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CONTENTS • INHOUD

<i>No.</i>		<i>Page No.</i>	<i>Gazette No.</i>
GOVERNMENT NOTICE			
South African Qualifications Authority			
<i>Government Notices</i>			
1276	National Standards Bodies Regulations: Task Team for Public Financial Oversight & Accountability registered by Organising Field 06-Manufacturing, Engineering and Technology	3	31648
1277	do.: Standards Generating Body (SGB) for Education Management and Leadership registered by Organising Field 05, Education, Training and Development.....	17	31648
1278	do.: Standards Generating Body (SGB) for Engineering registered by Organising Field 06, Manufacturing, Engineering and Technology.....	26	31648
1279	do.: Standards Generating Body (SGB) for Vehicle Maintenance registered by Organising Field 06-Manufacturing, Engineering and Technology.....	32	31648
1280	do.: Standards Generating Body (SGB) for Ancillary Health Care registered by Organising Field 06-Manufacturing, Engineering and Technology.....	59	31648
1281	do.: Task Team for Radiography & Clinical Technology registered by Organising Field 06-Manufacturing, Engineering and Technology.....	77	31648
1282	do.: Standards Generating Body (SGB) for Travel, Tourism and Events registered by Organising Field 11-Services	95	31648
1283	do.: Standards Generating Body (SGB) for Water Sector registered by Organising Field 12-Physical Planning and Construction.....	111	31648

GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1276

5 December 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

Public Financial Oversight & Accountability

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification and Unit Standards. The full Qualification and Unit Standards can be accessed via the SAQA web-site at 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 than 5 January 2009**. All correspondence should be marked **Standards Setting – Task Team for Public Financial Oversight & Accountability** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. E. Brown

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D. MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Public Financial Oversight and Accountability

SAQA QUAL ID	QUALIFICATION TITLE		
64670	National Certificate: Public Financial Oversight and Accountability		
ORIGINATOR	PROVIDER		
Task Team - Public Fin Oversight & Accountability			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	3 - Business, Commerce and Management Studies	Public Administration	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	128	Level 6	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:

Oversight and accountability are elementary principles of good governance. The purpose of this qualification is to provide members of oversight and accounts committees with a training standard that will ultimately enable them to more effectively discharge their oversight duties. Qualifying learners will understand the multi-faceted context wherein which oversight and accounts committees operate.

Qualifying learners will be empowered to scrutinise whether government and public departments spend funds, which is allocated to them, in an efficient, effective and ethical manner while applying sound financial management and principles.

Qualifying learners will have an in-depth understanding of what is expected of serving committee members and have the practical skills necessary to prioritise, select and apply methodologies or strategies related to the relevant context or situation; delegate and manage the gathering of information; interrogate the information compiled; formulate and direct questions during a hearing and make informed decisions and recommendations to the respective committees and the legislatures.

The qualifying learner will be able to:

- > Scrutinise public expenditure to determine accountability of the executive.
- > Ensure good governance and ethical practices and adherence to public finance management principles.
- > Enforce adherence to legislative requirements.
- > Make recommendations for corrective action.

Rationale:

Oversight and accountability committees are charged with the financial oversight of government and public departments. Oversight and accountability committees are found respectively at national, provincial and local level. This qualification meets the specific needs of the sector by

providing training standards for committee members in good governance, public finance management, execution of oversight duties and ensuring compliance with relevant legislation. This Qualification is aligned to the Association of Public Accounts Committees strategic imperative in the attainment of the organisation's envisaged capacity building objectives.

This Qualification will promote sound, accountable and transparent governance to improve the quality and performance of the public accounts committees in South Africa. Further it has been purpose-built for the Public Administration sub-field, the Financial Oversight and Accountability Sector and oversight committee member. This Qualification contributes to an integrated National Qualifications Framework; provides for access and mobility to learning; enhances the quality of training within the public oversight and accountability; allows for the redress of the past through Recognition of prior Learning and contributes to the development of the learner.

This Qualification is intended for learners who are members of the national, provincial or municipal legislator and who have been identified to serve, or who are serving on public oversight committees at their respective legislative level. These members come from very diverse historical and academic backgrounds and educational levels vary drastically.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

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

- > Communication at NQF Level 5.
- > Mathematical Literacy at NQF Level 4.

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 Marketing 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 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 recognized as appropriate.

Access to the Qualification:

There is an open access to this qualification, keeping in mind the "Learning Assumed to be in Place".

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 128 credits as detailed below.

Fundamental Component:

> The Fundamental Component consists of Unit Standards to the value of 10 credits all of which are compulsory.

Core Component:

> The Core Component consists of Unit Standards to the value of 98 credits all of which are compulsory.

Elective Component:

> The Elective Component consists of individual Unit Standards from which the learner must choose unit standards totalling a minimum of 20 credits.

EXIT LEVEL OUTCOMES

1. Scrutinise public expenditure to determine accountability of the executive.

> Range: Executive refers to all three spheres of government national, provincial and local.

2. Ensure good governance and ethical practices and adherence to public finance management principles.

3. Enforce adherence to legislative requirements.

4. Make recommendations for corrective action.

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:

> Scrutinising public expenditure to determine accountability of the executive.

> Ensuring good governance and ethical practices and adherence to public finance management principles.

> Enforcing adherence to legislative requirements.

> Making recommendations for corrective action.

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

> The scrutiny of public expenditure.

> The enforcement of adherence to legislative requirements.

> Corrective action.

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

> Scrutinising public expenditure to determine accountability of the executive.

> Ensuring good governance and ethical practices and adherence to public finance management principles.

> Enforcing adherence to legislative requirements.

> Making recommendations for corrective action.

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

- > Scrutinising public expenditure to determine accountability of the executive.
- > Ensuring good governance and ethical practices and adherence to public finance management principles.
- > Enforcing adherence to legislative requirements.
- > Making recommendations for corrective action.

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

- > Accountability in public expenditure of the executive.
- > Good governance and ethical practices.
- > Adherence to legislative requirements.

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

- > Scrutinising public expenditure to determine accountability of the executive.

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

- > Scrutinising public expenditure to determine accountability of the executive.
- > Ensuring good governance and ethical practices and adherence to public finance management principles.
- > Enforcing adherence to legislative requirements.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 Departmental expenditure is analysed in order to determine its linkage to budgets.
- 1.2 Budgets are analysed in order to link to.
- 1.3 Reports are analysed making use of financial management and accounting principles and procedures in order to inform recommendations.
> Range: Reports include but are not limited to audit reports, public service commission, annual reports, financial statements and committee reports.
- 1.4 Specific legislative requirements are applied in checking compliance in the public sector.
> Range: Public sector includes the three spheres of government, national, provincial and local, including public entities.
- 1.5 Public sector ethical practices are strengthened through the execution of oversight duties in a non-partisan manner in order to enforce accountability.
- 1.6 Reports are critically evaluated during scrutiny processes in preparation for hearings in order to facilitate informed decision making and the formulation of recommendations.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Duties and responsibilities are discharged ethically and in accordance with the roles and responsibilities of the various oversight structures and their specific mandates.
- 2.2 Oversight processes are implemented so as to take into consideration the environmental factors that impact on decision making.
> Range: Environmental factors include but are not limited to consideration of governmental priorities and operational context of the committees.
- 2.3 Good governance principles are applied so as to ensure effective oversight of public finance management practices.

> Range: Good governance principles include but are not limited to participation, consensus, strategic vision, responsiveness, effectiveness, accountability, transparency, equity and fairness.

Associated Assessment Criteria for Exit Level Outcome 3:

3.1 Relevant legislative parameters are applied during the oversight processes.

3.2 Decisions are made on the basis of the identified legislation applicable to a specific context.

3.3 Financial management, budgeting and auditing principles are promoted in order to ensure effective use of resources.

3.4 Information is gathered in preparation for public hearings.

> Range: Information includes but is not limited to specialist advice, briefings, special audit reports, commission reports, academic studies and historical data.

3.5 Enforcement activities are planned in order to strengthen effective oversight practices.

Associated Assessment Criteria for Exit Level Outcome 4:

4.1 Ethical principles, standards and professional conduct are adhered to when exercising oversight duties and responsibilities during public hearings.

4.2 Protocols, mandates and powers are exercised in accordance with the legislative framework.

> Range: Legislative framework includes but is not limited to National and Provincial Powers and Privileges Act, Public Finance Management Act, Public Service Act and Rules of the Legislatures.

4.3 Oversight hearings are conducted in order to enforce legislative requirements.

4.4 Information gathered during the scrutiny process is analysed in order to formulate and make informed recommendations to parliament, provincial legislatures and councils.

> Note: Formulating recommendations requires the reaching of consensus.

4.5 Executive responses of resolutions tabled in legislature are evaluated and monitored to effect accountability and complete the oversight process.

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.

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

Best Practice:

Countries selected for the International Comparability are Malawi, Bangladesh, Canada and Australia. These countries surveyed have developed related qualifications or learning programmes in the field of general public financial management, accounting, auditing and oversight targeting the general public, members of parliament and parliamentary officials.

Malawi:

The University of Malawi provides a training programme for members of parliament supported by United Nations Development Programme (UNDP) and Danish International Development Agency (DANIDA). This project consisted of six three-week training courses over a two-year period, where the aim was to provide Members of Parliament (MPs) with knowledge of priority national issues, training in how to function effectively in Parliament and how to represent and put forth the needs of their constituencies.

Training was given at two levels, one tailor-made for MPs with higher education (tertiary level) and one for MPs with basic education. The training focused on four cluster areas:

- > Communication and language skills, including how to relate to the media.
- > Democracy, governance and human rights.
- > Financial analysis and economic affairs.
- > Gender relations and issues.

Findings: The National Certificate: Public Financial Oversight and Responsibility, NQF Level 6 compares favourably to the University of Malawi's parliamentary programme in terms of the cluster areas of communication and language skills, democracy, governance and human rights and financial analysis and economic affairs. It was however felt un-necessary to include gender relations and issues as this is handled extensively during short training programmes at the respective legislatures.

Bangladesh:

The Bangladesh Institute of Parliamentary Studies developed a programme for Members of the Bangladesh Parliament and Parliament Secretariat. The course consists of a total of nine modules, each covering specific issues of relevance to the practices and procedures of the Parliament of Bangladesh. The modules of the training course are as follows:

- > Module 1: Constitutional framework of Bangladesh.
- > Module 2: The organs of the Government.
- > Module 3: Introduction to the Rules of Procedure of the Bangladesh Parliament.
- > Module 4: Powers and functions of the Speaker.
- > Module 5: Legislative functions of the Parliament.
- > Module 6: Financial functions of the Parliament.
- > Module 7: Oversight functions of the Parliament.
- > Module 8: Representative functions and self-organisation of the Parliament.
- > Module 9: Gender-balance and gender-issues in Parliament.

Findings: The National Certificate: Public Financial Oversight and Responsibility, NQF Level 6 compares favourably in terms of Modules 5, 6 and 7 in that these aspects are included in this Qualification. The other Modules need not be included in this Qualification as they are included in the in-house training of each political parties legislature candidates.

Canada:

The School of Graduate Studies at the University of Toronto, offers a Master's Certificate Programme in Public Finances and Governance.

The following two models are taken as core courses:

- > GSPP 801 Governance and Administration (3). The module covers analyses of governing institutions and the process of modern government as a means of enhancing student's understanding of policy formulation and implementation. It is intended to provide a basis for critically assessing political and administrative decision-making and policy outcomes.
- > GSPP 802 Public Finance (3). The module provides a survey of Canadian public finance. Examines rationales for government intervention in a market economy, the assessment of public policy, how government decisions are made and the impact of government expenditures and taxation on the economy and the well-being of Canadians, in terms of economic efficiency and interpersonal equity.

Findings: The National Certificate: Public Financial Oversight and Responsibility, NQF Level 6 differs from the Master's Certificate Programme in Public Finances and Governance in that it is very specific in terms of occupational learning whereas the Master's Certificate Programme in Public Finances and Governance is very academically based. The National Certificate: Public Financial Oversight and Responsibility, NQF Level 6 provides the learner with the contextualised knowledge and skills required to conduct their duties as part of an oversight committee.

Australia:

The School of Economic at the University of Adelaide in Australia offers an undergraduate course in Economics and Financial Management for members of parliament that do not have a financial or economic background when taking up their tenure. Economic and financial courses can be selected from the following list:

- > Business Finance II.
- > Financial Economics II.
- > Financial Computing II.
- > International Trade & Investment Policy II.
- > Macroeconomic Theory and Policy II.
- > Applied Econometrics III.
- > Corporate Finance Theory III.
- > Corporate Investment & Analysis III.
- > Econometrics III.
- > Economic Theory III.
- > Financial Modeling Techniques III.
- > International Finance III.
- > International Trade III.
- > Life Contingencies II.
- > Mathematics of Finance III.
- > Banking & Financial Markets III.
- > Options, Futures & Risk Management III.
- > Portfolio Theory & Management III.

The La Trobe University in Victoria, Australia has developed a Financial Oversight Programme in conjunction with the Australian Parliament and covers the following aspects in its programme:

- > Oversight.
- > Public financial management.

- > Legislation.
- > Rules of Parliament.

Findings: The National Certificate: Public Financial Oversight and Responsibility, NQF Level 6 differs from the undergraduate course in Economics and Financial Management in that it is very specific in terms of occupational learning whereas the undergraduate course in Economics and Financial Management is very academically based and theoretical of nature. The National Certificate: Public Financial Oversight and Responsibility, NQF Level 6 provides the learner with the contextualised knowledge and skills required to conduct their duties as part of an oversight committee.

However the National Certificate: Public Financial Oversight and Responsibility, NQF Level 6 compares very favourably to La Trobe University's Financial Oversight Programme in terms of the aspects of oversight, public finance management and legislation. It was however felt unnecessary to include rules of parliament as this is handled extensively during short training programmes for Members of Parliament and is not applicable to provincial and local oversight committee members.

Summary:

Of the above mentioned courses and programmes only three, the University of Malawi's parliamentary programme, the Bangladesh Institute of Parliamentary Studies programme and La Trobe University's Financial Oversight Programme, compare favourably to the National Certificate: Public Financial Oversight and Responsibility, NQF Level 6 as these are also occupationally based programmes based on the competencies that the learners are required to shown during oversight. The University of Toronto's Master's Certificate Programme in Public Finances and Governance and the University of Adelaide undergraduate course in Economics and Financial Management are academic and theoretical programmes which for this reason do not compare favourably to the National Certificate: Public Financial Oversight and Responsibility, NQF Level 6.

ARTICULATION OPTIONS

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

Horizontal articulation is possible with the following Qualifications:

- > ID 57897: National Diploma: Public Administration, NQF Level 6.

Vertical articulation is possible with the following qualifications:

- > ID 57827: National Diploma: Public Administration, NQF Level 7.

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 7 or higher.
- > To be registered as an assessor with the relevant ETQA.

NOTES

Range:

Oversight processes include but not limited to planning, information gathering, conducting oversight hearings, making recommendations and evaluating and monitoring responses to and from executive.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	260341	Utilise processes within the oversight environment to promote effective corporate governance	Level 6	10
Core	120303	Apply principles of risk management	Level 5	8
Core	119346	Apply sound communication principles in the coordination of selected public sector communications programmes	Level 5	10
Core	120360	Demonstrate understanding of financial and accounting principles for public entities	Level 5	12
Core	10301	Complete a research assignment	Level 6	20
Core	260338	Conduct oversight hearings	Level 6	15
Core	260340	Discharge oversight responsibilities by using financial tools and instruments to effect accountability in the public sector	Level 6	15
Core	260339	Utilise reports as an oversight tool	Level 6	10
Core	242916	Strengthen and implement sustainable public sector ethical practices	Level 7	8
Elective	119347	Analyse and evaluate the impact of macroeconomic data on the operating environment of the public sector	Level 5	12
Elective	119343	Apply operations research principles and tools in the management of project activities and resources	Level 5	15
Elective	119334	Discuss the selected legislative regulatory framework governing the public sector management and administration environment	Level 5	12
Elective	116346	Apply techniques and South African statutes to cash and investment management in a municipal environment	Level 6	10
Elective	12138	Conduct an organisational needs analysis	Level 6	10
Elective	243114	Manage the implementation of organisational strategies, policies and plans in a Public Sector environment	Level 6	8
Elective	242915	Apply research methodologies in order to compile in a major research report in a public sector context	Level 7	12
Elective	114703	Explain the policies of the African States and SADC countries	Level 7	5

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Conduct oversight hearings**

SAQA US ID	UNIT STANDARD TITLE		
260338	Conduct oversight hearings		
ORIGINATOR	PROVIDER		
Task Team - Public Fin Oversight & Accountability			
FIELD	SUBFIELD		
3 - Business, Commerce and Management Studies	Public Administration		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	15

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

SPECIFIC OUTCOME 1

Plan and prepare for an oversight hearing.

SPECIFIC OUTCOME 2

Conduct an oversight hearing.

SPECIFIC OUTCOME 3

Draw up recommendations.

SPECIFIC OUTCOME 4

Evaluate and monitor responses from the executive.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	64670	National Certificate: Public Financial Oversight and Accountability	Level 6



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Utilise reports as an oversight tool***

SAQA US ID	UNIT STANDARD TITLE		
260339	Utilise reports as an oversight tool		
ORIGINATOR		PROVIDER	
Task Team - Public Fin Oversight & Accountability			
FIELD	SUBFIELD		
3 - Business, Commerce and Management Studies	Public Administration		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	10

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 legislative framework pertaining to oversight and accountability.

SPECIFIC OUTCOME 2

Demonstrate an understanding of reports as an oversight tool.

SPECIFIC OUTCOME 3

Gather information and data.

SPECIFIC OUTCOME 4

Analyse reports.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	64670	National Certificate: Public Financial Oversight and Accountability	Level 6



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Discharge oversight responsibilities by using financial tools and instruments to effect accountability in the public sector

SAQA US ID	UNIT STANDARD TITLE		
260340	Discharge oversight responsibilities by using financial tools and instruments to effect accountability in the public sector		
ORIGINATOR		PROVIDER	
Task Team - Public Fin Oversight & Accountability			
FIELD		SUBFIELD	
3 - Business, Commerce and Management Studies		Public Administration	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	15

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

SPECIFIC OUTCOME 1

Examine budget expenditure in relation to planned outputs.

SPECIFIC OUTCOME 2

Measure compliance during oversight and accountability.

SPECIFIC OUTCOME 3

Use auditing process outcomes during oversight and accountability.

