attention: Mr. E. Brown

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: [ebrown@saqa.org.za](mailto:ebrown@saqa.org.za)

  
D. MPHUTHING**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

### *National Certificate: Automotive Spray Painting*

SAQA QUAL ID	QUALIFICATION TITLE		
64410	National Certificate: Automotive Spray Painting		
ORIGINATOR	PROVIDER		
SGB Vehicle Maintenance			
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 2	Regular-Unit Stds Based

***This qualification does not replace any other qualification and is not replaced by another qualification.***

### **PURPOSE AND RATIONALE OF THE QUALIFICATION**

#### **Purpose:**

The purpose of this qualification is to provide learners with the standards and the range of learning required to work effectively in the automotive spray painting industry. This qualification will enable learners to meet the challenges of an industry that has shown a rapid increase through the introduction of new technology in spray painting methods.

This qualification also serves to develop new skills for new technology. It creates an infrastructure of sound technological support and opportunities in a labour market with a growing demand to recognise people for their skills and to meet the challenges of the automotive spray painting environment.

The primary skill that is recognised in this qualification is the ability to understand and apply the relevant theory of the different types of paint and primer compositions and materials that are used in a paint shop where high quality finishes need to be produced to ensure customer satisfaction and compliance to industry requirements. Hand skills also play an important role in this qualification and successful learners will need to apply hand skills in completing their tasks.

After achieving this qualification learners will be able to:

- > Communicate with peers and supervisors in an automotive work context.
- > Use and maintain automotive workshop tools and equipment.
- > Prepare a vehicle for automotive spray painting work.
- > Apply paint to substrate level.

#### **Rationale:**

The automotive spray painting industry is subjected to the ever increasing new technologies of paint application methods and materials. This necessitates that learning programmes are developed so that learners entering this field of learning are introduced to this new technology at an early stage of their career.

Introducing learners at this level of learning also forms the support structure in an automotive spray painting shop from where learning gradually progresses to more advanced application techniques at higher levels of learning, thereby exposing learners to more advanced and sophisticated application methods and equipment, as well as surface preparation.

This is the first qualification in a series and forms the basis for learners who want to follow a career in the field of automotive spray painting. This qualification focuses on developing skills and knowledge necessary to begin such a career. It also provides learners who have gained relevant experience in the workplace with an opportunity to obtain credits through an RPL process.

This qualification recognises the skills, knowledge and values relevant in the workplace and will cater for learners who:

- > Have attended courses and need to apply the knowledge gained to activities in the workplace.
- > Are already workers and have acquired skills and knowledge without having attended formal training.
- > Are part of a learnership programme which integrates structured learning and operational experience.

### **RECOGNIZE PREVIOUS LEARNING?**

Y

### **LEARNING ASSUMED IN PLACE**

Learners registering for this qualification should already have achieved a General Education and Training Certificate at NQF Level 1 or equivalent.

If the learner does not already have such a qualification, learning in preparation for this qualification should include:

- > Literacy at NQF Level 1.
- > Numeracy at NQF Level 1.
- > Basic concepts of engineering science at NQF Level 1.

Recognition of Prior Learning:

The structure of this qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Recognition of Prior Learning will be done by means of an Integrated Assessment.

This Recognition of Prior Learning may allow:

- > For accelerated access to further learning.
- > Gaining of credits towards any of the Exit Level Outcomes in this qualification.

All recognition of Prior Learning is subject to quality assurance by the relevant accredited Education and Training Quality Assurance Body (ETQA) and must be conducted by a registered workplace assessor. Identified outcomes may have been acquired in a range of economic sectors and these will be considered as appropriate where the candidate provides evidence of the applicability of that learning to this qualification.

Access to the Qualification:

This qualification is open for anyone who wishes to pursue a career in automotive spray painting, but prior achievement of the "Learning Assumed to be in Place" would facilitate an easier progression into learning programmes to address the outcomes of this qualification.

**QUALIFICATION RULES**

Rules of combination for this qualification are as follows:

- > All Fundamental unit standards are compulsory (36 Credits).
- > All Core unit standards are compulsory (53 Credits).
- > Additional Elective unit standards accounting for 31 credits must be selected to achieve a total of 120 credits for this qualification.

**EXIT LEVEL OUTCOMES**

1. Communicate with peers and supervisors in an automotive work context.
2. Use and maintain automotive workshop tools and equipment.
3. Prepare a substrate to be spray painted.
4. Apply paint to substrate level.

Critical Cross-Field Outcomes:

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

Identify and solve problems and make decisions using critical and creative thinking.

> Note: The ability of the candidate to identify the vehicle safety features that need to be taken into consideration when conducting any work on particular vehicles.

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

> Note: The ability of the candidate to communicate with peers and supervisors.

Organise and manage themselves and their activities responsibly and effectively.

> Note: The ability of the candidate to adhere to workplace timeframes and procedures.

Collect, analyse, organise and critically evaluate information.

> Note: The ability of the candidate to identify appropriate paint for a particular application.

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

> Note: The ability of the candidate to report on work conducted.

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

> Note: The ability of the candidate to use the correct tools and equipment to apply different paint technology to specific situations.

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

> Note: The ability of the candidate to dispose of paint and materials in an environmentally friendly manner.

**ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:

1.1 Oral communication is maintained and adapted as required to promote effective interaction in a work context.

1.2 Terminology used is appropriate to the situation and in accordance with normal workplace usage.

1.3 Information related to work tasks is accessed and interpreted from a range of written and oral sources to ensure that work requirements are understood.

1.4 Communication is clear and unambiguous and at an appropriate level for designated target audiences.

1.5 Information communicated is accurate and conveyed in accordance with acceptable timeframes.

1.6 Communication is effective, regular and ongoing.

#### Associated Assessment Criteria for Exit Level Outcome 2:

2.1 Tools and equipment are selected and used in accordance with their design and are appropriate for the task at hand.

2.2 Tools and equipment required for the scope of work are sourced from available supplies.

2.3 Tools and equipment are checked for condition prior to use.

2.4 Faulty tools are identified and corrective action is taken in accordance with workplace procedures.

> Range: Corrective action includes replacing, repairing or reporting.