SPECIFIC OUTCOME 4

Use performance information during oversight and accountability.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	64670	National Certificate: Public Financial Oversight and Accountability	Level 6



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Utilise processes within the oversight environment to promote effective corporate governance

SAQA US ID	UNIT STANDARD TITLE		
260341	Utilise processes within the oversight environment to promote effective corporate governance		
ORIGINATOR		PROVIDER	
Task Team - Public Fin Oversight & Accountability			
FIELD		SUBFIELD	
3 - Business, Commerce and Management Studies		Public Administration	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	10

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

SPECIFIC OUTCOME 1

Illustrate the inter-relationships between and within the three spheres of government and other stakeholders.

SPECIFIC OUTCOME 2

Analyse the concepts and principles of oversight and accountability.

SPECIFIC OUTCOME 3

Explain issues of ethics in the context of implementing oversight processes.

SPECIFIC OUTCOME 4

Communicate with all stakeholders to enhance effective oversight.

SPECIFIC OUTCOME 5

Evaluate issues of service delivery in the context of implementing oversight processes.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Fundamental	64670	National Certificate: Public Financial Oversight and Accountability	Level 6

No. 1277

5 December 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

Education Management and Leadership

registered by Organising Field 05, Education, Training and Development, publishes the following Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Unit Standards. The full Unit Standards can be accessed via the SAQA web-site at www.sqa.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 Units Standards should reach SAQA at the address below and *no later than 5 January 2009* All correspondence should be marked **Standards Setting – Education Management and Leadership** addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. E Brown

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or faxed to 012 – 431-5144

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



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Recruit and select a candidate to fill a post in a school***

SAQA US ID	UNIT STANDARD TITLE		
260197	Recruit and select a candidate to fill a post in a school		
ORIGINATOR	PROVIDER		
SGB Education Management and Leadership			
FIELD	SUBFIELD		
5 - Education, Training and Development	Schooling		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	7

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

SPECIFIC OUTCOME 1

Demonstrate understanding of human resource issues related to school governance.

SPECIFIC OUTCOME 2

Plan and prepare for recruitment.

SPECIFIC OUTCOME 3

Plan and prepare the selection process.

SPECIFIC OUTCOME 4

Interview and recommend short-listed applicants.

SPECIFIC OUTCOME 5

Conclude the contractual process with school (SGB) appointees.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate understanding of legal aspects pertaining to human resources in a school

SAQA US ID	UNIT STANDARD TITLE		
260217	Demonstrate understanding of legal aspects pertaining to human resources in a school		
ORIGINATOR		PROVIDER	
SGB Education Management and Leadership			
FIELD		SUBFIELD	
5 - Education, Training and Development		Schooling	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

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

SPECIFIC OUTCOME 1

Demonstrate understanding of the regulatory framework pertaining to human resources within a school.

SPECIFIC OUTCOME 2

Describe the school's (SGB) role as an employer.

SPECIFIC OUTCOME 3

Describe the duties of employees and the processes to deal with breach of contract.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Use communication skills to enhance the functions of the School Governing Body

SAQA US ID	UNIT STANDARD TITLE		
260218	Use communication skills to enhance the functions of the School Governing Body		
ORIGINATOR		PROVIDER	
SGB Education Management and Leadership			
FIELD		SUBFIELD	
5 - Education, Training and Development		Schooling	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	9

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

SPECIFIC OUTCOME 1

Use verbal/oral language skills to perform SGB functions.

SPECIFIC OUTCOME 2

Use written communication techniques to perform SGB functions.

SPECIFIC OUTCOME 3

Communicate the intended message to a range of stakeholders to achieve SGB objectives.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Plan for school development***

SAQA US ID	UNIT STANDARD TITLE		
260237	Plan for school development		
ORIGINATOR		PROVIDER	
SGB Education Management and Leadership			
FIELD		SUBFIELD	
5 - Education, Training and Development		Schooling	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

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

SPECIFIC OUTCOME 1

Conduct an environmental scan of the school.

SPECIFIC OUTCOME 2

Develop a plan to improve the school.

SPECIFIC OUTCOME 3

Implement the school development plan.

SPECIFIC OUTCOME 4

Monitor and evaluate the school development plan.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Demonstrate knowledge of the legislative framework for school governance***

SAQA US ID	UNIT STANDARD TITLE		
260257	Demonstrate knowledge of the legislative framework for school governance		
ORIGINATOR	PROVIDER		
SGB Education Management and Leadership			
FIELD	SUBFIELD		
5 - Education, Training and Development	Schooling		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

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

SPECIFIC OUTCOME 1

Identify and apply the South African Constitution in relation to school governance.

SPECIFIC OUTCOME 2

Explain the SASA as the legal basis for school governance and management.

SPECIFIC OUTCOME 3

Discuss the roles, functions and responsibilities of the SGB.

SPECIFIC OUTCOME 4

Identify and apply supporting legislation, regulations and policy related to school governance.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Administer school assets***

SAQA US ID	UNIT STANDARD TITLE		
260277	Administer school assets		
ORIGINATOR		PROVIDER	
SGB Education Management and Leadership			
FIELD		SUBFIELD	
5 - Education, Training and Development		Schooling	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

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

SPECIFIC OUTCOME 1

Explain the legal framework within which schools occupy and administer school grounds and buildings.

SPECIFIC OUTCOME 2

Maintain school buildings.

SPECIFIC OUTCOME 3

Let buildings and land.

SPECIFIC OUTCOME 4

Build with own school funds.

SPECIFIC OUTCOME 5

Apply knowledge of procurement and administration of movable assets in a school.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Develop and implement policy for school governance***

SAQA US ID		UNIT STANDARD TITLE	
260337		Develop and implement policy for school governance	
ORIGINATOR		PROVIDER	
SGB Education Management and Leadership			
FIELD		SUBFIELD	
5 - Education, Training and Development		Schooling	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	9

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

SPECIFIC OUTCOME 1

Explain the principles of policy development in the context of a school.

SPECIFIC OUTCOME 2

Discuss aspects related to policy formulation.

SPECIFIC OUTCOME 3

Formulate the policy.

SPECIFIC OUTCOME 4

Develop an implementation plan for the policy.

SPECIFIC OUTCOME 5

Monitor and evaluate the policy.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Prepare, implement and monitor the budget of a school***

SAQA US ID	UNIT STANDARD TITLE		
260357	Prepare, implement and monitor the budget of a school		
ORIGINATOR		PROVIDER	
SGB Education Management and Leadership			
FIELD		SUBFIELD	
5 - Education, Training and Development		Schooling	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

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

SPECIFIC OUTCOME 1

Explain the regulatory framework regarding the school budget and budget processes.

SPECIFIC OUTCOME 2

Explain the concept of budgeting pertaining to the cost centre.

SPECIFIC OUTCOME 3

Prepare a draft budget.

SPECIFIC OUTCOME 4

Present the proposed budget to parents for adoption.

SPECIFIC OUTCOME 5

Implement and monitor the budget.

SPECIFIC OUTCOME 6

Describe fundraising to meet budget shortfall within the context of a school.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None

No. 1278

5 December 2008

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Engineering

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

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

Comment on the Unit Standards should reach SAQA at the address ***below and no later than 5 January 2009*** All correspondence should be marked **Standards Setting – Engineering** 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


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



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Manage and Direct Non-Destructive Magnetic Particle Testing***

SAQA US ID	UNIT STANDARD TITLE		
260297	Manage and Direct Non-Destructive Magnetic Particle Testing		
ORIGINATOR		PROVIDER	
SGB Engineering			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Engineering and Related Design	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
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

Translate MT Codes, Specifications and Procedures into practical work instructions adapted to the actual working conditions.

SPECIFIC OUTCOME 2

Verify equipment and process for Magnetic Particle testing.

SPECIFIC OUTCOME 3

Perform and supervise testing.

SPECIFIC OUTCOME 4

Interpret and evaluate indications.

SPECIFIC OUTCOME 5

Organize and report results.

SPECIFIC OUTCOME 6

Establish techniques and procedures for testing.

SPECIFIC OUTCOME 7

Assume full responsibility for NDT Facility and Staff.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage and Direct Non-Destructive Electromagnetic Testing

SAQA US ID	UNIT STANDARD TITLE		
260298	Manage and Direct Non-Destructive Electromagnetic Testing		
ORIGINATOR		PROVIDER	
SGB Engineering			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Engineering and Related Design	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	12

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

SPECIFIC OUTCOME 1

Translate Codes, Specifications and Procedures into practical work instructions adapted to the actual working conditions.

SPECIFIC OUTCOME 2

Verify equipment for electromagnetic testing.

SPECIFIC OUTCOME 3

Perform and supervise testing.

SPECIFIC OUTCOME 4

Interpret and evaluate indications.

SPECIFIC OUTCOME 5

Organize and report results.

SPECIFIC OUTCOME 6

Establish techniques and procedures for testing.

SPECIFIC OUTCOME 7

Assume full responsibility for NDT Facility and Staff.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Manage and direct non-destructive radiographic testing***

SAQA US ID	UNIT STANDARD TITLE		
260299	Manage and direct non-destructive radiographic testing		
ORIGINATOR		PROVIDER	
SGB Engineering			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Engineering and Related Design	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	12

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

SPECIFIC OUTCOME 1

Translate RT Codes, Specifications and Procedures into practical work instructions adapted to the actual working conditions.

SPECIFIC OUTCOME 2

Verify equipment for radiographic testing.

SPECIFIC OUTCOME 3

Perform and supervise testing.

SPECIFIC OUTCOME 4

Interpret and evaluate indications on radiographs.

SPECIFIC OUTCOME 5

Organize and report results.

SPECIFIC OUTCOME 6

Establish techniques and procedures for testing.

SPECIFIC OUTCOME 7

Assume full responsibility for NDT Facility and Staff.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Manage and Direct Non-Destructive Liquid Penetrant Testing***

SAQA US ID	UNIT STANDARD TITLE		
260300	Manage and Direct Non-Destructive Liquid Penetrant Testing		
ORIGINATOR		PROVIDER	
SGB Engineering			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Engineering and Related Design	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
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

Translate PT Codes, Specifications and Procedures into practical work instructions adapted to the actual working conditions.

SPECIFIC OUTCOME 2

Verify equipment and process for liquid penetrant testing.

SPECIFIC OUTCOME 3

Perform and supervise testing.

SPECIFIC OUTCOME 4

Interpret and evaluate indications.

SPECIFIC OUTCOME 5

Organize and report results.

SPECIFIC OUTCOME 6

Establish techniques and procedures for testing.

SPECIFIC OUTCOME 7

Assume full responsibility for NDT Facility and Staff.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Manage and direct non-destructive ultrasonic testing***

SAQA US ID	UNIT STANDARD TITLE		
260317	Manage and direct non-destructive ultrasonic testing		
ORIGINATOR		PROVIDER	
SGB Engineering			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Engineering and Related Design	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	12

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

SPECIFIC OUTCOME 1

Translate UT Codes, Specifications and Procedures into practical work instructions adapted to the actual working conditions.

SPECIFIC OUTCOME 2

Verify equipment for ultrasonic testing.

SPECIFIC OUTCOME 3

Perform and supervise testing.

SPECIFIC OUTCOME 4

Interpret and evaluate indications.

SPECIFIC OUTCOME 5

Organize and report results.

SPECIFIC OUTCOME 6

Establish techniques and procedures for testing.

SPECIFIC OUTCOME 7

Assume full responsibility for NDT Facility and Staff.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



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 Qualification and Unit Standard for public comment.

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

Comment on the Qualification and Unit Standard should reach SAQA at the address below and *no later than 5 January 2009*. 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


D. MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
National Certificate: Automotive Body Repair

SAQA QUAL ID		QUALIFICATION TITLE	
64709		National Certificate: Automotive Body Repair	
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 Body Repair 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 body repair 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 body repair environment.

The primary skill that is recognised in this qualification is the ability to understand and apply the relevant theory of auto body construction and passive- and active safety systems in order to repair minor dents. 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 body repair work.
- > Repair minor accident damage to vehicles.

Rationale:

The automotive body repair industry is subjected to the ever increasing new technology of body repair methods. 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 body repair shop from where learning gradually progresses to more advanced repair techniques at higher levels of learning, thereby exposing learners to more advanced and sophisticated body repair methods and equipment.

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 body repair. 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 and numeracy at NQF Level 1.
- > Basic concepts of science and technology 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 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 body repair, 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 (51 Credits).
- > Additional Elective unit standards accounting for 33 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 vehicle for automotive body repair work.
4. Repair minor accident damage to vehicles.

Critical Cross-Field Outcomes:

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

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

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 replaced or repaired according to workplace procedures.
- 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 Body construction features of the vehicle are identified in relation to access to damaged area.
- 3.3 Vehicle safety features are identified in terms of precautions when working near activation points.
- 3.4 Damaged panels are prepared for repair in accordance with workplace procedures.
- 3.5 Damaged components are cleaned and dismantled according to organisational requirements.
- 3.6 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 Damaged components are removed and replaced according to manufacturer specifications.
- 4.3 Consequences of not replacing components correctly are described in terms of safety hazards and customer satisfaction.
- 4.4 Damaged body panels are repaired to original manufacturer specifications.
- 4.5 Repaired 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.

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 Body Repair 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. 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 Body Repair 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 panel beater 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 Panel Beater. 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). 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 vehicle maintenance, 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 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.

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: Autotronics, NQF Level 2.
- > ID 63473 - National Certificate: Mechanical Engineering: Fitting: Manufacturing and Engineering, NQF Level 2.
- > ID 22770 - National Certificate: Mechatronics, NQF Level 2.
- > ID 62709 - National Certificate: Service Station Operations, NQF Level 2.
- > ID 64410 - National Certificate: Automotive Spray Painting, NQF Level 2.

Vertical articulation is possible with the following qualifications:

- > ID 64529 - National Certificate: Automotive Body Repair at 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

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119463	Access and use information from texts	Level 2	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
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	260158	Apply sealers and cavity fillers on vehicles	Level 2	4
Core	13220	Keep the work area safe and productive	Level 2	8
Core	119734	Perform surface preparation on a body panel	Level 2	8
Core	119741	Remove, replace and align body parts	Level 2	8
Core	119747	Repair minor dents on ferrous body shell and parts	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
Core	119736	Understand the body construction and safety features of a vehicle	Level 2	4
Elective	116932	Operate a personal computer system	Level 1	3
Elective	119752	Adjust headlights	Level 2	2
Elective	13217	Collect and use information	Level 2	5
Elective	119745	Conduct an inspection	Level 2	4
Elective	243067	Cut materials using the oxy-fuel gas cutting process (manual cutting)	Level 2	6
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	119753	Perform basic welding/joining of metals	Level 2	8
Elective	260159	Polish automotive painted panels	Level 2	6
Elective	12219	Select, use and care for engineering power tools	Level 2	6

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:**National Certificate: Automotive Body Repair**

SAQA QUAL ID	QUALIFICATION TITLE		
64529	National Certificate: Automotive Body Repair		
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	135	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 Body Repair 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 body repair 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 body repair environment.

The primary skill that is recognised in this qualification is the ability to apply detailed knowledge of vehicle metallurgy and repair techniques in order to repair major dents. 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.
- > Remove and replace vehicle parts.
- > Repair damaged ferrous metal panels.

Rationale:

The automotive body repair industry is subjected to the ever increasing new technologies of body repair methods. At the level of this qualification, learners will be required to conduct various complex repair processes for which the use of sophisticated tools, equipment and processes are necessary. Most vehicles are now equipped with electronic controlled devices and safety restraint systems that are all interlinked and controlled by on board computers and

therefore insurance companies demand from the Automotive Body Repair Industry that only skilled people are allowed to perform the repair work on vehicles.

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 body repair. 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 chassis straightening and structural repair. 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 Body Repair 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 science and technology at NQF Level 2.
- > Use of automotive workshop tools and equipment at NQF Level 2.
- > Repairing minor accident damage to vehicles 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 body repair, 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 (85 Credits).
- > Additional Elective unit standards accounting for 14 credits must be selected to achieve a total of 135 credits for this qualification.

EXIT LEVEL OUTCOMES

1. Communicate with peers and supervisors in an automotive work context.
2. Solve recurring problems in an automotive workshop.
3. Use and maintain automotive workshop tools and equipment.
4. Remove and replace vehicle parts.
5. Repair damaged ferrous metal panels.

Critical Cross-Field Outcomes:

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

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

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 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. Faulty tools are identified and replaced or repaired as appropriate.
- 3.4 Cutting and joining of metals is in accordance with manufacturer specifications.

Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 The vehicle is made safe to work with in accordance with manufacturer specifications.
- 4.2 Body construction features of the vehicle are identified in relation to access to damaged parts.
- 4.3 Vehicle safety features are identified in terms of precautions when working near activation points.
- 4.4 Pre and post removal and installation procedures are carried out in accordance with the workplace procedures and the manufacturer's specifications at an appropriate time during the process.
- 4.5 All the relevant liquids are removed and dispensed of in accordance with the workplace and SHE procedures.
- 4.6 Vehicle parts are removed and replaced in accordance with the workplace and manufacturer specifications without damage to the surrounding area, parts or components.
- 4.7 Consequences of not replacing parts correctly are described in terms of safety hazards and customer satisfaction.
- 4.8 Work is conducted with due consideration for other team members and overall productivity.

Associated Assessment Criteria for Exit Level Outcome 5:

- 5.1 The required repair processes are performed completed and quality assured in accordance with the workplace procedures and the manufacturer's specifications.
- 5.2 Repaired panels are fitted and aligned to other panels in accordance with manufacturer specifications.
- 5.3 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 Body Repair 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. 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 Body Repair 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 panel beater 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 3 and covers various aspects included in the South African qualifications at Levels 2 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 Panel Beater. 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). 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 vehicle maintenance, 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.

ARTICULATION OPTIONS

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

Horizontal articulation is possible with the following Qualifications:

- > ID 58497: Automotive repair and maintenance, NQF Level 3.
- > ID 22859: Autotronics, NQF Level 3.
- > Mechanical engineering: Fitting, NQF Level 3.
- > ID 2277: Mechatronics, NQF Level 3.

Vertical articulation is possible with the following qualifications:

- > ID National Certificate: Automotive Body Repair 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.

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	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	119466	Interpret a variety of literary texts	Level 3	5
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	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	243067	Cut materials using the oxy-fuel gas cutting process (manual cutting)	Level 2	6
Core	119753	Perform basic welding/joining of metals	Level 2	8
Core	13234	Apply quality procedures	Level 3	8
Core	13223	Apply safety, health and environmental protection procedures	Level 3	6
Core	244052	Install automotive main components	Level 3	6
Core	9530	Manage work time effectively	Level 3	3
Core	244111	Remove and install a dashboard	Level 3	5
Core	244059	Remove automotive main components	Level 3	6
Core	244112	Remove, fit and align the body panels of a vehicle	Level 3	8
Core	244116	Repair deformed ferrous metal panels	Level 3	11
Core	244115	Replace vehicle trim	Level 3	6
Core	260437	Trace and repair auto electrical circuit faults	Level 3	8
Core	244056	Understand the fundamentals of engine technology	Level 3	4
Elective	119745	Conduct an inspection	Level 2	4
Elective	116937	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	15100	Check and adjust steering geometry	Level 3	4
Elective	116703	Check and maintain air-conditioners in vehicles	Level 3	4
Elective	12457	Develop learning strategies and techniques	Level 3	3
Elective	12456	Explain and use organisational procedures	Level 3	6
Elective	244114	Replace vehicle glass	Level 3	3
Elective	244051	Test and repair an engine cooling system	Level 3	4
Elective	253734	Cut materials using plasma cutting	Level 4	4

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Further Education and Training Certificate: Automotive Body Repair

SAQA QUAL ID	QUALIFICATION TITLE		
64549	Further Education and Training Certificate: Automotive Body Repair		
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	135	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 Body Repair 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 body repair 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 body repair environment.

The primary skill that is recognised in this qualification is the ability to apply relevant theory in order to conduct integral structural repairs to vehicles. 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 customers in an automotive work context.
- > Analyse problems and provide solutions in an automotive workshop.
- > Co-ordinate work activities in an automotive context.
- > Repair damaged vehicle panels.
- > Repair structural damage to vehicles.

Rationale:

The automotive body repair industry is subjected to the ever increasing new technologies of body repair methods. At the level of this qualification, learners will be required to conduct various complex repair processes for which the use of sophisticated tools, equipment and processes are necessary. Most vehicles are now equipped with electronic controlled devices and safety restraint systems that are all interlinked and controlled by on board computers and

therefore the insurance companies demand from the Automotive Body Repair Industry that only skilled people are allowed to perform the repair work on vehicles.

This is the third qualification in a series and forms the main competence for learners who want to be recognised as a skilled artisan in the field of automotive body repair. 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 to become a workshop foreman. 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 Body Repair 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.
- > Repairing damaged ferrous metal panels 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 body repair, 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 (70 Credits).
- > Additional Elective unit standards accounting for 9 credits must be selected to achieve a total of 135 credits for this qualification.

EXIT LEVEL OUTCOMES

1. Communicate with peers and customers in an automotive work context.
2. Analyse problems and provide solutions in an automotive workshop.
3. Co-ordinate work activities in an automotive context.
4. Repair damaged vehicle panels.
 - > Range: Repair includes removing dents and/or replacing panels.
5. Repair structural damage to vehicles.

Critical Cross-Field Outcomes:

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

- > 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.
- > Remove and replace vehicle parts.
- > Repair damaged ferrous metal panels.

Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.

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

Organising and managing oneself and one's activities responsibly and effectively.

Collecting, analysing, organising and critically evaluating information.

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

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

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

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 Organizational 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 required repair processes are performed, completed and quality assured in accordance with the workplace procedures and the manufacturer's specifications.
- 4.2 Repaired panels are fitted and aligned to other panels in accordance with manufacturer specifications.
- 4.3 Pre and post removal and installation procedures are carried out in accordance with the workplace procedures and the manufacturer's specifications at an appropriate time during the process.
- 4.4 Vehicle parts are removed and replaced in accordance with the workplace and manufacturer specifications without damage to the surrounding area, parts or components.
- 4.5 Consequences of not replacing parts correctly are described in terms of safety hazards and customer satisfaction.
- 4.6 Work is conducted with due consideration for other team members and overall productivity.

Associated Assessment Criteria for Exit Level Outcome 5:

- 5.1 The vehicle is made safe to work with in accordance with manufacturer specifications.
- 5.2 Body construction features of the vehicle are identified in relation to access to damaged parts.

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

5.4 Pre and post repair procedures are carried out in accordance with the workplace procedures and the manufacturer's specifications at an appropriate time during the process.

5.5 The required repair processes are performed, completed and quality assured in accordance with the workplace procedures and the manufacturer's specifications.

5.6 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 Body Repair 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. 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 Body Repair 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 panel beater 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 Panel Beater. 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). 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 vehicle maintenance, 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.

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 23275: National Certificate: Mechanical Engineering: Fitting, NQF Level 4.
- > ID 22772: National Certificate: Mechatronics, NQF Level 4.

Vertical articulation is possible with the following qualifications:

- > National Certificate: Automotive repair and maintenance, NQF Level 5.
- > ID 59201: National Certificate: Generic management, NQF Level 5.
- > ID 58341: Diploma: Business management, 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	119458	Analyse and respond to a variety of literary texts	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	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	15100	Check and adjust steering geometry	Level 3	4
Core	116714	Lead a team, plan, allocate and assess their work	Level 3	4
Core	244051	Test and repair an engine cooling system	Level 3	4
Core	244167	Assess and align the body shell with chassis anchorage equipment	Level 4	16
Core	253734	Cut materials using plasma cutting	Level 4	4
Core	244168	Fit external components to an engine	Level 4	6

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	244172	Perform a pre-delivery quality assurance inspection	Level 4	4
Core	244166	Repair non-ferrous metal body components	Level 4	8
Core	244164	Repair non-metal body components	Level 4	8
Core	12234	Diagnose and repair supplementary restraint systems (SRS)	Level 5	12
Elective	244110	Conduct paintless dent removal	Level 3	9
Elective	123258	Foster and maintain customer relations	Level 3	10
Elective	117877	Perform one-to-one training on the job	Level 3	4
Elective	12455	Perform the role of a safety, health and environmental protection representative	Level 3	4
Elective	244129	Book in work for an automotive business	Level 4	4
Elective	13254	Contribute to the implementation and maintenance of business processes	Level 4	10
Elective	244136	Diagnose and repair cooling systems	Level 4	4
Elective	244144	Diagnose and repair steering system components	Level 4	4
Elective	244134	Estimate the cost and duration of an automotive repair	Level 4	6
Elective	230462	Analyse failure of vehicle parts	Level 5	12
Elective	12232	Diagnose and repair vehicle stability, traction and drive control (VSTDC) systems	Level 5	20

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Trace and repair auto electrical circuit faults**

SAQA US ID	UNIT STANDARD TITLE		
260437	Trace and repair auto electrical circuit faults		
ORIGINATOR			PROVIDER
SGB Vehicle Maintenance			
FIELD			SUBFIELD
6 - Manufacturing, Engineering and Technology			Manufacturing and Assembly
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
12221	Trace and repair auto-electrical circuits on automobiles	Level 3	20	Will occur as soon as 260437 is registered

SPECIFIC OUTCOME 1

Interpret auto electrical circuit diagrams and symbols.

SPECIFIC OUTCOME 2

Locate faults on auto electrical circuits.

SPECIFIC OUTCOME 3

Remove and fit auto electrical components.

SPECIFIC OUTCOME 4

Complete fault finding documentation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	64529	National Certificate: Automotive Body Repair	Level 3

No. 1280

5 December 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

Ancillary Health Care

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

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

Comment on the Qualification and Unit Standards should reach SAQA at the address below and **no later than 5 January 2009**. All correspondence should be marked **Standards Setting – SGB for Ancillary Health Care** 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


D. MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Community Health Work

SAQA QUAL ID	QUALIFICATION TITLE		
64697	Further Education and Training Certificate: Community Health Work		
ORIGINATOR	PROVIDER		
SGB Ancillary Health Care			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	9 - Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	156	Level 4	Regular-Unit Stds Based

This qualification replaces:

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
49131	Further Education and Training Certificate: Community Health Work	Level 4	156	Will occur as soon as 64697 is registered

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This Qualification is for any individual who is, or wishes to be, involved in Ancillary Health Care services. A learner who has achieved this qualification will integrate a range of awareness and competences to practice the roles of health promoter, health provider and health networker within a community development context.

Learners working towards this Qualification will find that the acquisition of competence in the Unit Standards, which make up the Qualification, will add value to their work performance. This Qualification is intended to enhance the provision of entry-level service within the field of health care within all sectors.

Learners who complete this qualification will have better self and social awareness and will possess a range of thinking and problem solving skills. In addition, they will possess the competence required to perform community health functions in a complex developing world context. They will have the skills required for employment by a range of government and social sector employers, will be in possession of a further education and training certificate and will be eligible for certain credit recognition in various higher education health qualifications.

Qualified learners in this field will provide a service that will assist communities to better manage their own health and wellness. They will have the skills to work as team members and as providers of support services within a multidisciplinary health care team.

In addition, recipients will be able perform some of the following according to their choice of electives:

- > Facilitate and administrate community health activities/centre via supervision of a team of health care workers.
- > Provide community health care.

- > Provide care for persons with intellectual and physical disabilities.
- > Assist in planning advocacy campaigns to support primary health care initiatives.
- > Assist in facilitating and implementing primary health care projects within the community.
- > Engage in inclusive communication with the Deaf in South Africa.
- > Practitioners will generally carry out their roles within the context of:
 - > The client's home.
 - > A community care centre.
 - > The broader community.

Rationale:

The South African Government is committed to combining the national human resource development strategy with the rapid upgrading of service delivery to all of the nation's communities.

An integral part of this strategy is initiatives to strengthen communities' abilities to empower themselves to participate in the political, economic, social and development spheres of South African life. Two key components in this empowerment are communities' abilities to integrate with and access state services, and their ability to further the health and wellness of community members.

There is no doubt from the international experience of Community Health Workers (CHW) that they play a role in improving basic health status of communities. In South Africa, the important supportive role of CHWs in the provision of health care services has been extensively documented. This contribution is further exemplified in those parts of the country where there is a shortage of professional health workers to provide the necessary health care services based on identified needs.

The Department of Health is leading the implementation of a multi-professional team-based approach to health care delivery, where each member of the team has a defined role to ensure that there is no duplication and overlapping of functions. This process will also ensure that no single member of the team dominates but that different members of the team will lead at different times depending on the services to be rendered.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

- > Mathematical Literacy at NQF Level 3.
- > Communication at NQF Level 3.
- > The Unit Standard ID 254222: Demonstrate stress management as a self-help tool at NQF Level 3.

Computer Literacy at NQF Level 3 is strongly recommended.

Recognition of Prior Learning:

The structure of this Unit Standards' based Qualification makes the Recognition of Prior Learning (RPL) possible. RPL will be done by means of an Integrated Assessment during which the learner should be able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification.

RPL may allow for accelerated access to further learning. All RPL is subject to quality assurance by the relevant accredited Education and Training Quality Assurance Body (ETQA) or ETQA that has a Memorandum of Understanding in place with the relevant ETQA. RPL is conducted

by a registered assessor who is accredited by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

Access to the Qualification:

Access to this Qualification is open, bearing in mind the conditions of the Learning Assumed to be in Place. It is preferable, however, for the learner to have completed 12 formal years of schooling or equivalent vocational qualifications.

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 156 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 84 credits, all of which are compulsory.

The Unit standards in the Core Component will equip the learner with the essential skills and knowledge required to effectively perform the Ancillary Health Care function. The Core Unit Standards consist of competencies relevant to managing individual and team performance to achieve health care objectives, examining the effects of fatigue in the workplace, assisting with the facilitation and implementation of primary health care projects within a community, including conducting a needs assessment and advocating campaigns to support these projects.

Elective Component:

The Elective Component consists of a number of Unit Standards. Learners are to choose a combination of Unit Standards to the minimum value of 16 credits.

EXIT LEVEL OUTCOMES

1. Assist in planning and implementing promotion programmes for Health Care within communities.
2. Assist in the facilitation and implementation of primary health care projects within the community.
3. Achieve ancillary health care objectives within own community/work context.

Critical Crossfield Outcomes:

- > Identify and solve problems related to community health work for the supervision and administration of community health projects in relation to community needs.
- > Work effectively with others as a member of a team, group, organisation or community to promote primary health care in the community and with all stakeholders that affect the success of community health projects.
- > Organise and manage oneself and one's activities responsibly to ensure proactive supervision of own local health care projects.
- > Collect, organise and critically evaluate information relating to the health care industry, legislation, structures and processes that affect primary health care, in order to ensure that community needs' assessments are conducted effectively and the community health projects are planned effectively.
- > Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written persuasion to engage stakeholders and promote primary health care within the community and with external stakeholders, colleagues and managers that may impact the success of the health care projects within own work context.
- > Use science and technology effectively and critically showing responsibility towards the environment and the health of others in order to effectively manage the primary health care function within own local context and to engage with relevant stakeholders.
- > Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts relating to primary health care not exist in isolation and that a variety of external factors, including political, socio-economic, capacity, resources, budgets and community needs will affect how a community health project is planned and administrated.

In addition this qualification contributes to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make the individual aware of the importance of:

- > Reflecting on and exploring a variety of strategies to learn more effectively in order to maximise the community health competences in other spheres of life and in other functions.
- > Being culturally and aesthetically sensitive across a range of social contexts in liaising with other stakeholders in the performance of his/her function in order to ensure community participation in health care.
- > Participating as a responsible citizen in the life of local, national and global communities by ensuring that health care projects are effective and overall community objectives are met proactively.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 Basic community needs assessments are conducted to determine priority health needs within the community.
- 1.2 An understanding of the Health Care system in South Africa is demonstrated with examples and in relation to own community priorities and objectives.
- 1.3 An understanding of the Primary Health Care approach is demonstrated in relation to own objectives to promote health care in own community.
- 1.4 An understanding of advocacy principles and processes are demonstrated in order to assist stakeholders in putting advocacy plans together.
- 1.5 Assistance is provided in the implementation, monitoring and evaluation of awareness campaigns arising from advocacy plans.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Community needs assessments are evaluated to determine priority health care projects within the community.

- 2.2 Stakeholders are identified and engaged to ensure effective impact of Primary Health Care projects.
- 2.3 Health care projects are identified and planned in consultation with the community.
- 2.4 Health care projects are implemented in line with priority needs in own work context.
- 2.5 Health care projects are monitored and evaluated on an ongoing basis.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 Individual and team performance is managed on an ongoing basis according to objectives that need to be achieved.
- 3.2 Business plans are produced as a management tool to effectively manage health care projects within the community.
- 3.3 Targeted training and development is conducted amongst teams and with other community health workers to achieve objectives.
- 3.4 The effects of fatigue in the workplace are managed to ensure productive work teams.
- 3.5 Stress management techniques are demonstrated as a self-help tool for primary health care workers in order to ensure ongoing productivity in achieving health care objectives.
- 3.6 Occupational health and safety procedures are implemented and adhered to on an ongoing basis.

Integrated Assessment:

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.

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

INTERNATIONAL COMPARABILITY

There are no internationally recognised qualifications for Ancillary Health Care workers. This qualification, as an outcomes' based education programme, is uniquely South African and is appropriate for the unique requirements in this country. It can be adapted to neighbouring (SADC) and other third-world countries.

Other countries, affected by the global shortage in the health sector workforce, have responded with initiatives using Community Health Workers and have created facilitative training initiatives for them. However, much Ancillary Health training is reactive in response to regional needs rather than proactive, as this qualification attempts to be. Whilst the content of qualifications and skills programmes varies from country to country, based on current urgent needs, they are comparable in content and level. Common themes enable Community Health Workers to act as a bridge between the community and the health care system and deal directly with some simpler community based problems.

The academic background and training of Community Health Workers vary widely in different regions. According to the World Health Organization, Community Health Workers should have a level of basic education that enables them to read, write, and do simple mathematical calculations.

Globally, Community Health Workers provide basic health services to a large number of populations, including poor people from rural areas. However, their efficiency is limited by lack of knowledge and skill. Continuing medical education and training programmes should provide problem oriented education, which would enable Community Health Workers to conduct programmes and provide primary health care.

Nepal, India, Bangladesh, Brazil, South East Asia:

Countries and continents using Community Health Workers include, but are not limited to, Nepal, India, Bangladesh, Brazil, South East Asia and Africa.

United States of America, Canada and the United Kingdom:

In some parts of the United States, Canada and the United Kingdom, in response to changing demographics and an influx of immigrants from diverse regions (Cambodia, Vietnam, and Thailand), ancillary health care programmes to and training for Community Health Workers have also been introduced.

United States of America:

The Minnesota Department of Health uses bilingual Community Health Workers to act as health guides or bridges between the health care system and patients in immigrant communities. Their roles include informal counselling, social support, and health education, enrolment in health insurance programs, advocacy, and referral and follow up services. Community Health Worker programmes have been found to be both cost effective and to improve health outcomes among minority and immigrant populations. Training programmes have been developed by the Healthcare Education Industry Partnership and the Blue Cross Blueshield Foundation and are presented at a number of institutions, e.g. The Minneapolis Community & Technical College, which] provides a Community Health Worker Enhanced Role Certificate consisting of 17 Credits made up as follows:

- > HCCC 1010 Behaviours for Success in Health Careers (0.50).
- > HCCC 1020 Communication in Healthcare (1.00).
- > HCCC 1030 Awareness and Sensitivity to Client Needs (0.50).
- > HCCC 1040 Respecting Client and Staff Diversity 0.50.
- > HCCC 1050 Healthcare Safety and Standard Precautions 0.50.
- > HCCC 1060 Legal Issues in Health Care 0.50.
- > HCCC 1070 Ethics 0.50.
- > HCCC 1080 Nursing Assistant Skill Set 2.00.
- > CMHW 1000 The Community Health Worker: Role, Advocacy and Outreach 3.00.
- > CMHW 1015 Organization and Resources: Community and Personal Strategies 2.00.
- > CMHW 1025 Teaching and Capacity Building 2.00.
- > CMHW 1035 The Community Health Worker: Legal and Ethical Responsibilities 1.00.
- > CMHW 1045 Community Health Worker Coordination, Documentation and Reporting 1.00.
- > CMHW 1055 Communication Skills and Cultural Competence 2.00.

Other states with diversity issues utilising such programmes include Texas and California.

Project based training:

In much of Africa, Ancillary Health Care workers are trained as part of international aid projects.

Kenya:

The community based HIV/AIDS Prevention and Support Project used and trained Community Health Workers using a 'cascading' method. A group of 250 master trainers trained larger groups of trainers who trained even larger groups of Community Health Workers and HIV/AIDS counsellors in community home-based care. Through this process almost 1,500 Community Health Workers were trained and provided continuing support to over 71,000 primary care givers.

Community Health Workers taught primary caregivers simple nursing skills such as the proper way to turn a client, how to wash the client in bed, nutritional needs, proper storage of drugs and monitoring adherence, and the importance of encouragement and avoiding stress.

Community Health Workers also helped patients and their families identify resources such as food security and financial support provided by local community and faith-based organizations.

SADC:

An examination of the situation within the SADC region indicates that the region is aware of the needs that can be met by such programmes. However, South Africa seems to be taking the lead in this regard and there is little comparative literature available on existing SADC programmes.

Conclusion:

On the whole the Further Education and Training Certificate: Community Health Care compares more than favourably with the courses and/or programmes in Community Health Work offered internationally. It is much more comprehensive and intensive than most programmes offered or accredited by organisations and/or institutions abroad.