2.5 Tools and equipment are used according to manufacturer operating guidelines.

#### Associated Assessment Criteria for Exit Level Outcome 3:

3.1 The vehicle is made safe to work with in accordance with manufacturer specifications.

3.2 Vehicle safety features are identified in terms of precautions when working near activation points.

3.3 The area to be painted is masked off in accordance with workplace requirements.

3.4 Panels to be painted are prepared for painting in accordance with workplace procedures.

3.5 Work is conducted with due consideration for other team members and overall productivity.

#### Associated Assessment Criteria for Exit Level Outcome 4:

4.1 Vehicles are moved and lifted in accordance with accepted workplace procedures.

4.2 Paint selected for the job is appropriate in terms of the technology of application and the material.

4.3 Consequences of using incorrect paint are described in terms of the impact on the finish of the final product.

4.4 Paint is applied in accordance with manufacturer specifications and workplace procedures.

4.5 Painted panels are replaced and sealed in accordance with manufacturer specifications.

4.6 Work is conducted with due consideration for other team members and overall productivity.

4.7 Paint and materials are disposed of in accordance with relevant health, safety and environmental practices.

#### Integrated Assessment:

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification. Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the exit level outcomes should be integrated.

A variety of methods must be used in assessment tools and activities must be appropriate to the context in which the learner is working. 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 formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective 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.

Assessment should ensure that all outcomes, embedded knowledge and critical cross-field outcomes are assessed. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

### **INTERNATIONAL COMPARABILITY**

This qualification is part of a series of qualifications in the field of Automotive spray painting and was compared to other, similar outcomes-based qualifications in various countries as follows:

#### **New Zealand:**

The National Certificate in Motor Industry (Panelbeating) is a New Zealand qualification at NQF Level 4 and includes the work of a spray painter. This is a three year qualification without qualifications or exit level outcomes at the intermediate levels. The qualification is pitched at NQF Level 4 on their NQF with only unit standards and credits at NQF Levels 1 to 4. This notwithstanding, the technical content of this qualification does correspond with the equivalent level of qualification in Automotive spray painting in New Zealand.

#### **United Kingdom:**

The Level 2 Certificate in Automotive Engineering covers aspects related to this qualification but also includes more broadly defined work aspects such as Motor Vehicle Refinisher, Motor Vehicle Builder, Motor Vehicle Mechanic and Motor Vehicle Technician. The scope is way beyond that of a spray painter and includes aspects of vehicle engine performance and improved suspension for racing.

The basic methods of assessment include Coursework, Oral Examination, Portfolio of Evidence, Practical Demonstration/Assignment, Practical Examination and Written Examination. No units are specified as compulsory, and the learner may select any units they like, totalling 120 credits. Notes are given regarding accepted grouping of units and progression to further levels of education.

The Level of the Level 2 Certificate in Automotive Engineering is much higher than the South African NQF Level 2 and covers various aspects included in the South African qualifications at Levels 3 and 4.

Elements of the Institute of Motor Industry (IMI) in the UK have been used in benchmarking best practice procedures in some of the unit standards used in this qualification. The NVQ qualifications offered in the UK cover all the same objectives of this series of qualifications at various levels of complexity. The qualifications are offered as an internship wherein the learner enrolls with a college or training centre for the theoretical component, and achieves the practical component in-house. The qualifications are all based on specific levels of performance, and lead to progressive levels of complexity, but are identified as separate qualifications. The learning towards these qualifications is offered through long-term learner-employer relationships, with short-term stints at a training centre. Qualification titles in the UK include:

- > Vehicle Refinishing, Level 3: (Q1017590).
- > Vehicle Body Repair, Level 3: (Q1015917).
- > Vehicle Body Fitting, Level 2: (Q1015913).

**Australia:**

The Certificate in Automotive Vehicle Body Repair is a 3 year course for artisans to learn how to repair and paint vehicles. The qualification has 2 specialisation areas: one for spray painting and one for panel beating. Both specialisation areas comprise less than 1200 notional learning hours, but are spread out over 3 levels, with core units being specified at the entry level (Level 2).

There are a range of elective units that may be selected from different categories, but the rules of combination indicate that all units must be selected, thereby not allowing the learner any choice in learning. The qualification aims at targeting competence at artisan level only with no recognition for achievement of less than the whole qualification.

**Denmark:**

The Danish panel beater qualification is spread over 4 years with 55 weeks of formal education and training and 153 weeks of on-the-job training. Danish vocational education and training programmes are alternating programmes, which means that the education and training activities alternate between education and training at a school and on-the-job training in an enterprise. The training programme is a full vocational education and training programme, equivalent to Level 3 in the ISCED system.

No breakdown of the qualification is given in terms of units of learning, but the end point equates to the South African Level 4 Spray painter. There is no recognition for achievement of less than the whole qualification.

**Germany:**

The qualifications offered in Germany are also predominantly vocational qualifications with theoretical components being achieved through a specified period at a training centre. The qualifications are aimed at achieving complete competence in all aspects of vehicle maintenance through the progressive series of qualifications and includes mechanical, electrical and coach works (panel beating and spray painting). The training programmes are progressive qualifications of one-year duration each and include ongoing training through workbooks in which the trainee is required to complete evidence of understanding for each month of the registered year of learning. Germany has a requirement that competent people be licensed to operate under the meister (master craftsman) programme, and this licence is valid for a period of two years. The qualification titles offered in Germany include:

- > Auto Fachman, Level 1.
- > Auto Fachman, Level 2.
- > Auto Fachman, Level 3.
- > Auto Fachman, Meister.