This qualification, as an outcomes' based education programme, is unique to South Africa and is appropriate for the specific requirements of this country in terms of holistic and comprehensive health care and delivery. This qualification can be adapted to individual sub-Saharan countries and more especially, the SADC region countries, as well as all other countries with similar health provision services.

ARTICULATION OPTIONS

This Qualification articulates horizontally with:

- > ID 62589: Further Education and Training Certificate: Pharmacist Assistance, NQF Level 4.
- > ID 50019: Further Education and Training Certificate: Nursing, NQF Level 4..
- > ID 58396: Further Education and Training Certificate: Community Development: HIV/AIDS Support, NQF Level 4..

It articulates vertically with:

- > ID 63969: National Certificate: Pharmaceutical Sales Representation, NQF Level 5.
- > National Certificate: Business Studies: Medical Secretary, NQF Level 5.
- > ID 59236: National Diploma: Nursing, 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 ETQA or with an ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

> Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding in place with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

> Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise.

> Moderation should also encompass achievement of the competencies described both in individual Unit Standards as well as in the exit level outcomes described in the Qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor for this Qualification, the applicant should be:

- > In possession of a relevant qualification at least one NQF Level higher than that of the Qualification.
- > Registered as an Assessor with the relevant ETQA.
- > Acknowledged as an expert in the field of Community Health Work.

NOTES

This qualification replaces qualification 49131, "Further Education and Training Certificate: Community Health Work", Level 4, 156 credits.

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	260406	Assist in facilitating and implementing primary health care projects within the community	Level 4	12
Core	260379	Assist with planning and implementing advocacy campaigns for primary health care	Level 4	10
Core	110053	Conduct a basic community needs assessment	Level 4	12
Core	117870	Conduct targeted training and development using given methodologies	Level 4	10
Core	120366	Demonstrate understanding of the implementation of occupational health, safety and environmental legislation in the work place	Level 4	9
Core	114491	Educate and work closely with the community with regard to sexually transmitted infections (STIs) including Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS)	Level 4	10
Core	260378	Manage the effects of fatigue in the workplace	Level 4	9
Core	260383	Plan and promote nutritional programmes to improve health	Level 4	12
Elective	120391	Apply leadership skills to relationship management	Level 4	8
Elective	117484	Apply palliative care principles when assisting and supporting the child and family to manage life threatening disease	Level 4	12
Elective	117865	Assist and support learners to manage their learning experiences	Level 4	5
Elective	115076	Deliver a monologue for a known audience on a familiar topic using South African Sign Language	Level 4	10

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	115073	Demonstrate knowledge of Deaf culture, the Deaf community and technology, services and education for the Deaf in South Africa	Level 4	8
Elective	115078	Demonstrate the production and reception of regional South African Fingerspelling	Level 4	4
Elective	260377	Develop and implement a community based rehabilitation programme	Level 4	10
Elective	117505	Educate and support parents in childcare	Level 4	12
Elective	115074	Engage in short conversations with a Deaf person on a familiar topic using SASL	Level 4	6
Elective	120389	Explain and apply the concept, principles and theories of motivation in a leadership context	Level 4	6
Elective	260380	Facilitate the optimal functioning of the client with intellectual disability	Level 4	15
Elective	115077	Give and ask for directions to places and locations, using South African Sign Language	Level 4	4
Elective	117504	Identify and support the abused child	Level 4	6
Elective	242821	Identify responsibilities of a team leader in ensuring that organisational standards are met	Level 4	6
Elective	260382	Institute preventive measures to reduce the potential impact of disasters	Level 4	15
Elective	114586	Manage finances of a new venture	Level 4	5
Elective	11473	Manage individual and team performance	Level 4	8
Elective	114589	Manage time productively	Level 4	4
Elective	242819	Motivate and Build a Team	Level 4	10
Elective	115079	Perform everyday communicative tasks using South African Sign Language	Level 4	4
Elective	114592	Produce business plans for a new venture	Level 4	8
Elective	117496	Provide care and support to an elderly person	Level 4	10
Elective	120300	Analyse leadership and related theories in a work context	Level 5	8
Elective	260381	Facilitate community education for clinical research trials	Level 5	10

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Develop and implement a community based rehabilitation programme***

SAQA US ID	UNIT STANDARD TITLE		
260377	Develop and implement a community based rehabilitation programme		
ORIGINATOR		PROVIDER	
SGB Ancillary Health Care			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Rehabilitative Health/Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

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

SPECIFIC OUTCOME 1

Assist in organising and providing a basic rehabilitation programme to people with a disability in the area.

SPECIFIC OUTCOME 2

Assist in providing basic rehabilitation intervention.

SPECIFIC OUTCOME 3

Assist in providing rehabilitation to specific client groups.

SPECIFIC OUTCOME 4

Promote adherence to record keeping norms and standards.

SPECIFIC OUTCOME 5

Promote quality in treatment delivery.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	64697	Further Education and Training Certificate: Community Health Work	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage the effects of fatigue in the workplace

SAQA US ID	UNIT STANDARD TITLE		
260378	Manage the effects of fatigue in the workplace		
ORIGINATOR	PROVIDER		
SGB Ancillary Health Care			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Promotive Health and Developmental Services		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	9

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

SPECIFIC OUTCOME 1

Recognise and discuss the factors contributing to and the signs and symptoms of fatigue/impairment.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the relevant current legislation, organisational policies, procedures and Human Resource programmes.

SPECIFIC OUTCOME 3

Facilitate relations between the supervisor/manager and the fatigued employee.

SPECIFIC OUTCOME 4

Discuss the responsibilities of the supervisor in promoting a culture of trust within the company structure that relate to fatigue/impairment management.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	64697	Further Education and Training Certificate: Community Health Work	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Assist with planning and implementing advocacy campaigns for primary health care

SAQA US ID	UNIT STANDARD TITLE		
260379	Assist with planning and implementing advocacy campaigns for primary health care		
ORIGINATOR		PROVIDER	
SGB Ancillary Health Care			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
110056	Conduct advocacy campaigns and workshops in development practice	Level 4	12	Will occur as soon as 260379 is registered

SPECIFIC OUTCOME 1

Demonstrate an understanding of the Health Care System in South Africa.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the Primary Health Care approach.

SPECIFIC OUTCOME 3

Demonstrate an understanding of advocacy principles and processes in the role of assisting stakeholders in compiling advocacy plans.

SPECIFIC OUTCOME 4

Assist in implementing awareness campaigns derived from advocacy plans.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	64697	Further Education and Training Certificate: Community Health Work	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Facilitate the optimal functioning of the client with intellectual disability**

SAQA US ID	UNIT STANDARD TITLE		
260380	Facilitate the optimal functioning of the client with intellectual disability		
ORIGINATOR	PROVIDER		
SGB Ancillary Health Care			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Promotive Health and Developmental Services		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	15

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117502	Facilitate the optimal functioning of the client with intellectual disability	Level 4	18	Will occur as soon as 260380 is registered

SPECIFIC OUTCOME 1

Describe the meaning, causes, levels, effects and preventions of intellectual disability.

SPECIFIC OUTCOME 2

Promote activities of daily living to encourage independence.

SPECIFIC OUTCOME 3

Select and implement appropriate stimulation activities.

SPECIFIC OUTCOME 4

Implement programmes to manage behavioural problems.

SPECIFIC OUTCOME 5

Stimulate work related social skills in the client.

SPECIFIC OUTCOME 6

Explain the rights and responsibilities of persons with intellectual disability.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	64697	Further Education and Training Certificate: Community Health Work	Level 4
Elective	64769	National Certificate: Ancillary Health Care	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Facilitate community education for clinical research trials***

SAQA US ID	UNIT STANDARD TITLE		
260381	Facilitate community education for clinical research trials		
ORIGINATOR	PROVIDER		
SGB Ancillary Health Care			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Promotive Health and Developmental Services		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	10

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

SPECIFIC OUTCOME 1

Demonstrate fundamental understanding of science and research.

SPECIFIC OUTCOME 2

Demonstrate knowledge of ethical issues in clinical research.

SPECIFIC OUTCOME 3

Demonstrate knowledge of the vaccine research and development process.

SPECIFIC OUTCOME 4

Explain the requirements for ensuring community involvement in clinical research.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	64697	Further Education and Training Certificate: Community Health Work	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Institute preventive measures to reduce the potential impact of disasters***

SAQA US ID	UNIT STANDARD TITLE		
260382	Institute preventive measures to reduce the potential impact of disasters		
ORIGINATOR	PROVIDER		
SGB Ancillary Health Care			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Preventive Health		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	15

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117016	Institute preventive measures to reduce the potential impact of disasters	Level 3	14	Will occur as soon as 260382 is registered

SPECIFIC OUTCOME 1

Demonstrate knowledge of disasters in the community.

SPECIFIC OUTCOME 2

Identify and coordinate relevant resources to resolve potential disasters.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the Disaster Continuum of both slow and sudden onset disasters.

SPECIFIC OUTCOME 4

Differentiate between various types of disasters that may affect the community.

SPECIFIC OUTCOME 5

Establish and maintain disaster management systems.

SPECIFIC OUTCOME 6

Develop a culture of prevention.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	64697	Further Education and Training Certificate: Community Health Work	Level 4
Elective	64769	National Certificate: Ancillary Health Care	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Plan and promote nutritional programmes to improve health***

SAQA US ID	UNIT STANDARD TITLE		
260383	Plan and promote nutritional programmes to improve health		
ORIGINATOR		PROVIDER	
SGB Ancillary Health Care			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117490	Plan and promote nutritional programmes to improve community health	Level 4	12	Will occur as soon as 260383 is registered

SPECIFIC OUTCOME 1

Identify nutritional needs and resources.

SPECIFIC OUTCOME 2

Identify values of different foods and food groups.

SPECIFIC OUTCOME 3

Establish, develop and maintain local nutritional resources.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	64697	Further Education and Training Certificate: Community Health Work	Level 4
Core	64769	National Certificate: Ancillary Health Care	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Assist in facilitating and implementing primary health care projects within the community

SAQA US ID	UNIT STANDARD TITLE		
260406	Assist in facilitating and implementing primary health care projects within the community		
ORIGINATOR		PROVIDER	
SGB Ancillary Health Care			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117498	Demonstrate knowledge of the provision and implementation of primary health care within the community	Level 4	10	Will occur as soon as 260406 is registered

SPECIFIC OUTCOME 1

Demonstrate an understanding of the Health Care System in South Africa.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the Primary Health Care approach.

SPECIFIC OUTCOME 3

Identify and engage with stakeholders that impact on Primary Health Care projects.

SPECIFIC OUTCOME 4

Plan health care project/s in consultation with the community.

SPECIFIC OUTCOME 5

Implement the planned health care project in line with identified and priority needs.

SPECIFIC OUTCOME 6

Monitor and evaluate a health care project.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	64697	Further Education and Training Certificate: Community Health Work	Level 4
Core	64769	National Certificate: Ancillary Health Care	Level 3

No. 1281

5 December 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

Radiography & Clinical Technology

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

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

Comment on the Qualification should reach SAQA at the address below and **no later than 5 January 2009**. All correspondence should be marked **Standards Setting – Task Team for Radiography & Clinical Technology** 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

D. MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION: *Bachelor: Clinical Science*

SAQA QUAL ID	QUALIFICATION TITLE		
64698	Bachelor: Clinical Science		
ORIGINATOR	PROVIDER		
TT - Radiography and Clinical Technology			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National First Degree	9 - Health Sciences and Social Services	Curative Health	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	480	Level 7	Regular-ELOAC

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

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification will enable the learner to acquire the necessary knowledge, skills, attitudes and values to practice as a Clinical Technologist in one of the following specialist categories: Cardiology, Cardiovascular Perfusion, Critical Care, Nephrology, Neurology, Pulmonology or Reproductive Biology. The Technologist will be able to perform procedures in one of the above seven specialist categories in order to contribute to the diagnosis and treatment of various patho-physiological conditions. They also perform organ system support, diagnostic, therapeutic and corrective procedures on patients using specialized health technology and techniques for the treatment of physiological dysfunction.

Learning in a clinical context, will be conducted under the supervision of a graduated clinical technologist. This will guide practice towards higher skills levels with progress and performance measured against set criteria. Achievement of this qualification will allow the learner to be registered as a Clinical Technologist with the relevant statutory Health Council. Practicing Clinical Technologists will perform professional acts in accordance with the Scope of Practice for Clinical Technology.

Learners obtaining this qualification can apply for registration as a Clinical Technologist with the Health Professions Council of South Africa (HPCSA).

Rationale:

The South African Government is committed to provide a framework for a structured uniform national health care system, and to combine the national health plan and human resource development strategy for an effective and efficient system of co-operative governance and management of health care service.

The Department of Health is leading the implementation of a multi-professional team-based approach to health care delivery, where each member of the team has a defined role to ensure there is minimum duplication and overlapping of functions. This process will also ensure that no single member of the team dominates but that different members of the team will lead at different times depending on the services to be rendered.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

It is assumed that learners are competent in:

- > Mathematics at NQF Level 4.
- > Life Sciences at NQF Level 4.
- > Physical Science at NQF Level 4.
- > Communication at NQF Level 4.
- > Life Orientation at NQF level 4.

Recognition of Prior Learning:

Rules for awarding RPL credits will be in accordance with the policy of the provider institution and in agreement with the relevant ETQA.

Access to the Qualification:

Access to the qualification is open to learners in possession of a National Senior Certificate, a Senior Certificate or equivalent NQF Level 4 qualification.

All learners assessing this qualification are required to be registered as learners by the relevant professional council (HPCSA) for the duration of the period of study.

QUALIFICATION RULES

The qualification structure is as follows:

- > Fundamental Component (20 credits).
 - > Compulsory for all learners.
- > Core Component (210 credits).
 - > Compulsory for all learners:

The Core is divided into Foundations of Professional Practice, Scientific Knowledge and Clinical Science Practice.

Foundations of Professional Practice:

- > The Learner will perform and monitor safety, health, environmental and quality assurance procedures in the clinical environment to ensure professional service and the safety of all (40 credits).

Scientific knowledge:

- > The Learner will apply scientific and technological knowledge for the management of the patient during clinical procedures (80 credits).

Clinical Science Practice:

- > The Learner will perform therapeutic, corrective procedures and organ system support on patients using specialized health technology independently to facilitate the management of the patient (80 credits).
- > Apply management principles and concepts in a health establishment to ensure professional, legal and ethical service delivery (10 credits).
- > Plan, design, and conduct research in either Cardiology, Cardiovascular Perfusion, Critical Care, Nephrology, Neurology, Pulmonology or Reproductive Biology to the benefit of the patient (20 credits).

Elective Component:

230 credits are required in the Elective Component.

Learners can choose from any of the following elective options:

- > Cardiology.
- > Cardiovascular Perfusion.
- > Critical care.
- > Nephrology.
- > Neurology.
- > Pulmonology.
- > Reproductive Biology.

Learners must select whole Elective options, and complete all learning assigned to that Elective Specialisation.

Sub-Electives:

- > Learners must also complete a Sub-Elective Component totaling 10 credits.

Learners can choose from 2 different sub-elective options. These are:

- > Advanced Business Practice Management.
- > Educational Techniques.

In order to achieve clinical competency in this qualification, it is the requirement of the relevant Professional Council (HPCSA) that all learners complete a prescribed minimum of 3840 clinical hours under direct mentoring at an accredited training unit.

EXIT LEVEL OUTCOMES

1. Perform and monitor safety, health, environmental and quality assurance procedures in the clinical environment to ensure professional service and safety of all.
2. Apply scientific and technological knowledge for the management of the patient during clinical procedures in either Cardiology, Cardiovascular Perfusion, Critical Care, Nephrology, Neurology, Pulmonology or Reproductive Biology.
3. Perform therapeutic, corrective procedures and organ system support on patients using specialized health technology to facilitate the management of the patient.
4. Apply management principles and concepts in the health establishment to ensure professional, legal and ethical service delivery.
5. Demonstrate communication and interpersonal skills in a clinical environment.
6. Plan, design, and conduct research in a specific clinical science specialisation relating to a particular context of practice and application to the benefit of the patient.

Critical Cross-Field Outcomes:

- > Identify and solve problems in the field of clinical technology in which responses display that responsible decisions using critical and creative thinking have been made.
- > Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
- > Contribute to the full personal development of each learner:

- > Reflect on and explore a variety of strategies to learn more effectively.
- > Participate as a responsible citizen in the life of local, national and global communities.
- > Be culturally and aesthetically sensitive across arrange of social contexts.
- > Explore education and career opportunities.
- > Organise and manage oneself and one's activities responsibly and effectively.
- > Collect, analyze organize and critically evaluate information in Critical Care, Cardiology, Cardiovascular Perfusion, Nephrology, Neurology, Pulmonology or Reproductive Biology on a regional, national and international level.
- > Communicate effectively in the learning and health care environment by using technology and associated accessories for transfer and sharing of information among healthcare workers and other stakeholders so as to deliver quality patient care and facilitate management processes.
- > Demonstrate an understanding of clinical therapy principles by recognizing that problem solving contexts do not exist in isolation.
- > Work effectivly in collaboration with other health care professionals as members of a team.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit-Level Outcome 1:

- > Explain and apply relevant aspects of the current occupational health and safety legislation in a clinical context to ensure professional service and the safety of all.
- > Adhere to safety measures for the performance of specified procedures to safeguard all stakeholders.
- > Adhere to standard operating procedures for safety in the work environment in compliance with the current relevant legislation to mitigate litigation.
- > Describe procedures to be followed in the event of fire and emergency situations for the safety of all.
- > Prevention of and procedures to be followed in the event of sharp penetrable injury are explained for safety of all.
- > Demonstrate knowledge of infection control, sterilization principles and methods applied in terms of best operating practices (BOP) to minimize infection and contamination.
- > Demonstrate knowledge of health care risk waste management procedures to ensure safety of workplace environment.
- > Evaluate standards used in performance of procedures according to documented criteria to establish adherence to minimum requirements.
- > Interpret and remediate problems related to malfunctioning of equipment that affect procedures and results.
- > Apply principles of quality control in the context of the procedures performed to ensure quality service.
- > Compare test results to a standard norm and take corrective action to address variances.

Associated Assessment Criteria for Exit-Level Outcome 2:

- > Apply knowledge of anatomy, physiology and physiological chemistry in clinical context.
- > Explain Patho-physiological conditions in context when performing clinical procedures to ensure compliance.
- > Describe Patho-physiological conditions affecting results, when performing clinical procedures.
- > Explain bio-physical/scientific principles by which different types of equipment function in terms of clinical procedures to ensure patient safety and effectiveness of the procedures.
- > Explain principles, methods and application of different test procedures in context to ensure accuracy and effective monitoring of the processes.
- > Demonstrate knowledge in the clinical pharmacological and related fields to facilitate patient management.
- > Recognise equipment related factors that affect procedures and results for remediation, referral or problem-solving for effective patient management.
- > Evaluate results according to the clinical history of the patient and submit reports to the referring medical practitioner.

Associated Assessment Criteria for Exit-Level Outcome 3:

- > Apply diagnostic, therapeutic, corrective procedures and organ system support of physiological dysfunctions and required procedures for optimal patient care.
- > Apply problem solving skills in the areas of diagnostics, therapeutic, corrective procedures and organ system support to resolve them according to health policies and standard operating procedures.
- > Explain the specialized procedures, risks and side effects to the patient and family with due regard for ethical diversity to ensure equitable health care delivery.
- > Explain the implications of compliance and non-compliance to requirements in relation to legal liability and the protection of both patient and practitioner.
- > Explain the specific manner for preparing the patient and equipment for the therapy step-by-step according to procedure to allay anxiety and maximize compliance.
- > Monitor the patient's physiological and general psychological reaction to the therapy, and report to the referring medical practitioner for effective patient care.
- > Administer relevant drugs and report any side effects to the referring medical practitioner for effective patient care.
- > Interpret the outcome of the procedure and take remedial action.
- > Explain the appropriate requirements for post treatment care to the patient and family for rehabilitation purposes.
- > Communicate the outcomes of the specialized procedures to other applicable health care professionals for information and continuing treatment.
- > Correlate, interpret and evaluate results based on knowledge of physiological and pathophysiological conditions that may affect outcomes and submit to the referring medical practitioner for appropriate action.

Associated Assessment Criteria for Exit-Level Outcome 4:

- > Manage self, time and resources efficiently in order to ensure professional and ethical service delivery.
- > Treat all health care practitioners and patients and significant others with due respect based on the principles of human rights, ethics and medical law to uphold human dignity.
- > Apply legal, professional and institutional policies in managing human resources to ensure compliance in a clinical environment.
- > Explain the functions of the relevant statutory health councils and recognized professional associations in terms of the services they offer to the profession.
- > Manage administrative functions to ensure proper record keeping and use of consumables for auditing control.
- > Investigate the physical and human resource requirements needed to adequately equip and staff a clinical facility/unit.
- > Compile a budget in accordance with the current legislation applicable to public finance to ensure the financial needs of a clinical unit within the scope of relevant financial policies.
- > Apply and evaluate training and continuing professional development programmes for personal application and fellow personnel.
- > Assess performance of self and others according to the norms of the health care environment for the provision of quality service.
- > Demonstrate the completion of medico-legal reporting for compliance to prescribed procedures.
- > Investigate public liability insurance and malpractice insurance for clinical practice.

Associated Assessment Criteria for Exit-Level Outcome 5:

- > Demonstrate verbal and non-verbal skills in a clinical context for optimum service delivery.
- > Use retrieval systems (electronic and non-electronic) for information gathering.

- > Apply and integrate relevant information to solving problems and accomplishing specific applications.
- > Apply acknowledged academic referencing procedures to avoid plagiarism.
- > Apply industry specific software information technology skills to ensure professional services.
- > Describe the impact of socio-cultural, emotional and religious factors on human behaviour and communication in clinical context.
- > Apply counselling skills to inform patients about treatment procedures and management of conditions.
- > Apply conflict management, negotiation, mediation and collaboration in the clinical context to facilitate resolutions to problems.
- > Plan a wellness programme in conjunction with management to deal with stress and burnout.
- > Compile medico-legal reports concisely, comprehensively, clearly and courteously for transparency.
- > Present patient cases systematically to other medical professionals for any legitimate purpose within the ordinary course and scope of health practitioners duties.
- > Record patient information accurately and efficiently to assure optimal patient management.
- > Explain the benefit of meetings, networking and collaboration within the clinical science and medical profession in terms of service delivery.

Associated Assessment Criteria for Exit-Level Outcome 6:

- > Identify research problems and articulate to initiate research projects.
- > Investigate quantitative and qualitative research methods to identify possible research strategies to address identified issues.
- > Apply statistical research methods in chosen research.
- > Review and evaluate research publications.
- > Develop a mini research proposal within either Cardiology, Cardiovascular Perfusion, Critical Care, Nephrology, Neurology, Pulmonology or Reproductive Biology.
- > Apply principles of research ethics.
- > Collect data using appropriate methods.
- > Interpret data using appropriate statistical tools.
- > Present relevant research findings.

Integrated Assessment:

Integrated assessment takes the form of an appropriate variety of assessment methods for example: written and oral examinations, problem-solving assignments, projects, presentations, case studies, portfolios, log books, clinical reports, assessment of clinical competence through simulated and clinical assessment in situ, and the successful completion of a mini-dissertation.

The qualification will be awarded to a learner who has provided evidence to the satisfaction of the assessors that the qualification, as detailed in the stated outcomes, has been achieved, either through education and training in a single provider's learning programme or through experience that complies with the stated specific outcomes i.e. RPL is applied.

However, the integrated assessment needs to have the following characteristics:

It should assess the extent to which learners can practice competently, effectively and safely in any clinical context nationally and internationally:

- > It should measure the extent to which learners have integrated the professional roles, knowledge, practice and skills delivered through the different outcomes reflected in the programme.
- > It should provide opportunities for reflection-in-action and reflection-on-action to develop reflexive competence.

Clinical Competence:

Clinical competence is ensured by close supervision by clinical staff during the period of training. Learners need to complete a clinical work record based on integrated work experience with a specified minimum amount of cases to be recorded.

Clinical assessments are performed on actual patients to determine clinical competence in routine procedures in either Critical Care, Cardiology, Cardiovascular Perfusion, Nephrology, Neurology, Pulmonology or Reproductive Biology. In order to achieve clinical competency in this qualification, it is the requirement of the HPCSA that the all learners complete a minimum of 3840 clinical hours at an accredited training facility and are mentored by a registered practitioner. On completion all learners must successfully complete a competency-based test (CBT) in order to register with the HPCSA as a Clinical Technology Scientist in either Critical Care, Cardiology, Cardiovascular Perfusion, Nephrology, Neurology, Pulmonology or Reproductive Biology.

INTERNATIONAL COMPARABILITY**Introduction:**

The primary reason for designing this qualification was to meet the needs of the South African community as identified by the National Department of Health and also ensure that it is compatible with the international standards. This qualification was benchmarked against 1st world countries, such as the United Kingdom, the United States of America, New Zealand, Australia and Canada, since a similar course is currently not offered in any other African country.

Cardiology, Cardiovascular Perfusion, Neurophysiology:**United Kingdom (UK):**

The UK offers a 4-year degree in Clinical Physiology (Cardiology, Cardiovascular Perfusion or Neurophysiology). The degree course can be done full time at university, or, for trainee physiologists already working in a cardiac unit/theatre, courses are available with day or block release attendance at college. Trainee clinical technologists currently follow a two-year, mainly in-service programme.

United States of America (USA) and Canada:

In the USA and Canada, the Cardiology/Cardiovascular Perfusion is a full time, two year programme (including the Summer session), spans five consecutive semesters, and is designed for students who have already completed approximately two or more years of college in science disciplines that include biological, physical, social, mechanical and/or prior health preparation. Upon graduation, the learner is awarded a Bachelor of Science Degree. Upon successful completion of the cardiology/perfusion rotations, the candidate will receive a Master's degree from the relevant University.

The Cleveland Clinic Foundation School of Cardiovascular Perfusion, in collaboration with Cleveland State University, offers a four year Bachelor of Sciences in Health Sciences with an emphasis in Cardiovascular Perfusion Science.

In the USA the electroneurodiagnostic course is offered at colleges and one obtains an associate degree on completion of the course. All electroneurodiagnostic technologists register with American Society of Electroneurodiagnostic Technologists (ASET). Currently there are 12 centres in USA that offer this programme. The Clinical Neurophysiology Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Institutions offering the END Technology Program in the

Nursing and Allied Health Sectors Accreditation for Education in Electroneurodiagnostic Technology (CoA-END):

WCTC - Waukesha county technical college:
> 71 credit associate of applied science degree.

St. John's Hospital School of Electroneurodiagnostic (END) Technology:
> 21-month associate degree programme in conjunction with Lincoln Land Community College. Chicago Illinois.

Mayo School of Health Sciences in Rochester, Minnesota:
> 24 month associate degree.

Formal Neurophysiology training programmes in Canada can be found in community colleges, technical schools, private school, and hospitals. Programmes last from 12-24 months and successful learners are awarded a diploma, certificate or associate degree. There are only 12 accredited END schools in the United States. The curriculum includes electronics, neuroanatomy, neuropathology, computer skills, instrumentation, clinical science, neuropharmacology, neurophysiology, psychology, and clinical practicum. Qualified Electroneurodiagnostic Technologists register with the American Board of Registration of Electroencephalographic and Evoked Potential Technologists (ABRET) who in turn awards the credentials of "Registered EEG Technologist" and "Registered Evoked Potential Technologist" and the Association of Polysomnographic Technologists (APT) registers polysomnographic technologists.

China:

The Chinese University of Hong Kong offers a Diploma Programme in Cardiovascular Perfusion Technology. For Hong Kong learners, the programme lasts for six months part-time, with one full day of lecture per week for three months followed by two full days of practicum per week for another three months. For overseas learners, the programme lasts for three months, with one full day of lecture and two full days of practicum per week.

Australia:

Currently, learner Neurophysiology Technologists in Australia enrol in the 3 year Diploma in Clinical Neurophysiology at the RMIT University in Victoria. This program is offered by distance education. As the course has a large component of "on the job" training, students must be employed in a Clinical Neurophysiology Department or clinic. Once qualified they are known as Neurophysiology Technologists.

New Zealand:

In New Zealand Neurophysiology technicians undertake four years of practical and theoretical training. The first part of the training is fully supervised by a qualified technician. In New Zealand neurophysiology technicians study by correspondence to obtain an Advanced Diploma in Health Sciences, majoring in clinical neurophysiology.

Auckland is the main training centre. Smaller centers are less likely to take on trainees due to large commitment in terms of expense and supervisory time.

The New Zealand Society of Neurophysiology/Technologists (NZSNPT) is looking at setting up a registration system, but the small workforce in NZ makes this difficult.

Pulmonology:

Joint American and European Thoracic and Respiratory Societies recommend personnel qualifications as completion of secondary education and at least 2 years of college education. A recommended frequency of refresher courses is offered every 3-5 years. They operate under the banner of the society.

According to the Committee on Accreditation for Respiratory therapists there are 327 registered respiratory therapist programmes and 134 certified respiratory therapist programmes. In most programmes, the last 2 years lead to an associate degree. Some are 4-year bachelor's degree programmes, which qualified the successful learner for a supervisory or managerial position. High school learners should have courses in health, biology, mathematics, chemistry and physics. Respiratory therapy programmes include human anatomy and physiology, chemistry, physics, microbiology and mathematics. Technical courses deal with procedures, equipment and clinical tests.

Nephrology:

Europe:

Many European countries are leaders in the field of renal therapies. These countries include the UK, Italy, France and Germany. Health practitioners in Europe with similar qualifications are known as Renal or Hemodialysis Technicians. Training institutions utilizes the European Core Curriculum in Renal Technology (ECCRT). The course of study is mainly conducted in the work place with support lectures and demonstrations, drawing upon the experience and knowledge of colleagues and other professions within the department where possible. The course follows a modular approach and has no set time limit.

The learning outcomes and assessment methods of the ECCRT compare favorably with this qualification.

USA:

The USA is the country with the largest renal care programme in the world. Health practitioners in the USA with similar qualifications are known as Dialysis Technicians, Hemodialysis Technicians or Renal Dialysis Technicians/Technologists.

There are three Credentialing Programs for Dialysis Technicians/Technologists:

National Nephrology Certification Council (NNCC):

> The NNCC offers the Certified Clinical Hemodialysis Technician (CCHT) examination. Technicians are eligible to take the CCHT examination with a suggested minimum of six months experience in nephrology technology. The CCHT examination measures cognitive levels in four dialysis practice areas: clinical (50%), technical (23%), environmental (15%), and role (12%). NANT recognizes the CCHT examination as a valid measure of basic competency for hemodialysis patient care technicians. This qualification is comparable to the 240 credit exit level course.

The Board of Nephrology Examiners Nursing and Technology (BONENT):

> BONENT offers an examination for Hemodialysis Technician Certification, leading to the Certified Hemodialysis Technician (CHT) designation. Technicians are eligible to take the CHT exam with a minimum of 12 months experience in nephrology technology. The BONENT Hemodialysis Technician Certification Examination measures technical proficiency in five major domains of practice and tasks performed in the scope of hemodialysis technology: patient care (65%), machine technology (10%), water treatment (5%), dialyzer reprocessing (5%) and education/personal development (15%). This qualification compares favorably with the Bachelor

of Clinical science Degree: Nephrology with the 480 credit exit level but differs with respect to practical experience required.

The National Nephrology Certification Organization (NNCO):

> NNCO offers two examinations: Clinical Nephrology Technology, leading to the Certified in Clinical Nephrology Technology (CCNT) designation and Biomedical Nephrology Technology, leading to the Certified in Biomedical Nephrology Technology (CBNT) designation. Technicians are eligible to take the CCNT and CBNT exams with a minimum of 12 months experience in nephrology technology. The Clinical Nephrology Technology examination measures knowledge in four major areas: principles of dialysis (25%), machine preparation and operation (20%), patient assessment (20%) and treatment (35%). NANT recognizes the CCNT examination as a valid measure of current competence in the specialized area of practice of patient care hemodialysis technicians. The Biomedical Nephrology Technology examination measures knowledge in six major areas: principles of dialysis (25%), scientific concepts (15%), electronic applications (10%), water treatment (20%), equipment functions (20%) and environmental/regulatory issues (10%). NANT recognizes the CBNT examination as a measure of current competence in the specialized area of practice of biomedical hemodialysis technicians. This qualification compares favorably with the Bachelor of Clinical science Degree: Nephrology with the 480 credit exit level but differs with respect to practical experience required.

A diploma course leading to qualification as a Dialysis Technician is offered by the Georgia Medical Institute. The Dialysis Technician programme is designed to provide the learner with a comprehensive introduction to the field of hemodialysis and the skills required for entry-level employment as a Dialysis Technician. Classroom instruction includes principles of dialysis, anatomy and physiology of the kidney, fluid and electrolyte balance, hematologic aspects, infectious diseases, dialysis systems and equipment, vascular access to circulation, dietary regulation, blood chemistries, complications of renal failure, psychosocial aspects, and an overview of peritoneal dialysis and renal transplantation. The externship includes instruction and hands-on experience in the preparation of artificial kidneys, physical assessments, universal precautions, fluid management, initiating and concluding dialysis, access to circulation, patient equipment monitoring, and the treatment of routine hemodialysis problems in accordance with dialysis procedures. Modular courses are also offered online. This qualification compares favorably with the Bachelor of Clinical science Degree: Nephrology with the 480 credit exit level.

India:

India is currently the only Asian country offering a similar qualification leading to employment as a Dialysis/Renal Technician. Manipal Hospital offers a one-year Diploma course leading to qualification as a Dialysis Technician. Singapore uses the American BONENT examinations to certify Renal Technologists.

Africa:

An Internet search indicates that a similar course is currently not offered in any other African country. Because dialysis therapies are in their infancy in most African countries, including SADC, this course could be useful for implementation in those countries.

Australia and New Zealand use the American BONENT examinations to certify Renal Technologists in their countries.

Reproductive Biology:

Africa:

Assisted reproduction is not widely practiced in most Africa countries, except for Egypt. The occasional clinics or units may be found in countries like Nigeria, Zimbabwe, Kenya and Libya. There is therefore, little demand for training of Clinical Reproductive Biologists or Embryologists as mostly called in other countries, in other Africa countries. The worldwide trend is that all workers, clinical technologists/embryologists and scientists, are trained in-house after obtaining a basic tertiary qualification for a period of one to two years. Except for the UK, all basic tertiary qualifications will be at least a BSc degree or even a MSc degree, while in the USA persons who have qualified as Medical Technologists will be trained in-house to work in the field of Assisted Reproduction but in most cases minimum qualification will also be a BSc degree. In the UK two courses are offered by the Association of Clinical Embryologist and is formally recognized by the NHS.

Critical Care:

Australia:

In Australia there are people who almost resemble Critical Care Technologist (South Africa) but they are called Anaesthetic Technicians. Their qualification is a Diploma of Applied Sciences (Anaesthetic Technology) which is currently being reviewed and restructured. The Anaesthetic Technicians are mainly employed by the anaesthetic department or Operating theatre suites, but they may also be found in emergency departments. Australia also has Anaesthetic Technicians who work in the anaesthetic and emergency departments. Two qualifications are currently being offered by different institutes: Diploma of Anaesthetic Technology - Integrated Care Management, New South Wales, and Diploma of Science (Anaesthetics) - South bank Institute of TAFE Queensland.

UK:

The United Kingdom has Operating Department Practitioners who can also specialize further as Anaesthetic Care Practitioners or Surgical Care Practitioners. Their qualification is a Diploma in Higher Education [DipHE] in Operating Department Practice. However, a degree programme is currently being developed. The course is 3 years full time with 40% theory and 60% practicals. To specialize one has to complete a year after completing a diploma. These individuals are employed in surgical operating departments but may also be found in accident and emergency units and in ICU. In some hospitals they are members of "In-hospital" cardiac arrest teams. They also attend trauma calls and emergency inter-hospital transfers. In other areas like East Midlands, there are individuals who are called Intensive Care Unit Technicians who are trained as they work in ICU. There is no formal structure in place for these people. They have a background knowledge of laboratory equipments.

In other countries Critical Care Technologist have no set educational requirements, but most enter with at least 4 GCSEs/S grades (A-C/1-3) and may have higher qualifications, such as A levels/H grades. There is no formal career structure compared to the Clinical Technology (Critical Care) offered here in SA.

Namibia:

An agreement was signed with the Kenyatta National Hospital in Kenya in 2002 with the emphasis on surgery for patients with cardiac defects. The decision was made because the South African counterparts were too expensive. At that time the basic fees was R80, 000.00 for general heart surgery. Kenyatta Hospital treated patients as state patients who then paid up to R27, 000.00 no matter what the complication was. The biggest problem was that most of the patients were from the rural areas, and therefore, no prompt follow-ups were done after surgery. Also a major set back was that the mortality rate was more than 10% of those who went for surgery.

A meeting was held in February 2008 in Cape Town by a ministerial delegation from Namibia and the Minister of Health in connection with assistance in the setup of a cardiac unit and treatment of patients. The team visited Groote Schuur Hospital. An agreement was reached and a Cardiac unit is currently being setup.