**United States of America:**

America uses a system of specialisation areas, with a master technician being identified as a person who is competent in all areas and will be able to perform on almost any part of a vehicle. The learning is conducted through apprenticeships and has specialisation areas for:

- > Engine technicians.
- > Transmission technicians.
- > Steering and suspension technicians.
- > Brake technicians.
- > Electrical system technicians.
- > Heating and air-conditioning technicians.

- > Driveability and performance technicians.
- > Lubrication technicians.
- > Coachwork technicians.

#### SADC:

None of the SADC countries have their own qualifications relating to spray painting, but use the British City and Guilds Standards for training learners in the automotive field. Namibia has indicated interest in the South African qualifications and may implement this qualification once it has been registered.

#### Conclusion:

Most other countries have a streamlined qualification process that ends in a required result, but does not recognise competence in parts of the qualification. This has been identified as a problem in the South African context, and that was why the move to the NQF and unit standards was made. Through achieving this qualification, learners will be given recognition for their abilities after just one year of learning. Alternately, learners may achieve employable skills by electing to exit with one or more Exit Level Outcomes instead of the entire qualification. There has also been a further breakdown of skills by recognising relevant skills and separating qualifications for spray painters and panel beaters in South Africa.

#### **ARTICULATION OPTIONS**

This Qualification lends itself to both vertical and horizontal articulation possibilities.

Horizontal articulation is possible with the following Qualifications:

- > ID 49689: National Certificate: Automotive repair and maintenance, NQF Level 2.
- > ID 21004: National Certificate: Automotive component manufacturing and assembly, NQF Level 2.
- > ID 22858: National Certificate: Autotronic, NQF Level 2.
- > ID 23273: National Certificate: Mechanical engineering: fitting, NQF Level 2.
- > ID 22770: National Certificate: Mechatronics, NQF Level 2.
- > ID 48969: National Certificate: Service station operations, NQF Level 2.

Vertical articulation is possible with the following qualifications:

- > ID 64409: National Certificate: Automotive spray painting, NQF Level 3.

#### **MODERATION OPTIONS**

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant Education and Training Quality Assurance Body (ETQA).

> Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor 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 ETQAs (including professional bodies).

> 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 in the ELOs of the Qualification and will include integration of skills relevant to the economic sector.

**CRITERIA FOR THE REGISTRATION OF ASSESSORS**

Assessors must be registered in terms of the requirements of SAQA and the relevant ETQA. In addition, assessors should have:

- > A minimum of 3 (three) years' practical, relevant occupational experience.
- > A relevant Qualification at NQF Level 3 or higher.
- > The ability to meet the outcomes of this qualification.

**NOTES**

N/A

**UNIT STANDARDS**

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Fundamental	119463	Access and use information from texts	Level 2	5
Fundamental	9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	3
Fundamental	7480	Demonstrate understanding of rational and irrational numbers and number systems	Level 2	3
Fundamental	9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	Level 2	3
Fundamental	119454	Maintain and adapt oral/signed communication	Level 2	5
Fundamental	119460	Use language and communication in occupational learning programmes	Level 2	5
Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2
Fundamental	9007	Work with a range of patterns and functions and solve problems	Level 2	5
Fundamental	119456	Write/present for a defined context	Level 2	5
Core	119740	Identify the various types of paint, primers, material and their uses	Level 2	4
Core	13220	Keep the work area safe and productive	Level 2	8
Core	260160	Maintain spray painting equipment	Level 2	4
Core	119737	Perform basic Spray Painting	Level 2	10
Core	119742	Perform masking and de-masking on a vehicle	Level 2	8
Core	119734	Perform surface preparation on a body panel	Level 2	8
Core	15123	Select and use vehicle lifting equipment	Level 2	3
Core	119744	Select, use and care for engineering hand tools	Level 2	8
Elective	116932	Operate a personal computer system	Level 1	3
Elective	260158	Apply sealers and cavity fillers on vehicles	Level 2	4
Elective	119745	Conduct an inspection	Level 2	4
Elective	12465	Develop a learning plan and a portfolio for assessment	Level 2	6
Elective	12466	Explain the individual's role within business	Level 2	4
Elective	9268	Manage basic personal finance	Level 2	6
Elective	260159	Polish automotive painted panels	Level 2	6
Elective	12219	Select, use and care for engineering power tools	Level 2	6
Elective	119736	Understand the body construction and safety features of a vehicle	Level 2	4
Elective	243672	Maintain the stockroom	Level 3	10

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**

None





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION: National Certificate: Automotive Spray Painting

SAQA QUAL ID	QUALIFICATION TITLE		
64409	National Certificate: Automotive Spray Painting		
ORIGINATOR		PROVIDER	
SGB Vehicle Maintenance			
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

***This qualification does not replace any other qualification and is not replaced by another qualification.***

#### **PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose:

The purpose of this qualification is to provide learners with the standards and the range of learning required to work effectively in the automotive spray painting industry. This qualification will enable learners to meet the challenges of an industry that has shown a rapid increase through the introduction of new technology in spray painting methods.

This qualification also serves to develop new skills for new technology. It creates an infrastructure of sound technological support and opportunities in a labour market with a growing demand to recognise people for their skills and to meet the challenges of the automotive spray painting environment.

The primary skill that is recognised in this qualification is the ability to understand and apply the relevant theory of the different types of paint and primer compositions to produce high quality finishes to painted panels. Hand skills also play an important role in this qualification and successful learners will need to apply hand skills in completing their tasks.

After achieving this qualification learners will be able to:

- > Communicate with peers and supervisors in an automotive work context.
- > Solve recurring problems in an automotive workshop.
- > Use and maintain automotive workshop tools and equipment.
- > Match paint to job requirements.
- > Apply high quality paint finishes to an automotive panel.

Rationale:

The automotive spray painting industry is subjected to the ever increasing new technologies of paint application methods and materials. At the level of this qualification, learners will be required to apply high quality paint finishes for which the use of sophisticated tools, equipment and processes are necessary.

This is the second qualification in a series and forms the main competence for learners who want to follow a career in the field of automotive spray painting. This qualification focuses on developing skills and knowledge necessary to be successful in such a career and can be built on to develop skills at NQF Level 4 in interacting with customers and supervising paint shop activities. It also provides learners who have gained relevant experience in the workplace with an opportunity to obtain credits through an RPL process.

This qualification recognises the skills, knowledge and values relevant in the workplace and will cater for learners who:

- > Have attended courses and need to apply the knowledge gained to activities in the workplace.
- > Are already workers and have acquired skills and knowledge without having attended formal training.
- > Are part of a learnership programme which integrates structured learning and operational experience.

### **RECOGNIZE PREVIOUS LEARNING?**

Y

### **LEARNING ASSUMED IN PLACE**

Learners registering for this qualification should already have achieved the National Certificate in Automotive spray painting at NQF Level 2, as this qualification builds on the learning acquired at that level.

If the learner does not already have such a qualification, learning in preparation for this qualification should include:

- > Literacy and numeracy at NQF Level 2.
- > Basic concepts of engineering science at NQF Level 2.
- > Use of automotive workshop tools and equipment at NQF Level 2.
- > Preparing panels for final coat paint at NQF Level 2.

Recognition of Prior Learning:

The structure of this qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned in the previous paragraph.

This Recognition of Prior Learning may allow:

- > For accelerated access to further learning.
- > Gaining of credits towards any of the Exit Level Outcomes in this qualification.

All recognition of Prior Learning is subject to quality assurance by the relevant accredited Education and Training Quality Assurance Body (ETQA) and must be conducted by a registered workplace assessor. Identified outcomes may have been acquired in a range of economic sectors and these will be considered as appropriate where the candidate provides evidence of the applicability of that learning to this qualification.

Access to the Qualification:

This qualification is open for anyone who wishes to pursue a career in automotive spray painting, but prior achievement of the "Learning Assumed to be in Place" would facilitate an easier progression into learning programmes to address the outcomes of this qualification.

**QUALIFICATION RULES**

Rules of combination for this qualification are as follows:

- > All Fundamental unit standards are compulsory (36 Credits).
- > All Core unit standards are compulsory (63 Credits).
- > Additional Elective unit standards accounting for 21 credits must be selected to achieve a total of 120 credits for this qualification.

**EXIT LEVEL OUTCOMES**

1. Communicate with peers and supervisors in an automotive work context.
2. Solve recurring problems in spray paint application environment.
3. Use and maintain spray painting workshop tools and equipment.
4. Match paint to job requirements.
5. Apply high quality paint finishes to an automotive panel.

**Critical Cross-Field Outcomes:**

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

Identify and solve problems and make decisions using critical and creative thinking.

> Note: The ability of the candidate to apply solutions to identified problems that lead to cost effective results.

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

> Note: The ability of the candidate to communicate with peers and supervisors.

Organise and manage themselves and their activities responsibly and effectively.

> Note: The ability of the candidate to adhere to workplace timeframes and procedures.

Collect, analyse, organise and critically evaluate information.

> Note: The ability of the candidate to identify required paint and match to given specifications.

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

> Note: The ability of the candidate to report on work conducted.

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

> Note: The ability of the candidate to use the correct tools and equipment to obtain the required paint finish.

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

> Note: The ability of the candidate to apply paint without any blemishes.

**ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:

1.1 Oral communication is maintained and adapted as required to promote effective interaction in a work context.

- 1.2 Terminology used is appropriate to the situation and in accordance with normal workplace usage.
- 1.3 Information related to work tasks is accessed and interpreted from a range of written and oral sources to ensure that work requirements are understood.
- 1.4 Communication is clear and unambiguous and at an appropriate level for designated target audiences.
- 1.5 Information communicated is accurate and conveyed in accordance with acceptable timeframes.
- 1.6 Communication is effective, regular and ongoing.
- 1.7 Interaction with others to process the completed work is effective and in accordance with the workplace procedures.
- 1.8 Reports are completed according to workplace scheduling requirements in a timely manner and in the required format.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Problems are identified within an acceptable timeframe.
- 2.2 The problem is described in terms of the scope of the problem, possible solutions, costs and the effect on customer satisfaction.
- 2.3 Solutions applied are suited to the problem and lead to cost effective results.
- 2.4 Problems that do not have immediate solutions are reported to relevant personnel in accordance with workplace procedures.
- 2.5 Problems are recorded and monitored for re-occurrence in accordance with workplace procedures.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 Tools and equipment are selected and used in accordance with their design and are appropriate for the task at hand.
  - 3.2 Tools and equipment required for the scope of work are sourced from available supplies.
  - 3.3 Tools and equipment are checked for condition prior to use.
  - 3.4 Faulty tools are identified and corrective action is taken in accordance with workplace procedures.
- > Range: Corrective action includes replacing, repairing or reporting.

Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 The type of paint required is determined from given information.
- 4.2 The paint colour is matched to original paintwork.
- 4.3 Solvents are disposed of in accordance with relevant safety, health and environmental requirements.
- 4.4 Work is conducted with due consideration for other team members and overall safety and productivity.

Associated Assessment Criteria for Exit Level Outcome 5:

- 5.1 The application method selected is appropriate to the type of paint and required finish.
- 5.2 Consequences of using different application methods are described in terms of the impact on the finish and durability.
- 5.3 Blemishes are identified and rectified in accordance with workplace procedures.
- 5.4 The final coat is in accordance with manufacturer specifications.
- 5.5 Work is conducted with due consideration for other team members and overall safety and productivity.

Integrated Assessment:

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification. Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the exit level outcomes should be integrated.