Currently there are patients from Angola and Zambia that are treated in Namibian hospitals. People that work for American companies in Angola are sometimes flown in from the work site to the critical care unit in Namibia. Most of them are flown to America for major surgery, such as cardiac, kidney and lung operations. Dialysis patients are usually provided with peritoneal dialysis even if the need is for haemodialysis.

Conclusion:

Although this qualification is designed to meet the needs of the South African population as identified by the National Department of Health, there is a great need for it in the other African countries as well. No similar qualification exists in the African states. The only qualification that is closely related to this one is to be found in the developed countries such as the United States, Canada and Europe.

Attempts to benchmark South African Clinical Technology practice have seen a review of international best practice. The quality and scope of South African Qualifications is endorsed by the fact that both developed and semi-developed countries readily accept South African Clinical Technology qualifications. This is evidenced by the fact that developed countries, such as the UK, USA, New Zealand, Australia Canada, Holland, Switzerland, and the UAE, and semi-developed countries, such as Namibia, Erythrea and Kenya, are keen to employ South African Clinical Technologists.

ARTICULATION OPTIONS

Vertical articulation is possible with:

> Masters Degree in Clinical Science (Critical Care/Cardiology/CardiovascularPerfusion/Nephrology/Neurology/Pulmonology/ Reproductive Biology) or an equivalent Masters Degree, NQF Level 8.

Horizontal articulation with any relevant Level 7 qualification.

MODERATION OPTIONS

> Assessments are conducted by one or more internal assessors/examiners appointed by the relevant provider as well as an external moderator appointed from industry/other academic institution.

> Assessors are to be accredited by the relevant ETQA or ETQA that has Memorandum of Understanding (MoU) in place with the relevant ETQA. Assessors and moderators are expected to be in possession of at least a qualification at one level higher as this qualification and have relevant experience in this field of training.

NOTES

Embedded Knowledge:

Cardiology:

The following procedures are performed according to standardized operating procedures and quality criteria:

- > Basic resting electrocardiogram.
- > Basic and advanced cardiac life support and automated external defibrillator.

- > Spirometry measurement.
- > Anthropometric measurement.
- > Activating clotting time testing.
- > Respiratory rate measurement.
- > Non-invasive blood pressure measurement.
- > Oral and axillary temperature measurement.
- > Radial and femoral pulse measurement.
- > Blood gas testing.
- > Oximetry.
- > Non provocative nebulisers.
- > Oxygen therapy (mask and nasal cannula).
- > Setting up of pressure transducers, ventilators, infusion devices.
- > Phlebotomy.
- > 12 Lead Electrocardiogram (ECG).
- > Exercise Stress Test.
- > 24hr/48hr Ambulatory Blood Pressure Monitor; 24hr/48hr Holter Monitor.
- > Cardiac Catheterization Procedures.
- > Electro Physiology Studies.
- > Temporary and Permanent Pacemakers.
- > Cardioversion; Defibrillation.
- > Echocardiography; Testing/Programming of Permanent Pacemakers - Dual, Biventricular, ICD, Loop Devices, Trans -Telephonic Diagnostic Checks.
- > Permanent Pacemaker Selections.
- > Intra Aortic Balloon Pump.
- > Left Ventricular Assist Therapy.
- > Trans Oesophageal Echocardiography.
- > Advanced Cardio Pulmonary Resuscitation.
- > Drug Administration and management of side effects.

Cardiovascular Perfusion:

The following procedures are performed according to standardized operating procedures and quality criteria:

- > Basic resting electrocardiogram.
- > Basic and advanced cardiac life support and automated external defibrillator.
- > Spirometry measurement.
- > Anthropometric measurement.
- > Activating clotting time testing.
- > Respiratory rate measurement.
- > Non-invasive blood pressure measurement.
- > Oral and axillary temperature measurement.
- > Radial and femoral pulse measurement.
- > Blood gas testing and analysis.
- > Oximetry.
- > Non-provocative nebulisers.
- > Oxygen therapy (mask and nasal cannula).
- > Setting up of pressure transducers, ventilators, infusion devices.
- > Phlebotomy.
- > Aortic balloon pump.
- > Autologous blood recovery.
- > Cardiovascular monitoring.
- > Activated clotting time.
- > CPR.
- > Cardioversion.

- > Defibrillation.
- > Extracorporeal cardiovascular perfusion on pediatric and neonatal patients or [200 extracorporeal cardiovascular perfusion procedures on high risk adult and paediatric/neonatal patients].
- > Left ventricle assist therapy.
- > Drug Administration and management of side effects.

Critical Care:

The following procedures are performed according to standardized operating procedures and quality criteria:

- > Basic resting electrocardiogram.
- > Basic and advanced cardiac life support and automated external defibrillator.
- > Spirometry measurement.
- > Anthropometric measurement.
- > Activating clotting time testing.
- > Respiratory rate measurement.
- > Non-invasive blood pressure measurement.
- > Oral and axillary temperature measurement.
- > Radial and femoral pulse measurement.
- > Blood gas testing.
- > Oximetry.
- > Non provocative nebulisers.
- > Oxygen therapy (mask and nasal cannula).
- > Setting up of pressure transducers, ventilators, infusion devices.
- > Phlebotomy.
- > Quality Control of life Support equipment.
- > Statistical analysis and patient scoring.
- > Bloodgas sampling, measurement and interpretation.
- > Invasive haemodynamic monitoring procedures.
- > Set up equipments for Intrahospital transportation of critically ill patients, non-invasive haemodynamic monitoring, monitoring of an anesthetized patient.
- > Preparation of ICU drugs.
- > Handling of Infusion devices and drugs.
- > Capnography.
- > Assists with bronchoscopy and right heart catheterization.
- > Advanced Cardiac Life Support (ACLS).
- > CPR.
- > Intubation, intravenous cannulation, emergency drug therapy.
- > Monitor Intra-Aortic Balloon Pump.
- > Ventilation therapy: monitoring and resuscitation.
- > Assist with acute haemodialysis and continuous renal replacement therapy (CRRT).
- > Determine blood flow (Doppler).
- > Autologous blood recovery.
- > Cell saving.
- > Metabolic studies.
- > Left ventricle assist therapy.
- > Cardioversion.
- > Defibrillation.
- > Electrolyte determination.
- > Coagulation studies.
- > Endoscopy.
- > Ultrasonography.
- > General equipment management.

- > Assist with ICU/Trauma/Theatre clinical procedures.
- > Physiological data management.
- > Advanced patient transport.
- > Drug Administration and management of side effects.

Nephrology:

The following procedures are performed according to standardized operating procedures and quality criteria:

- > Basic resting electrocardiogram.
- > Basic and advanced cardiac life support and automated external defibrillator.
- > Peak flow measurement.
- > Anthropometric measurement.
- > Activating clotting time testing.
- > Respiratory rate measurement.
- > Non-invasive blood pressure measurement.
- > Oral and axillary temperature measurement.
- > Radial and femoral pulse measurement.
- > Blood gas testing.
- > Non-invasive oximetry.
- > Non provocative nebulisers.
- > Oxygen therapy (mask and nasal cannula).
- > Skin prick test.
- > Intravenous cannulation and administration.
- > Phlebotomy.
- > Chronic and acute haemodialysis.
- > Continuous veno-venous haemodialysis (CVVHD).
- > Peritoneal dialysis.
- > Administer blood transfusion.
- > Exchange transfusions.
- > Paediatric haemodialyses.
- > Apheresis.
- > Plasma filtration.
- > Haemoperfusion.
- > Haemofiltration and haemodiafiltration.
- > Plasmapheresis.
- > Slow continuous ultrafiltration (SCUF).
- > Cell Saving.
- > Stem Cell Harvesting.
- > Reuse of dialysers (automated and manual).
- > Water analysis and quality control.
- > Drug administration and management of side effects.
- > Slow low efficiency daily dialysis (SLEDD).

Neurology:

The following procedures are performed according to standardized operating procedures and quality criteria:

- > Basic resting electrocardiogram.
- > Basic and advanced cardiac life support and automated external defibrillator.
- > Spirometry measurement.
- > Anthropometric measurement.
- > Activating clotting time testing.

- > Respiratory rate measurement.
- > Non-invasive blood pressure measurement.
- > Oral and axillary temperature measurement.
- > Radial and femoral pulse measurement.
- > Blood gas testing.
- > Non-invasive oximetry.
- > Non-provocative nebulisers.
- > Oxygen therapy (mask and nasal cannula).
- > Setting up of pressure transducers, ventilators, infusion devices.
- > Phlebotomy.
- > Electroencephalography (EEG).
- > Multiple sleep latency test (MSLT).
- > Polysomnography.
- > Nerve conduction studies (NCS).
- > Assist in Electromyography (EMG).
- > Transcranial dopplers (TCD).
- > Evoke potentials (EP).
- > Long-term epilepsy monitoring video studies (LTEM).
- > Brain mapping.
- > Subdural monitoring.
- > Memory testing and WADA testing.
- > Drug Administration and management of side effects.

Pulmonology:

The following procedures are performed according to standardized operating procedures and quality criteria:

- > Basic resting electrocardiogram.
- > Basic and advanced cardiac life support and automated external defibrillator.
- > Spirometry measurement.
- > Anthropometric measurement.
- > Activating clotting time testing.
- > Respiratory rate measurement.
- > Non-invasive blood pressure measurement.
- > Oral and axillary temperature measurement.
- > Radial and femoral pulse measurement.
- > Blood gas testing and analysis.
- > Oximetry (Pulse-oximetry).
- > Non-provocative nebulisers.
- > Oxygen therapy (mask and nasal cannula).
- > Setting up of pressure transducers, ventilators, infusion devices.
- > Phlebotomy.
- > MIP and MEP measurement.
- > Vital signs monitoring.
- > Assist with bronchoscopy procedure.
- > Plethysmography.
- > Diffusion measurement.
- > Histamine challenge Due I replace this with Provocation Testing.
- > Polysomnography (neurological and respiratory).
- > Lung compliance, Exercise, Shunt, and Endurance studies.
- > Drug Administration and management of side effects.

Reproductive Biology:

The following procedures are performed according to standardized operating procedures and quality criteria:

- > Basic resting electrocardiogram.
- > Basic and advanced cardiac life support and automated external defibrillator.
- > Spirometry measurement.
- > Anthropometric measurement.
- > Activating clotting time testing.
- > Respiratory rate measurement.
- > Non-invasive blood pressure measurement.
- > Oral and axillary temperature measurement.
- > Radial and femoral pulse measurement.
- > Blood gas testing.
- > Non-invasive oximetry.
- > Non-provocative nebulisers.
- > Oxygen therapy (mask and nasal cannula).
- > Setting up of pressure transducers, ventilators, infusion devices.
- > Phlebotomy.
- > Collection of semen/sperm samples from and through various sources and methods (inter alia MESA/TESA).
- > Performance of standard and advanced semen analyses.
- > Cervical mucus collection and examination.
- > Spermatozoa (Semen) -cervical mucus interaction tests.
- > Immunological (male/female sperm antibody) tests - basic and advanced.
- > Advanced semen/spermatozoa preparation/separation methods.
- > Preparation of media (including blood).
- > Identification and evaluation of ova/embryos.
- > Insemination and transfer of ova/embryos in the laboratory.
- > Embryo transfers in patients.
- > Cryopreservation/vitrification of semen, ova and embryos.
- > Artificial insemination (sperm preparation and transfer).
- > Experimental animal work.
- > Advanced micromanipulation procedures (ICSI/cell biopsies/assisted hatching).
- > Drug Administration and management of side effects.

UNIT STANDARDS

This qualification is not based on Unit Standards.

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None

No. 1282

5 December 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

Travel, Tourism and Events

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.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and **no later than 5 January 2009**. All correspondence should be marked **Standards Setting – SGB for Travel, Tourism and Events** 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



D. MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Event Support

SAQA QUAL ID		QUALIFICATION TITLE	
64470		Further Education and Training Certificate: Event Support	
ORIGINATOR		PROVIDER	
SGB Travel, Tourism and Events			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	144	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 Further Education and Training Certificate: Event Support is aimed at individuals already employed or planning to become employed in front line positions in the broader events sector. Competent learners will be able to provide effective and efficient support services to event organisers.

This is critical to support the services offered by other tourism product suppliers and will help to retain and grow the number of tourists. Employment opportunities resultant from this entry level qualification will include entry level personnel positions in various areas of the events industry and activities will generically cover initial customer contact as well as abilities to satisfy customer needs.

The qualification provides grounding in knowledge of the industry and customer service as well as specific occupationally related skills in a range of elective choices, which include the various genres that prepare learners for the world of work.

The learner successfully completing this qualification will be able to:

- > Demonstrate an understanding of the events industry.
- > Perform event administration functions.
- > Execute event support functions.

Rationale:

The Events industry in South Africa is presently following the international trend of becoming a more regulated environment. Within the South African events environment, specific legislative frameworks are already being established to inform the closer regulation of the industry. One example of such regulatory requirements includes risk and safety planning and management in the gathering of individuals associated with a very wide range of potential applications.

The Event sector enables application of events organising and service provision across the following genres:

- > Business: Conferences, exhibitions, expos, workshops, indabas, in-house training interventions, and product launches, hospitality, meetings, marketing and retail and promotional events.
- > Tourism: Promotions, destination promotion, functions, guided experiences.
- > Leisure: Festivals, Music and cultural events, celebrations: parties and weddings, coordinating competitions and fundraising.
- > Incentives: Staff reward and motivational experiences: usually including business, tourism, sport and leisure activities.
- > Sporting: Events in all codes of sport at all levels (club: national: international) including function coordination and venue hire at sporting venues.
- > Government: Inauguration, AIDS, reception of international visits, security and protocol.

All of these applications of events services are affected by the regulatory framework presently being formulated. The enabling of a qualification stream for which this qualification is the entry level qualification, will add specific value as to the standardisation of knowledge and skills requirements of individuals employed in this economically lucrative industry.

The qualification envisaged will enable increased employability and employment mobility and recognition for competencies attained and will benefit the sector in the enabling of better equipped personnel which is able to fulfil roles efficiently, effectively and in a manner that results in customer satisfaction and retention. This undoubtedly will benefit the sector in terms of envisaged growth, increased employment, business opportunities and investment return within the service industry.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

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

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

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 open access to this Qualification.

QUALIFICATION RULES

This qualification is made up of Fundamental, Core and Elective unit standards and a minimum of 144 Credits is required to complete the qualification.

Fundamental component:

The Fundamental Component consists of Unit Standards in:

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

Core component:

- > All unit standards to a total of 73 credits are compulsory.

Elective component:

- > A minimum of 15 credits from the Elective component is required.

EXIT LEVEL OUTCOMES

1. Demonstrate an understanding of the events industry.
2. Perform event administration functions.
3. Execute event support functions.

Critical Cross-Field Outcomes:

The qualification addresses the following Critical Cross-Field Outcomes as embedded in the Exit Level Outcomes and Associated Assessment Criteria of the qualification:

Communicate effectively:

- > Effective communication is enabled through the maintaining of relevant communication as per organisational requirements applicable to the planning, implementation and support services associated with the event.

Identify and solve problems:

- > Problems are identified and solved in the application of event support as it relates to the maintaining of operational requirements.

Collect, analyse, organise, and critically evaluate information:

- > Information is collected analysed, organized and evaluated in the performing of event logistical arrangements and the administration thereof.

Understand the world as a set of related systems:

- > The world is understood as a set of related systems as the Events industry functions and provides services within the larger services environment, In addition the national and

international event structures enables the learners understanding of the world as a set of interrelated systems.

Organise and manage own activities:

> Own activities are managed and organised in the performance of event support services and in the maintaining of liaison, communication and the execution of support duties and functions within the operational environment.

Work in a team:

> Teamwork is supported in the operational environment and the execution of event support function regardless of the specific event genre in which the learner is required to operate and apply obtained knowledge and skills.

Maintain effective working relationships:

> The maintaining of effective working relationships is supported through the requirements of the operational environment and the very nature of the events industry, which is very service, orientated.

Science and technology:

> The use of Science and Technology is supported by the use of computer literacy in the operational environment as well as the electronic applications used for the gathering and reporting of information in the performance of event support and administration.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 The events industry is described in terms of the international and national events environment.
- 1.2 The relationship between the events industry and other industries are explained as it applies to the sector.
- 1.3 Events business requirements are explained in terms of the operational environment.
- 1.4 The principles of event design are described from an operational perspective.
- 1.5 Professional conduct and business ethics requirements are explained in terms of the events industry.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Information is collated and processed for utilisation in events administration.
- 2.2 Financial functions are applied to meet operational events administration requirements.
- 2.3 Logistical arrangements administration and functions are executed according to operational requirements.
- 2.4 Data and records are maintained in support of event administration.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 Health, safety and security requirements are described as it applies to the events industry.
- 3.2 Customer service is provided in accordance with operational and diversity requirements.
- 3.3 Event marketing support is conducted in accordance with operational requirements.
- 3.4 Event support functions as it applies to the specific event genre are executed according to operational requirements.

Integrated Assessment:

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

Learning, teaching and assessment are inextricably aligned. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated through the practical application of sales and services in a Nature Conservation environment.

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic Nature Conservation sales and services 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, Embedded Knowledge and Critical Cross-Field Outcomes are evaluated. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of Specific Outcomes and Embedded Knowledge.

INTERNATIONAL COMPARABILITY

The scoping and conclusion of the envisaged events qualifications stream was informed by extensive liaison with in particular the British and Canadian events industries. Comparison thus formed an integral part of the planning and final conclusion of the submitted events qualification stream of which the Further Education and Training Certificate Event Support, NQF Level 4, forms the entry-level qualification to this qualification stream.

Impact of international comparison on the standard setting process:

It is thus necessary to note even at the onset of the provided international comparison, that research conducted as part of the comparison, both informed and verified the content of the South African qualifications presently earmarked for registration. Having said that, it should likewise be noted that the specific requirements of the South African environment, in particular as it applies to our more diverse population and cultural spread, as well as the requirements of access and redress, also impacted on the final qualification/s as presented.

In particular, the Further Education and Training Certificate Event Support provides for entry into the Event sector at the level of a junior event support person, something that is not clearly provided for in the more mature international events environment. The enabling of an entry level qualification strongly reflects a commitment to the NQF objective of redressing the inequalities of the past and the reality that the majority of South Africans have been denied access to formal employment opportunities within the event industry.

In addition, it is furthermore motivated due to the reality that our events industry is presently en route towards maturation and the enabling of the addressing of access and redress enables in the long-term the effective transformation of this industry whilst it is in the process of professionalisation against a more defined regulatory framework.

In the context of the training requirements for junior event support persons, the present qualification reflects the highest standards of practice, and makes possible the provision events of the highest quality.

International focus for best practice:

Liaison in particular took place via the International Event Management Body of Knowledge (EMBOK) structures. Benchmarking as well as comparison was enabled through constructive meetings and liaison with delegates from the events industries within Canada and the UK.