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Assessment should ensure that all outcomes, embedded knowledge and critical cross-field outcomes are assessed. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

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The basic methods of assessment include Coursework, Oral Examination, Portfolio of Evidence, Practical Demonstration/Assignment, Practical Examination and Written Examination. No units are specified as compulsory, and the learner may select any units they like, totalling 120 credits. Notes are given regarding accepted grouping of units and progression to further levels of education.

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various levels of complexity. The qualifications are offered as an internship wherein the learner enrolls with a college or training centre for the theoretical component, and achieves the practical component in-house. The qualifications are all based on specific levels of performance, and lead to progressive levels of complexity, but are identified as separate qualifications. The learning towards these qualifications is offered through long-term learner-employer relationships, with short-term stints at a training centre. Qualification titles in the UK include:

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The qualifications offered in Germany are also predominantly vocational qualifications with theoretical components being achieved through a specified period at a training centre. The qualifications are aimed at achieving complete competence in all aspects of vehicle maintenance through the progressive series of qualifications and includes mechanical, electrical and coach works (panel beating and spray painting). The training programmes are progressive qualifications of one-year duration each and include ongoing training through workbooks in which the trainee is required to complete evidence of understanding for each month of the registered year of learning. Germany has a requirement that competent people be licensed to operate under the *meister* (master craftsman) programme, and this licence is valid for a period of two years. The qualification titles offered in Germany include:

- > Auto Fachman: Level 1.
- > Auto Fachman: Level 2.
- > Auto Fachman: Level 3.
- > Auto Fachman: Meister.

#### United States of America:

America uses a system of specialisation areas, with a master technician being identified as a person who is competent in all areas and will be able to perform on almost any part of a vehicle. The learning is conducted through apprenticeships and has specialisation areas for:

- > Engine technicians.
- > Transmission technicians.
- > Steering and suspension technicians.
- > Brake technicians.
- > Electrical system technicians.
- > Heating and air-conditioning technicians.
- > Driveability and performance technicians.
- > Lubrication technicians.
- > Coachwork technicians.

#### SADC:

None of the SADC countries have their own qualifications relating to spray painting, but use the British City and Guilds Standards for training learners in the automotive field. Namibia has indicated interest in the South African qualifications and may implement this qualification once it has been registered.

#### Conclusion:

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#### **ARTICULATION OPTIONS**

This Qualification lends itself to both vertical and horizontal articulation possibilities.

Horizontal articulation is possible with the following Qualifications:

- > ID 58497: National Certificate: Automotive repair and maintenance, NQF Level 3.
- > ID 21005: National Certificate: Automotive component manufacturing and assembly, NQF Level 3.
- > ID 22859: National Certificate: Autotronics, NQF Level 3.
- > ID 23274: National Certificate: Mechanical engineering: fitting, NQF Level 3.
- > ID 22771: National Certificate: Mechatronics, NQF Level 3.

Vertical articulation is possible with the following qualifications:

- > ID: National Certificate: Automotive spray painting at NQF Level 4.

#### **MODERATION OPTIONS**

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant Education and Training Quality Assurance Body (ETQA).

> Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor 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 ETQAs (including professional bodies).

> 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 in the ELOs of the Qualification and will include integration of skills relevant to the economic sector.

#### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

Assessors must be registered in terms of the requirements of SAQA and the relevant ETQA. In addition, assessors should have:

- > A minimum of 3 (three) years' practical, relevant occupational experience.
- > A relevant Qualification at NQF Level 4 or higher.
- > The ability to meet the outcomes of this qualification.

#### **UNIT STANDARDS**

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
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	260158	Apply sealers and cavity fillers on vehicles	Level 2	4
Core	260159	Polish automotive painted panels	Level 2	6
Core	244403	Analyse and solve problems	Level 3	4
Core	244161	Apply 2 coat metallic paint finishes	Level 3	4
Core	13234	Apply quality procedures	Level 3	8
Core	13223	Apply safety, health and environmental protection procedures	Level 3	6
Core	9532	Demonstrate basic knowledge of computers	Level 3	6
Core	9530	Manage work time effectively	Level 3	3
Core	244173	Mix and match paint colours	Level 3	8
Core	244115	Replace vehicle trim	Level 3	6
Core	242865	Use data entry and retrieval skills to input and retrieve computer data	Level 3	4
Core	244162	Conduct spot repairs	Level 4	4
Elective	118937	Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets	Level 2	4
Elective	117924	Use a Graphical User Interface (GUI)-based word processor to format documents	Level 2	5
Elective	244110	Conduct paintless dent removal	Level 3	9
Elective	12457	Develop learning strategies and techniques	Level 3	3
Elective	12456	Explain and use organisational procedures	Level 3	6
Elective	13916	Identify and keep the records that a team manager is responsible for keeping	Level 3	4
Elective	242820	Maintain records for a team	Level 3	4
Elective	243672	Maintain the stockroom	Level 3	10
Elective	244111	Remove and install a dashboard	Level 3	5
Elective	244112	Remove, fit and align the body panels of a vehicle	Level 3	8



	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Elective	244114	Replace vehicle glass	Level 3	3
Elective	260157	Diagnose paint defects	Level 4	4
Elective	244166	Repair non-ferrous metal body components	Level 4	8
Elective	244164	Repair non-metal body components	Level 4	8

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION****None**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION: *Further Education and Training Certificate: Automotive Spray Painting*

SAQA QUAL ID	QUALIFICATION TITLE		
64411	Further Education and Training Certificate: Automotive Spray Painting		
ORIGINATOR			PROVIDER
SGB Vehicle Maintenance			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	6 - Manufacturing, Engineering and Technology	Manufacturing and Assembly	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	140	Level 4	Regular-Unit Stds Based

***This qualification does not replace any other qualification and is not replaced by another qualification.***

#### **PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose:

The purpose of this qualification is to provide learners with the standards and the range of learning required to work effectively in the automotive spray painting industry. This qualification will enable learners to meet the challenges of an industry that has shown a rapid increase through the introduction of new technology in spray painting methods.

This qualification also serves to develop new skills for new technology. It creates an infrastructure of sound technological support and opportunities in a labour market with a growing demand to recognise people for their skills and to meet the challenges of the automotive spray painting environment.

The primary skill that is recognised in this qualification is the ability to Interact with customers and supervise paint shop activities in order to ensure adherence to quality standards.

After achieving this qualification learners will be able to:

- > Communicate with peers and customers in an automotive work context.
- > Analyse problems and provide solutions in an automotive workshop.
- > Co-ordinate work activities in an automotive context.
- > Apply specialist painting techniques.

Rationale:

The automotive spray painting industry is subjected to the ever increasing new technologies of body repair methods. At the level of this qualification, learners will be required to apply specialised paint finishes for which the use of sophisticated tools, equipment and processes are necessary.

This is the third qualification in a series and forms the main competence for learners who want to be recognised as a paint shop foreman or supervisor. This qualification focuses on developing skills and knowledge necessary to be successful in such a career and can be built

on to develop skills at NQF Level 5 in managing people. It also provides learners who have gained relevant experience in the workplace with an opportunity to obtain credits through an RPL process.

This qualification recognises the skills, knowledge and values relevant in the workplace and will cater for learners who:

- > Have attended courses and need to apply the knowledge gained to activities in the workplace.
- > Are already workers and have acquired skills and knowledge without having attended formal training.
- > Are part of a learnership programme which integrates structured learning and operational experience.

### **RECOGNIZE PREVIOUS LEARNING?**

Y

### **LEARNING ASSUMED IN PLACE**

Learners registering for this qualification should already have achieved the National Certificate in Automotive spray painting at NQF Level 3, as this qualification builds on the learning acquired at that level.

If the learner does not already have such a qualification, learning in preparation for this qualification should include:

- > Literacy and numeracy at NQF Level 3.
- > Basic concepts of science and technology at NQF Level 3.
- > Use of automotive workshop tools and equipment at NQF Level 3.
- > Applying high quality paint finishes to vehicles at NQF Level 3.

Recognition of Prior Learning:

The structure of this qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned in the previous paragraph.

This Recognition of Prior Learning may allow:

- > For accelerated access to further learning.
- > Gaining of credits towards any of the Exit Level Outcomes in this qualification.

All recognition of Prior Learning is subject to quality assurance by the relevant accredited Education and Training Quality Assurance Body (ETQA) and must be conducted by a registered workplace assessor. Identified outcomes may have been acquired in a range of economic sectors and these will be considered as appropriate where the candidate provides evidence of the applicability of that learning to this qualification.

Access to the Qualification:

This qualification is open for anyone who wishes to pursue a career in automotive spray painting, but prior achievement of the "Learning Assumed to be in Place" would facilitate an easier progression into learning programmes to address the outcomes of this qualification.

### **QUALIFICATION RULES**

Rules of combination for this qualification are as follows:

- > All Fundamental unit standards are compulsory (56 Credits).
- > All Core unit standards are compulsory (63 Credits).
- > Additional Elective unit standards accounting for 21 credits must be selected to achieve a total of 140 credits for this qualification.

### **EXIT LEVEL OUTCOMES**

1. Communicate with peers and customers in an automotive spray painting context.
2. Analyse problems and provide solutions in an automotive spray painting workshop.
3. Co-ordinate work activities in an automotive spray painting context.
4. Apply specialist painting techniques.

#### **Critical Cross-Field Outcomes:**

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

Identify and solve problems and make decisions using critical and creative thinking.

> Note: The ability of the candidate to apply solutions to problems that lead to cost effective results.

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

> Note: The ability of the candidate to co-ordinate work activities in an automotive spray painting context.

Organise and manage themselves and their activities responsibly and effectively.

> Note: The ability of the candidate to adhere to workplace timeframes and procedures.

Collect, analyse, organise and critically evaluate information.

> Note: The ability of the candidate to select an appropriate paint application method for the required result.

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

> Note: The ability of the candidate to report on work conducted.

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

> Note: The ability of the candidate to use the correct tools and equipment to apply specialist painting techniques.

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

> Note: The ability of the candidate to describe the consequences of using different paint application methods.

### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:

1.1 Oral communication is maintained and adapted as required to promote effective interaction in a work context.

- 1.2 Terminology used is appropriate to the situation and in accordance with normal workplace usage.
- 1.3 Information related to work tasks is accessed and interpreted from a range of written and oral sources to ensure that work requirements are understood.
- 1.4 Communication is clear and unambiguous and at an appropriate level for designated target audiences.
- 1.5 Information communicated is accurate and conveyed in accordance with acceptable timeframes.
- 1.6 Communication is effective, regular and ongoing.
- 1.7 Interaction with others to process the completed work is effective and in accordance with the workplace procedures.
- 1.8 Reports are completed according to workplace scheduling requirements in a timely manner and in the required format.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Problems are identified within an acceptable timeframe.
- 2.2 The problem is described in terms of the scope of the problem, possible solutions, costs and the effect on customer satisfaction.
- 2.3 Solutions applied are suited to the problem and lead to cost effective results.
- 2.4 Problems that do not have immediate solutions are reported to relevant personnel in accordance with workplace procedures.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 Organisational procedures are explained in relation to the work environment.
- 3.2 Financial implications of actions taken are understood in relation to efficiency of business.
- 3.3 Subordinates' activities are co-ordinated to achieve work targets with available resources.
- 3.4 Quality is ensured in accordance with workshop standards.
- 3.5 Time is managed in accordance with workplace requirements.

Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 The application method selected is appropriate to the type of paint and required finish.
- 4.2 Consequences of using different application methods are described in terms of the impact on the finish and durability.
- 4.3 Blemishes are identified and rectified in accordance with workplace procedures.
- 4.4 The final coat is in accordance with manufacturer specifications.
- 4.5 Work is conducted with due consideration for other team members and overall productivity.