The EMBOK is a three dimensional description of the knowledge and skills essential to create, develop and deliver an event. The term 'event' as defined by EMBOK includes conferences, exhibitions, festivals, special events, civic events, sports events and the like and thus enables effective comparison of internationally accepted best practices for the events industry at large. (Note: Extensive information presently not included in the International Comparison here provided can be accessed via <http://www.embok.org/> and <http://www.juliasilvers.com/embok.htm>).

In addition to the above, it should be noted that the Events industries in countries such as Britain, Australia and Canada is much more regulated and structured in terms of legislative frameworks impacting on the professionalisation of the industry than is presently the case in the South African Events environment (The EMBOK is utilised in these countries and is accepted as the international benchmark for in particular events management training).

The following main knowledge domains are differentiated as per international practices:

- > Design.
- > Administration.
- > Marketing.
- > Operations.
- > Risk.

The Knowledge Domains can be sub-divide as per the provided table below. For the sake of symmetry the Domains are subdivided into seven Classes. These include:

Administration:

- > Financial.
- > Human Resources.
- > Information.
- > Procurement.
- > Stakeholders.
- > Systems.
- > Time.

Design:

- > Content.
- > Theme.
- > Program.
- > Environment.

- > Production.
- > Entertainment.
- > Catering.

Marketing:

- > Marketing Plan.
- > Materials.
- > Merchandise.
- > Promotion.
- > Public Relations.
- > Sales.
- > Sponsorship.

Operations:

- > Attendees.
- > Communications.
- > Infrastructure.
- > Logistics.
- > Participants.
- > Site.
- > Technical.

Risk:

- > Compliance.
- > Decisions.
- > Emergency.
- > Health and Safety.
- > Insurance.
- > Legal.
- > Security.

These specific focus areas informed the scoping of not only the qualifications stream for events but also ultimately the core focus areas incorporated into the qualifications as generated.

Canada is well known for successfully staging major world events and for sustaining high levels of customer satisfaction. The Canadian emergit training programmes are based on industry-defined standards. The emergit qualification in Event Co-ordination ties in well with EMBOK and focuses extensively on the knowledge domains as identified in EMBOK.

The Australian THT30102: Certificate III in meeting and events as well as the NCFE Level 2 Certificate in Event Stewarding (United Kingdom) was selected as to enable comparison with unit standard based qualifications.

It should be noted that NO qualifications for comparison could be found in terms of searches conducted for SADC countries.

THT30102: Certificate III in Meeting and Events:

The following focus areas are identified in the above listed qualification:

- > Work with colleagues and with customers.
- > Work in a socially diverse environment.

- > Follow health, safety and security procedures.
- > Develop and update tourism industry knowledge.
- > Develop and update event industry knowledge.
- > Communicate on the phone.
- > Perform office procedures.
- > Use business technology.
- > Produce simple word-processed documents.
- > Process financial transactions.
- > Deal with conflict situations.
- > Access and interpret product information.
- > Prepare quotations.
- > Book and co-ordinate supplier services.
- > Process and monitor event registration.
- > Co-ordinate guest/delegate registration at venue.

When compared with the Further Education and Training Certificate Event Support NQF Level 4, the following focus areas included in the submitted qualification clearly indicate alignment to international alignment in terms of events entry qualifications:

- > Care for customers.
- > Relate diversity to customer service.
- > Function in a team.
- > Demonstrate knowledge and understanding of health, safety and security at an event.
- > Demonstrate understanding of the national and international event industry.
- > Identify and explain the core and support functions of a business.
- > Process data using information technology.
- > Adhere to professional conduct and business ethics in a PR and communication environment.
- > Perform basic financial functions in the events environment.
- > Support the administration of minor events including logistics.
- > Provide event support services within a specific event genre.
- > Conduct security at an event.

Over and above these clearly aligned focus areas, the following areas are provided for as to address the South African circumstances and requirements as identified by the industry:

- > Plan and conduct research.
- > Apply efficient time management to the work of a department/division/section.
- > Assist with tasks related to marketing, market research and promotion.

NCFE Certificate in Event Stewarding:

The NCFE level 2 Certificate in Event Stewarding is comprehensive introduction to anyone considering a career in crowd management or event management. It is also suitable for anyone already working in the industry, on a voluntary or casual basis and who wishes to formalise and further develop his or her existing experience and skills.

The following mandatory areas of learning are required:

- > Consider Health and Safety issues relating to event stewarding:
 - > Follow registration procedures correctly and on time.
 - > Collect passes, identification requirements and equipment, look after them and return them on completion of duty.
 - > Record all necessary information given at pre-event/duty briefings
 - > Follow pre-event routines correctly.

- > Work effectively with others and contribute to good work practice:
 - > Communicate clearly.
 - > Request help from other people when necessary.
 - > Report any problems in a working relationship with colleagues to the appropriate person.
 - > Offer help to other people when needed.
 - > Identify possibilities for improvements in the team's work.
 - > Respond positively to suggestions about the way the team's work can improve.

- > Understand and apply principles of spectator management:
 - > Identify spectator characteristics at different types of events.
 - > Identify types of behaviour displayed by individuals which impacts on crowd behaviour.
 - > Identify types of hazardous behaviour in crowds.
 - > Recognise signs of potential crowd problems.
 - > Assess a spectator problem.
 - > Take prompt action appropriate to the problem.

- > Exercise customer care:
 - > Demonstrate and use appropriate verbal and non-verbal communication skills.
 - > Respond to needs of customers.
 - > Deal effectively with a problem on behalf of a customer.
 - > Evaluate own practice to improve performance.
 - > Identify ways of improving customer service.

- > Deal with suspicious objects and unauthorised items:
 - > Identify suspicious objects and items in accordance with procedures.
 - > Search designated areas for suspicious and unauthorised items.
 - > Report suspicious objects and unauthorised items.

- > Control the entry and exit of people:
 - > Demonstrate safe use of access control equipment.
 - > Use effective verbal communication when supervising queues.
 - > Admit individuals and refuse entry according to agreed procedures.
 - > Provide individuals with clear reasons why they have been refused entry.
 - > Manage queues in a safe and orderly manner.

The following optional Units are provided for:

- > Show awareness of the legal issues of detention techniques:
 - > The laws pertaining to the power of arrest and detention by an Event Steward.
 - > Situations in which an Event Steward might exercise the powers of arrest.
 - > Implications of wrongful detention.
 - > Circumstances in which to involve the police.
 - > Methods for involving the police.
 - > Methods for preserving the scene and evidence of the incident for appropriate authorities.
 - > Personal safety procedures.
 - > Organisational procedures.

- > Understand on-site traffic management techniques:
 - > Factors to consider when controlling the entry and exit of vehicles from the parking area.
 - > Factors to consider when directing vehicles in the parking spaces.
 - > Possible procedures for dealing with unauthorised parking.
 - > Types and implications for special passes.
 - > Factors to consider when dealing with an emergency.
 - > Organisational procedures for traffic management and vehicle control.

- > Organisational recording and reporting procedures.

When compared with the South African entry level Further Education and Training Certificate Event Support, the following similarities in focus are evident:

- > Care for customers.
- > Function in a team.
- > Demonstrate knowledge and understanding of health, safety and security at an event.
- > Adhere to professional conduct and business ethics in a PR and communication environment.
- > Perform basic financial functions in an event environment.
- > Relate diversity to customer service.
- > Monitor, control and direct crowds.
- > Plan and conduct research.

Due to the specific focus on stewarding whilst the South African qualification has a much broader events focus the following areas of focus in the Events environment:

- > Support the administration of minor events including logistics.
- > Apply efficient time management to the work of a department/division/section.
- > Assist with tasks related to marketing, market research and promotion.
- > Demonstrate understanding of the national and international event industry.
- > Identify and explain the core and support functions of a business.
- > Process data using information technology.

Conclusion:

The international comparison with the THT30102: Certificate III in Meeting and Events (Australia) and the NCFE Certificate in Event Stewarding (UK) indicate that good alignment in terms of main focus areas is evident.

In the scoping of the qualification and qualification stream for which the qualification acts as the first qualification and entry-level learning, the South African stakeholder group agreed that persons accessing this Certificate at NQF Level 4 would fulfil different and supportive roles in line with current business practice in South Africa. This includes greater emphasis on the area of Risk Management.

This Certificate articulates with other qualifications at NQF Level 5 and above (including that of an event co-ordinator) and it provides a platform for employment at entry level. This qualification is therefore comparable to those mentioned and in some cases exceeds those standards.

In short the qualification is at least on par with international comparatives, and may well be best practice as it brings together all the key elements present in more than one of the foreign qualifications.

ARTICULATION OPTIONS

This Qualification provides the following articulation opportunities:

Horizontal articulation:

- > ID 21171: Further Education and Training Certificate: Sport and Event Management, NQF Level 4.
- > ID 48669: Further Education and Training Certificate: Live Event Technical Production, NQF Level 4.

Vertical articulation:

- > ID 20613: National Diploma: Events Coordination, NQF Level 5.
- > ID 60276: National Certificate: Generic Management: Sport Event Management, NQF Level 5.

MODERATION OPTIONS

- > Anyone moderating assessment of a learner, against this Qualification must be registered as a moderator with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Any institution offering learning that may enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Assessment and moderation of assessment may 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 Exit Level Outcomes of 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, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Anyone assessing a learner, against this Qualification must be registered as an assessor with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

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

- > To be declared competent in all the outcomes of the National Assessor Unit Standards.
- > To be competent in 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

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
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	13935	Plan and conduct basic research in an office environment	Level 3	6
Core	13932	Prepare and process documents for financial and banking processes	Level 3	5
Core	110296	Adhere to professional conduct and business ethics in a Public Relations and Communication environment	Level 4	4
Core	115409	Assist with tasks related to marketing, market research and promotions	Level 4	7
Core	246740	Care for customers	Level 4	3
Core	244335	Conduct security at an event	Level 4	5
Core	260177	Demonstrate an understanding of the events industry	Level 4	8
Core	242818	Describe the relationship of junior management to other roles	Level 4	5
Core	116594	Function in a team	Level 4	4
Core	255914	Minimise and manage safety and emergency incidents	Level 4	6
Core	260179	Provide logistical support for an event	Level 4	3
Core	256094	Provide operational support for a minor event	Level 4	5
Core	243960	Provide support for events organization	Level 4	3
Core	260178	Relate diversity to customer service	Level 4	5
Core	15234	Apply efficient time management to the work of a department/division/section	Level 5	4
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	244589	Identify causes of stress and techniques to manage it in the workplace	Level 3	2
Elective	114979	Operate a computer workstation in a business environment	Level 3	2
Elective	116936	Use a Graphical User Interface (GUI)-based database application to work with simple databases	Level 3	3
Elective	116930	Use a Graphical User Interface (GUI)-based presentation application to enhance presentation appearance	Level 3	5
Elective	116940	Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem	Level 3	6
Elective	255915	Conduct volunteer services in a specific environment	Level 4	5
Elective	117156	Interpret basic financial statements	Level 4	4
Elective	114738	Perform financial planning and control functions for a small business	Level 4	6
Elective	114736	Record business financial transactions	Level 4	5
Elective	120379	Work as a project team member	Level 4	8

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Demonstrate an understanding of the events industry***

SAQA US ID	UNIT STANDARD TITLE		
260177	Demonstrate an understanding of the events industry		
ORIGINATOR		PROVIDER	
SGB Travel, Tourism and Events			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

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 national and international events industry.

SPECIFIC OUTCOME 2

Display an understanding of specific event genres for which event support services can be provided.

SPECIFIC OUTCOME 3

Describe the requirements associated with responsible events.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	64470	Further Education and Training Certificate: Event Support	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Relate diversity to customer service**

SAQA US ID	UNIT STANDARD TITLE		
260178	Relate diversity to customer service		
ORIGINATOR		PROVIDER	
SGB Travel, Tourism and Events			
FIELD		SUBFIELD	
11 - Services		Hospitality, Tourism, Travel, Gaming and Leisure	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
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

Analyse important issues relating to diversity.

SPECIFIC OUTCOME 2

Demonstrate an awareness of the need to accommodate diversity and special needs in a service environment.

SPECIFIC OUTCOME 3

Plan for diversity and special needs in a service environment.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	64470	Further Education and Training Certificate: Event Support	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Provide logistical support for an event*

SAQA US ID	UNIT STANDARD TITLE		
260179	Provide logistical support for an event		
ORIGINATOR	PROVIDER		
SGB Travel, Tourism and Events			
FIELD	SUBFIELD		
11 - Services	Hospitality, Tourism, Travel, Gaming and Leisure		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	3

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

SPECIFIC OUTCOME 1

Determine logistical requirements applicable to an event.

SPECIFIC OUTCOME 2

Coordinate logistical arrangements for an event.

SPECIFIC OUTCOME 3

Perform logistic administration for an event.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	64470	Further Education and Training Certificate: Event Support	Level 4

No. 1285

5 December 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

Water Sector

registered by Organising Field 12 – Physical Planning and Construction, 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.sqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and *no later than 5 January 2009*. All correspondence should be marked **Standards Setting – SGB for Water Sector** 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



D. MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:**National Certificate: Community Water, Health and Sanitation Monitoring**

SAQA QUAL ID	QUALIFICATION TITLE		
64589	National Certificate: Community Water, Health and Sanitation Monitoring		
ORIGINATOR	PROVIDER		
SGB Water Sector			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	12 - Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	130	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:**

This qualification has been developed to provide the necessary competencies in the field of community and environmental health and sanitation which will contribute towards improved practices within communities and their environment as well eradicating the backlogs and future needs in the sector.

Qualifying learners will be able to:

- > Conduct quality control in accordance with all aspects of applicable procedures and regulations.
- > Identify and make recommendations for appropriate interventions.
- > Communicate effectively.
- > Ensure policy compliance with regard to principles of Water, Health and Hygiene.
- > Monitor the Operation and Maintenance activities of sanitation services.
- > Supervise teams in the workplace.

Learners who have achieved this qualification will be able to access further learning opportunities and enhance their prospects for sustainable employment within the water and sanitation sector.

For new entrants, this qualification describes the learning outcomes required to participate effectively in a structured work environment within the water and sanitation sector. Employers will be able to use this qualification as the source for addressing skills needs and appropriate training interventions. Providers of education and training will be able to use this qualification for the design and development of appropriate outcomes based learning materials, assessment guides and related assessment tools.

Rationale:

This qualification reflects the workplace-based need for monitors to oversee the implementation of community water, health and sanitation projects to address massive backlogs, especially in the rural and remote communities.

This qualification represents a planned combination of learning outcomes with a defined purpose in that it consists of the essential embedded knowledge and applied competence required from those learners who seek to engage in a career within the water and sanitation sector.

This qualification forms the foundation for advancement to the Further Education and Training Certificate: Community, Water, Health and Sanitation Facilitation NQF Level 4 and will also lay the foundation for future career advancement to other related qualifications within the sector.

Learners will have the capacity to advance, gain skills and build self-esteem as the qualified learners will be able to competently monitor community water, health and sanitation programmes in a professional manner, ensuring that community needs are met and the environment is sustained.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

It is assumed that the learner is already competent in the following:

- > Communication at NQF Level 2 or equivalent.
- > Mathematical Literacy at NQF Level 2 or equivalent.
- > National Certificate: Community Water, Sanitation and Health Promotion at NQF Level 2 or equivalent.

Recognition of Prior Learning:

This qualification may be achieved in part or completely through the recognition of prior learning, which includes informal, formal and non-formal learning and work experience. Any learner wishing to be directly assessed may arrange to do so, without attending further training or education. The assessor and learner will decide together on the most appropriate assessment route to be taken.

Evidence can be presented in a variety of forms, including international or previous local qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence should be judged according to the general principles of assessment described in the note to assessors below.

Access to the Qualification:

Access to this qualification is open to all bearing in mind "Learning assumed to be in place".

QUALIFICATION RULES

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

To be awarded the qualification, a learner is required to obtain a minimum of 130 credits as detailed below.

Fundamental:

All Fundamental unit standards are compulsory (36 Credits):

- > Communication: 20 credits.

> **Mathematical Literacy: 16 credits.**

Core:

All Core unit standards are compulsory (56 Credits).

Electives:

> The Elective Component consists of two areas of specialisation (Clusters), each with its own set of unit standards.

> Learners should select unit standards to a minimum value of 38 credits from one of the following clusters:

General Cluster:

- > ID 12344: Demonstrate knowledge of gender and equity in sustainability of water and sanitation related projects, Level 4, 4 credits.
- > ID 242860: Apply the Batho Pele principles to own work role and context, Level 3, 4 credits.
- > ID 242890: Display an understanding of core municipal processes and Ward Committee participation in these processes, Level 3, 10 credits.
- > ID 9530: Manage work time effectively, Level 3, 3 credits.
- > ID 14050: Care for customers in a community environment, Level 3, 5 credits.
- > ID 11982: Collect data for environmental management purposes, Level 3, 8 credits.
- > ID 119829: Use appropriate environmental management tools and protocols to detect and respond to specific impacts, Level 3, 10 credits.
- > ID 9532: Demonstrate basic knowledge of computers, Level 3, 6 credits.
- > ID 114977: Use a spreadsheet package to produce and manage business documents, Level 3, 3 credits.
- > ID 114978: Use a word processing package to produce business documents, Level 3, 3 credits.

Subtotal: 56 credits.

Community Sanitation Building:

- > ID 11782: Perform basic building works, Level 3, 8 credits.
- > ID 14888: Construct on-site sanitation facilities, Level 2, 2 credits.
- > ID 15159: Use labour intensive construction methods to construct and maintain water and sanitation services, Level 4, 8 credits.
- > ID 14580: Read and interpret construction drawings and specifications, Level 3, 10 credits.
- > ID 119526: Implement safety procedures for open hole or deep excavations: Level 3, 4 credits.
- > ID 11781: Plan and prepare to perform plumbing works, Level 3, 8 credits.
- > ID 11780: Understand and apply basic plumbing principles, Level 3, 8 credits.
- > ID 14425: Perform site administration functions, Level 4, 10 credits.

Subtotal: 58 credits.

EXIT LEVEL OUTCOMES

On achieving this qualification the qualifying learner will be able to:

1. Demonstrate an understanding of applicable legislation and how it relates to the health and sanitation plan with specific reference to monitoring and supervisory functions.
2. Implement, monitor and maintain sanitation systems.

3. Supervise and monitor the implementation of the community sanitation, health and hygiene plan.
4. Demonstrate communication, negotiation and supervisory skills.
5. Demonstrate an understanding of the entrepreneurial environment.