Integrated Assessment:

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification. Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the exit level outcomes should be integrated.

A variety of methods must be used in assessment tools and activities must be appropriate to the context in which the learner is working. 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 formative and summative assessment methods and assess combinations of practical, applied,

foundational and reflective 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.

Assessment should ensure that all outcomes, embedded knowledge and critical cross-field outcomes are assessed. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

### **INTERNATIONAL COMPARABILITY**

This qualification is part of a series of qualifications in the field of Automotive spray painting and was compared to other, similar outcomes-based qualifications in various countries as follows:

#### **New Zealand:**

The National Certificate in Motor Industry (Panel beating) is a New Zealand qualification at NQF Level 4 and includes the work of a spray painter. This is a three year qualification without qualifications or exit level outcomes at the intermediate levels. The qualification is pitched at NQF Level 4 on their NQF with only unit standards and credits at NQF Levels 1 to 4. This notwithstanding, the technical content of this qualification does correspond with the equivalent level of qualification in Automotive spray painting in New Zealand.

#### **United Kingdom:**

The level 2 Certificate in Automotive Engineering covers aspects related to this qualification but also includes more broadly defined work aspects such as Motor Vehicle Refinisher, Motor Vehicle Builder, Motor Vehicle Mechanic and Motor Vehicle Technician. The scope is way beyond that of a spray painter and includes aspects of vehicle engine performance and improved suspension for racing.

The basic methods of assessment include Coursework, Oral Examination, Portfolio of Evidence, Practical Demonstration/Assignment, Practical Examination and Written Examination. No units are specified as compulsory, and the learner may select any units they like, totalling 120 credits. Notes are given regarding accepted grouping of units and progression to further levels of education.

The level of the Level 2 Certificate in Automotive Engineering is much higher than the South African NQF Level 2 and covers various aspects included in the South African qualifications at Levels 3 and 4.

Elements of the Institute of Motor Industry (IMI) in the UK have been used in benchmarking best practice procedures in some of the unit standards used in this qualification. The NVQ qualifications offered in the UK cover all the same objectives of this series of qualifications at various levels of complexity. The qualifications are offered as an internship wherein the learner enrolls with a college or training centre for the theoretical component, and achieves the practical component in-house. The qualifications are all based on specific levels of performance, and lead to progressive levels of complexity, but are identified as separate qualifications. The learning towards these qualifications is offered through long-term learner-employer relationships, with short-term stints at a training centre. Qualification titles in the UK include:

- > Vehicle Refinishing - Level 3: (Q1017590).
- > Vehicle Body Repair - Level 3: (Q1015917).
- > Vehicle Body Fitting - Level 2: (Q1015913).

#### **Australia:**

The Certificate in Automotive Vehicle Body Repair is a 3 year course for artisans to learn how to repair and paint vehicles. The qualification has 2 specialisation areas: one for spray painting and one for panel beating. Both specialisation areas comprise less than 1200 notional learning hours, but are spread out over 3 levels, with core units being specified at the entry level (Level 2).

There are a range of elective units that may be selected from different categories, but the rules of combination indicate that all units must be selected, thereby not allowing the learner any choice in learning. The qualification aims at targeting competence at artisan level only with no recognition for achievement of less than the whole qualification.

Denmark:

The Danish panel beater qualification is spread over 4 years with 55 weeks of formal education and training and 153 weeks of on-the-job training. Danish vocational education and training programmes are alternating programmes, which means that the education and training activities alternate between education and training at a school and on-the-job training in an enterprise. The training programme is a full vocational education and training programme, equivalent to level 3 in the ISCED system.

No breakdown of the qualification is given in terms of units of learning, but the end point equates to the South African Level 4 Spray painter. There is no recognition for achievement of less than the whole qualification.

Germany:

The qualifications offered in Germany are also predominantly vocational qualifications with theoretical components being achieved through a specified period at a training centre. The qualifications are aimed at achieving complete competence in all aspects of vehicle maintenance through the progressive series of qualifications and includes mechanical, electrical and coach works (panel beating and spray painting). The training programmes are progressive qualifications of one-year duration each and include ongoing training through workbooks in which the trainee is required to complete evidence of understanding for each month of the registered year of learning. Germany has a requirement that competent people be licensed to operate under the meister (master craftsman) programme, and this licence is valid for a period of two years. The qualification titles offered in Germany include:

- > Auto Fachman - Level 1.
- > Auto Fachman - Level 2.
- > Auto Fachman - Level 3.
- > Auto Fachman - Meister.

United States of America:

America uses a system of specialisation areas, with a master technician being identified as a person who is competent in all areas and will be able to perform on almost any part of a vehicle. The learning is conducted through apprenticeships and has specialisation areas for:

- > Engine technicians.
- > Transmission technicians.
- > Steering and suspension technicians.
- > Brake technicians.
- > Electrical system technicians.
- > Heating and air-conditioning technicians.
- > Driveability and performance technicians.
- > Lubrication technicians.

> Coachwork technicians.

SADC:

None of the SADC countries have their own qualifications relating to spray painting, but use the British City and Guilds Standards for training learners in the automotive field. Namibia has indicated interest in the South African qualifications and may implement this qualification once it has been registered.

Conclusion:

Most other countries have a streamlined qualification process that ends in a required result, but does not recognise competence in parts of the qualification. This has been identified as a problem in the South African context, and that was why the move to the NQF and unit standards was made. Through achieving this qualification, learners will be given recognition for their abilities after just one year of learning. Alternately, learners may achieve employable skills by electing to exit with one or more Exit Level Outcomes instead of the entire qualification. There has also been a further breakdown of skills by recognising relevant skills and separating qualifications for spray painters and panel beaters in South Africa.

### **ARTICULATION OPTIONS**

This Qualification lends itself to both vertical and horizontal articulation possibilities.

Horizontal articulation is possible with the following Qualifications:

- > ID 58539: Further Education and Training Certificate: Automotive Repair and Maintenance, NQF Level 4.
- > ID 21006: National Certificate: Automotive Component Manufacturing and Assembly, NQF Level 4.
- > ID 22860: National Certificate: Autotronics, NQF Level 4.
- > ID 59709: Further Education and Training Certificate: Mechanical Engineering: Fitting, NQF Level 4.
- > ID 22772: National Certificate: Mechatronics, NQF Level 4.
- > ID 57712: Further Education and Training Certificate: Generic Management, NQF Level 4.

Vertical articulation is possible with the following qualifications:

- > National Certificate: Automotive repair and maintenance at NQF Level 5.
- > ID 59201: National Certificate: Generic management at NQF Level 5.
- > ID 58341: Diploma: Business management at NQF Level 5.

### **MODERATION OPTIONS**

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant Education and Training Quality Assurance Body (ETQA).

> Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor 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 ETQAs (including professional bodies).

> 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 in the ELOs of the Qualification and will include integration of skills relevant to the economic sector.

### CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors must be registered in terms of the requirements of SAQA and the relevant ETQA. In addition, assessors should have:

- > A minimum of 3 (three) years' practical, relevant occupational experience.
- > A relevant Qualification at NQF Level 4 or higher.
- > The ability to meet the outcomes of this qualification.

### NOTES

N/A

### UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	123258	Foster and maintain customer relations	Level 3	10
Core	116714	Lead a team, plan, allocate and assess their work	Level 3	4
Core	12455	Perform the role of a safety, health and environmental protection representative	Level 3	4
Core	244113	Apply decorative painting techniques	Level 4	4
Core	244129	Book in work for an automotive business	Level 4	4
Core	13254	Contribute to the implementation and maintenance of business processes	Level 4	10
Core	260157	Diagnose paint defects	Level 4	4
Core	244134	Estimate the cost and duration of an automotive repair	Level 4	6
Core	244172	Perform a pre-delivery quality assurance inspection	Level 4	4
Core	242817	Solve problems, make decisions and implement solutions	Level 4	8
Core	7818	Conduct on-the-job coaching	Level 5	5
Elective	12429	Develop a personal financial plan	Level 3	2
Elective	117499	Demonstrate entrepreneurial competence	Level 4	12
Elective	114878	Identify and measure the factors that influence productivity	Level 4	10
Elective	13235	Maintain the quality assurance system	Level 4	5
Elective	9505	Manage basic business and personal finance	Level 4	6
Elective	114589	Manage time productively	Level 4	4

### LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Diagnose paint defects**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260157	Diagnose paint defects		
<b>ORIGINATOR</b>			<b>PROVIDER</b>
SGB Vehicle Maintenance			
<b>FIELD</b>			<b>SUBFIELD</b>
6 - Manufacturing, Engineering and Technology			Manufacturing and Assembly
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	4

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

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of paint defects.

**SPECIFIC OUTCOME 2**

Identify cause of paint defects.

**SPECIFIC OUTCOME 3**

Make recommendations to repair defects.

**SPECIFIC OUTCOME 4**

Apply safety procedures during the analysis process.

**SPECIFIC OUTCOME 5**

Restore work area, complete and process documentation.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	64411	Further Education and Training Certificate: Automotive Spray Painting	Level 4
Elective	64409	National Certificate: Automotive Spray Painting	Level 3



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Apply sealers and cavity fillers on vehicles***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260158	Apply sealers and cavity fillers on vehicles		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Vehicle Maintenance			
<b>FIELD</b>		<b>SUBFIELD</b>	
6 - Manufacturing, Engineering and Technology		Manufacturing and Assembly	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	4

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

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of application of sealers and cavity fillers.

**SPECIFIC OUTCOME 2**

Prepare for application of sealers and cavity fillers.

**SPECIFIC OUTCOME 3**

Apply sealers and cavity fillers.

**SPECIFIC OUTCOME 4**

Apply safety procedures during the application process.

**SPECIFIC OUTCOME 5**

Restore work area, complete and process documentation.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	64410	National Certificate: Automotive Spray Painting	Level 2
Core	64409	National Certificate: Automotive Spray Painting	Level 3



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### *Polish automotive painted panels*

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260159	Polish automotive painted panels		
<b>ORIGINATOR</b>			<b>PROVIDER</b>
SGB Vehicle Maintenance			
<b>FIELD</b>			<b>SUBFIELD</b>
6 - Manufacturing, Engineering and Technology			Manufacturing and Assembly
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	6

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

#### **SPECIFIC OUTCOME 1**

Demonstrate knowledge of polishing painted panels.

#### **SPECIFIC OUTCOME 2**

Prepare to polish painted panels.

#### **SPECIFIC OUTCOME 3**

Polish painted panels.

#### **SPECIFIC OUTCOME 4**

Apply safety procedures during the application process.

#### **SPECIFIC OUTCOME 5**

Restore work area, complete and process documentation.

#### **QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	64410	National Certificate: Automotive Spray Painting	Level 2
Core	64409	National Certificate: Automotive Spray Painting	Level 3



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Maintain spray painting equipment**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
260160	Maintain spray painting equipment		
<b>ORIGINATOR</b>			<b>PROVIDER</b>
SGB Vehicle Maintenance			
<b>FIELD</b>			<b>SUBFIELD</b>
6 - Manufacturing, Engineering and Technology			Manufacturing and Assembly
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 2	4

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

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of maintaining spray painting equipment.

**SPECIFIC OUTCOME 2**

Prepare to maintain spray painting equipment.

**SPECIFIC OUTCOME 3**

Conduct maintenance of spray painting equipment.

**SPECIFIC OUTCOME 4**

Apply safety procedures during the maintenance process.

**SPECIFIC OUTCOME 5**

Restore work area, complete and process documentation.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	64410	National Certificate: Automotive Spray Painting	Level 2