Critical Cross Field Outcomes (CCFO's):

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:
 - > Implementing community health and sanitation plans.
 - > Identifying and selecting different sanitation technological options in addressing community needs.
 - > Identifying deviations and implementing corrective actions in monitoring water and sanitation projects.
- > Working effectively with others as either a leader or member of a team, group, organisation or community during the implementation and monitoring of water and sanitation projects within communities.
- > Organising and managing oneself and one's activities responsibly and effectively when implementing and supervising health and sanitation plans within communities.
- > Collecting, analysing, organising and critically evaluating information in order to ensure a clear understanding of community water, health and sanitation needs and priorities by:
 - > Implementing and monitoring health and sanitation projects.
 - > Initiating corrective actions should there be deviations from standard requirements.
- > Communicating effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion when:
 - > Reporting to communities, stakeholders and the employer about implementation and progress on water, health and sanitation projects.
 - > Issuing instructions and receiving feedback from team members.
- > Using science and technology effectively and critically, showing responsibility to the environment and health of others when selecting, applying and monitoring different sanitation technological options for community water, health and sanitation interventions.
- > Demonstrating an understanding of the world as a set of interrelated systems by recognising that health, sanitation and environmental problem-solving contexts do not exist in isolation and that human behavior will impact on the functioning thereof when implementing health and sanitation plans.

ASSOCIATED ASSESSMENT CRITERIA

Assessment Criteria for Exit Level Outcome 1:

- > Relevant legislation is identified, and interpreted according to local community and environmental needs related to the implementation and monitoring of a health and sanitation plan.
 - > The application of workplace and environmental safety procedures in community, water, health and sanitation is supervised according to relevant legislation.
- Range Statement: Relevant legislation includes:

- > National Sanitation Policy - October 1996.

- > Strategic Framework for Water Services.
- > Occupational Health and Safety Act 85 of 1993.
- > National Water Act No 36 of 1998.
- > Water Services Act 108 of 1997.

Assessment Criteria for Exit Level Outcome 2:

- > The different sanitation technological options available are described in terms of their application in community related projects.
- > Different sanitation systems are monitored for practical functionality in accordance with relevant legislation to ensure ongoing suitability to the community.
- > Different sanitation systems are maintained according to manufacturer specifications.

Assessment Criteria for Exit Level Outcome 3:

- > Basic supervisory functions are demonstrated in the implementation of a community water, health and sanitation project.
- > Quality management procedures are implemented in a community water, health and sanitation project.

Assessment Criteria for Exit Level Outcome 4:

- > Verbal and written communication skills are used to interact in a meaningful way with work colleagues and the community in the water and sanitation environment.
- > The health and sanitation plan is implemented using a variety of communication and negotiation skills to supervise and monitor the project.
- > A variety of communication tools are used to transfer knowledge and skills on technological, operational and maintenance options to work colleagues and the communities in the water and sanitation environment.

Assessment Criteria for Exit Level Outcome 5:

- > Entrepreneurial opportunities within the health and sanitation environment are identified in terms of an alternative means of making a living in order to expedite mitigation of backlogs, improve skills and create employment.
- > Attributes of a successful entrepreneur in a water and sanitation environment are described in terms of characteristics, aptitudes and competencies required in the individual's own context.

Integrated Assessment:

For awarding of the qualification, a candidate must achieve each unit standard as per the rules of combination of this qualification.

The assessment criteria in the unit standards are performance-based (applied competence as opposed to required knowledge only). This means that workplace experience may be recognized when awarding credits towards this qualification.

The candidate must demonstrate the ability to effectively engage in operations selected in an integrative way, dealing with divergent and "random" demands related to the work operations.

INTERNATIONAL COMPARABILITY

The uniqueness of the South African context is characterized by mostly rural and in most cases third world conditions where very specific skills are required to implement sanitation projects in areas with no running water.

To address the requirements of a typical sanitation project in a rural community, the role of a monitor within the social context of the qualification, must be complemented with the unique trade of a Sanitation Builder, responsible on a large scale to roll out the massive backlogs of VIP/UD toilets in very rural and remote areas.

As a result the qualification mix of combining social and technical skills as it applies to community water, health and sanitation into one qualification, presents challenges with benchmarking within the continent as well as internationally. No wholly comparative qualifications therefor were found to be comparative with a qualification at this level. Part comparability was therefore researched and as such, courses mentioned in this report are comparative to exit level outcomes or relevant unit standards.

Qualifications and skills programmes from the following countries were examined and benchmarked:

- > Kenya (NETWAS).
- > Uganda (NETWAS).
- > Zimbabwe (ISWD).
- > Centro de Formação Profissional de Águas e Saneamento (CFPAS) - Mozambique.
- > UNESCO-IHE Institute for Water Education - Netherlands.
- > International Water and Sanitation Center (IRC) - Netherlands.
- > The Water Supply and Sanitation Collaborative Council (WSSCC) - Switzerland.
- > United Kingdom (WEDC).
- > Australia (RedR).
- > Streams of Knowledge (SOK).

Below are some of the courses which could in part be comparative to this qualification.

NETWAS - Kenya, Uganda, Tanzania:

NETWAS International was established in 1986 in Kenya as a regional water and sanitation center for Eastern Africa. It is part of the global International Training Network for Water and Waste Management, also known as the ITN. ITN is a program that was established through the initiative of the UNDP-World Bank as a contribution to the International Drinking Water and Sanitation Decade of the 1980s. This Program's mandate was to establish several regional centers in Africa, Asia and Latin America to support capacity building activities including information dissemination. There are currently a number of active centers in Asia (Philippines, India and Bangladesh) and a strong ITN Africa network.

NETWAS collaborates with a number of international organizations such as IRC International Water and Sanitation Centre, Water and Sanitation Program (Africa) of the UNDP-World Bank, SANDEC Department for Water and Sanitation in Developing Countries at the Swiss Federal Institute for Environmental Science and Technology, SKAT Swiss Centre for Development Cooperation in Technology and Management, and SDC Swiss Agency for Development and Cooperation. NETWAS International is a founder member of the ITN Africa Network and the Streams of Knowledge.

Training programmes are divided into two broad categories: Scheduled Courses and Onsite Customized Courses. The scheduled courses are offered at predetermined times during the year. The onsite customized courses are offered on request to a particular client anywhere in Africa.

International Training Programme (ITP) courses offered include:

- > Monitoring for effectiveness: Improving community based water supply and sanitation projects.
- > Hygiene Education and Promotion: Planning and management for behavioural change.

- > Solid waste management.
- > Management for sustainability in water supply and sanitation programmes.
- > Gender issues in water supply and environmental sanitation.
- > Private sector involvement in WES.
- > Community management.

Institute of Water and Sanitation Development (IWSD) - Zimbabwe:

The Institute for Water and Sanitation Development is located in Harare, Zimbabwe. The Institute aims to assist in the achievement of sustainable development of water resources and waste management through the provision of support to development agencies in Zimbabwe and the Southern Africa region through training, research, advisory services and information dissemination.

IWSD offers the following diploma and certificate courses:

- > Post Graduate Diploma in Water Supplies and Sanitation.
- > National Diploma in Water and Waste Management.
- > National Certificate in Water and Waste Management.

Variety of Short Courses covering some of the following areas:

- > Planning and Management.
- > Monitoring and Evaluation.
- > Community Participation and gender issues.
- > Participatory methodologies.
- > Integrated Water Resource Management.
- > HIV and Aids and Hygiene related issues.
- > Waste Management.

Centro de Formação Profissional de Águas e Saneamento (CFPAS) - Mozambique:

CFPAS is a vocational training centre for water and sanitation. Its mission is to offer educational services, training and up-grading to professionals of the water and sanitation and related sectors in Mozambique. Water and sanitation sector staff of other Portuguese Speaking Countries of Africa - the PALOPs - also benefit from the services offered by CFPAS.

UNESCO-IHE Institute for Water Education - Netherlands:

One of the number of short courses offered are:

Course: Decentralized Water Supply & Sanitation:

This course provides theoretical background and practical expertise in the field of low-cost decentralised water supply and sanitation alternatives specifically suitable for the small towns, peri-urban areas and urban slums, small island communities, tourist resorts etc.

The course covers the following subjects:

- > Introduction: Module objectives and contents (General introduction to water supply and sanitation situations in small town, peri-urban areas and urban slums etc.).
- > Water Supply Systems: Water sources, supply systems, source selection, water supply service levels, spring catchments and sand dams, wells and pumps, rainwater harvesting, small-scale water treatment methods.
- > Sanitation Systems: Ecological sanitation (introduction to ecosan, basics of conventional wastewater treatment, relevant treatment technologies, ecosan and agriculture, greywater

treatment and reuse, linkages between ecosan and Millennium Development Goals). Faecal Sludge Management, Low-cost Sewerage and Drainage.

> Management aspects of DWSS: Participatory planning and evaluation of DWSS systems, financing and cost recovery, institutional arrangements and operation and maintenance aspects.

International Water and Sanitation Center (IRC) - Netherlands:

Since the formation of the IRC International Water and Sanitation Centre (IRC), Netherlands has become a hub of best practice in water and sanitation research, capacity building and training activities. Since its foundation in 1968, the IRC has facilitated the sharing, promotion and use of knowledge so that governments, professionals and organisations particularly in developing countries can make better use of training initiatives to obtain water and sanitation services they will use and maintain.

The overall objective of IRC training activities is to provide thorough training of trainer courses to Water Services Sector (WSS) sector staff with the opportunity to update and supplement their knowledge on sector issues, and to improve their skills to plan, implement and manage projects. The training methodology is based on the conviction that the sharing of knowledge and experience is a valuable learning tool and essential in adult learning. IRC has a number of educational programs that it runs with partners such as ITN Africa in this context. To mention a few best practice models in school education about the promotion of community water, health and sanitation can be listed as the joint School Sanitation and Hygiene Education (SSHE) programmes which it initiated and launched in 1999 with UNICEF. The SSHE programme is the former Water, Sanitation and Hygiene (WASH) programme.

The Water Supply and Sanitation Collaborative Council (WSSCC) - Switzerland:

The Water Supply and Sanitation Collaborative Council (WSSCC) which is based in Switzerland, has a special interest in sanitation and hygiene and emphasizes the need to view Water, Sanitation and Hygiene (WASH) as an inseparable trinity for development. Though this council is not actively involved in class-room or direct training provision of formalized qualifications, its interest as stated above and its links to the United Nations makes it a key influence to training qualifications of this nature. This qualification is aligned with the programmes of the WSSCC in addressing water, sanitation and health promotion challenges as experienced worldwide.

Water, Engineering & Development Centre (WEDC) - Loughborough University (UK):

WEDC is one of the world's leading education and research institutes for improving access to infrastructure and services for the poor in low- and middle-income countries. They are based in the Department of Civil and Building Engineering at Loughborough University in the UK, but work all over the world.

Short courses for capacity development with WEDC:

Subject Areas:

- > Water, sanitation and hygiene.
- > Urban infrastructure and services.
- > Rural and urban institutional development and management.
- > Water and sanitation emergencies and relief.
- > Water quality and environmental monitoring.
- > Solid waste management.
- > Rural groundwater development.
- > Programme and project design and management.

RedR - Australia:

Short Course: Water, Environment and Sanitation in Emergencies:

Course Outline:

- > Health risks in emergencies.
- > Rapid assessments, reporting and monitoring.
- > Disease surveillance.
- > Coordination and partnerships.
- > Hygiene promotion.
- > Water quality testing and monitoring.
- > Environmental sanitation (solid waste management, site clean up).
- > Excreta disposal and latrines.
- > Site selection.
- > Water source identification.
- > Water pumping.
- > Water distribution systems.
- > Water trucking operations.
- > Transition issues (from emergency to rehabilitation).
- > Decommissioning and storage of equipment.

Streams of Knowledge (SOK):

Global coalition of resource centres in the water and sanitation sector. Organisations that work on water and sanitation issues and wish to broaden their approach will be supported to become resource centres. (Regional) Networks are being developed to help resource centres to validate the quality of their work, improve the relevance of their output and create conditions to exchange good practice.

Conclusion:

Whilst there is a considerable amount of training programmes and short courses that are partly comparative to this qualification, no formal qualification and unit standards that are directly comparable to this qualification and the component unit standards have been identified. The international comparative search conducted has revealed that only short courses and no full qualifications exist in the international arena.

The core and elective components have been developed taking into account South Africa's unique context. The fundamental components, reflecting foundational learning and generic skills and knowledge have been derived from registered, local adult education unit standards.

ARTICULATION OPTIONS

Vertical articulation is possible with the following:

- > ID 61669: Further Education and Training Certificate: Community Water, Health and Sanitation Facilitation at NQF Level 4.

This qualification articulates to qualifications in environmental science and environmental management at NQF Level 4.

Horizontal articulation is possible, but not limited, with the following:

- > ID 60155: National Certificate: Water and Wastewater Reticulation Services at NQF Level 3.

MODERATION OPTIONS

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

> Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA.

> Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

> Therefore 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 qualification at or above the level of this qualification plus a minimum of two years practical, relevant occupational experience.

> To be registered as an assessor with the relevant ETQA.

NOTES

Learning Pathway:

1. National Certificate: Community Water, Health and Sanitation Promotion, NQF Level 2.
2. National Certificate: Community Water, Health and Sanitation Monitoring, NQF Level 3.
3. Further Education and Training Certificate: Community Water, Sanitation and Health Facilitation, NQF Level 4 or Further Education and Training Certificate: Sanitation Project Facilitation, NQF Level 4.
4. National Certificate: Sanitation Project Co-ordination, NQF Level 5.
5. First Degrees/Higher Diplomas: Civil Engineering, Environmental Health, Development and Management.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2
Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Core	13912	Apply knowledge of self and team in order to develop a plan to enhance team performance	Level 3	5
Core	113852	Apply occupational health, safety and environmental principles	Level 3	10
Core	14034	Demonstrate knowledge of community sanitation	Level 3	7
Core	260198	Determine water and sanitation requirements for a community	Level 3	3
Core	260200	Monitor health and hygiene improvement in a sanitation project	Level 3	12

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	260201	Operate, maintain and provide technical support for on site sanitation systems	Level 3	8
Core	114598	Demonstrate an understanding of an entrepreneurial profile	Level 4	5
Core	260199	Supervise a sanitation project	Level 4	6
Elective	14888	Construct on-site sanitation facilities	Level 2	2
Elective	242860	Apply the Batho Pele principles to own work role and context	Level 3	4
Elective	14050	Care for customers in a community environment	Level 3	5
Elective	119822	Collect data for environmental management purposes	Level 3	8
Elective	9532	Demonstrate basic knowledge of computers	Level 3	6
Elective	242890	Display an understanding of core municipal processes and Ward Committee participation in these processes	Level 3	10
Elective	119526	Implement safety procedures for open hole or deep excavations	Level 3	4
Elective	9530	Manage work time effectively	Level 3	3
Elective	11782	Perform basic building works	Level 3	8
Elective	11781	Plan and prepare to perform plumbing works	Level 3	8
Elective	14580	Read and interpret construction drawings and specifications	Level 3	10
Elective	11780	Understand and apply basic plumbing principles	Level 3	8
Elective	114977	Use a spreadsheet package to produce and manage business documents	Level 3	3
Elective	114978	Use a word processing package to produce business documents	Level 3	3
Elective	119829	Use appropriate environmental management tools and protocols to detect and respond to specific impacts	Level 3	10
Elective	12344	Demonstrate knowledge of gender and equity in sustainability of water and sanitation related projects	Level 4	4
Elective	14425	Perform site administration functions	Level 4	10
Elective	15159	Use labour intensive construction methods to construct and maintain water and sanitation services	Level 4	8

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Determine water and sanitation requirements for a community**

SAQA US ID	UNIT STANDARD TITLE		
260198	Determine water and sanitation requirements for a community		
ORIGINATOR			PROVIDER
SGB Water Sector			
FIELD			SUBFIELD
12 - Physical Planning and Construction			Civil Engineering Construction
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
12348	Demonstrate Knowledge Of Water Users and Water Users' Needs	Level 3	3	Will occur as soon as 260198 is registered

SPECIFIC OUTCOME 1

Identify water uses in terms of the National Water Act.

SPECIFIC OUTCOME 2

Identify needs of water users.

SPECIFIC OUTCOME 3

Identify available water resources.

SPECIFIC OUTCOME 4

Identify and solve water related conflict.

SPECIFIC OUTCOME 5

Identify sanitation services delivery requirements.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	64589	National Certificate: Community Water, Health and Sanitation Monitoring	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Supervise a sanitation project***

SAQA US ID	UNIT STANDARD TITLE		
260199	Supervise a sanitation project		
ORIGINATOR	PROVIDER		
SGB Water Sector			
FIELD	SUBFIELD		
12 - Physical Planning and Construction	Civil Engineering Construction		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
123468	Explain and apply quality control procedures	Level 3	6	Will occur as soon as 260199 is registered

SPECIFIC OUTCOME 1

Understand the role of the supervisor.

SPECIFIC OUTCOME 2

Gather and collate data required for quality control.

SPECIFIC OUTCOME 3

Apply quality control procedures to own project activities.

SPECIFIC OUTCOME 4

Monitor and supervise the implementation of sanitation projects.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	64589	National Certificate: Community Water, Health and Sanitation Monitoring	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Monitor health and hygiene improvement in a sanitation project**

SAQA US ID	UNIT STANDARD TITLE		
260200	Monitor health and hygiene improvement in a sanitation project		
ORIGINATOR	PROVIDER		
SGB Water Sector			
FIELD	SUBFIELD		
12 - Physical Planning and Construction	Civil Engineering Construction		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	12

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115894	Promote health and hygiene improvement in a project-level sanitation project	Level 4	12	Will occur as soon as 260200 is registered

SPECIFIC OUTCOME 1

Monitor locally specific health and hygiene interventions.

SPECIFIC OUTCOME 2

Report monitoring indicators to the project facilitator.

SPECIFIC OUTCOME 3

Demonstrate understanding of quality assurance practices as a basis of project implementation monitoring.

SPECIFIC OUTCOME 4

Resolve non-conformance issues in water, health and sanitation projects.

SPECIFIC OUTCOME 5

Demonstrate understanding of basic health, social and environmental issues which relate to the sanitation environment.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	64589	National Certificate: Community Water, Health and Sanitation Monitoring	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Operate, maintain and provide technical support for on site sanitation systems**

SAQA US ID	UNIT STANDARD TITLE		
260201	Operate, maintain and provide technical support for on site sanitation systems		
ORIGINATOR			PROVIDER
SGB Water Sector			
FIELD			SUBFIELD
12 - Physical Planning and Construction			Civil Engineering Construction
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	8

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115965	Operate, maintain and provide technical support for on site sanitation systems	Level 3	8	Will occur as soon as 260201 is registered

SPECIFIC OUTCOME 1

Explain different on site sanitation systems.

SPECIFIC OUTCOME 2

Advise community members regarding application for new on site sanitation systems.

SPECIFIC OUTCOME 3

Monitor the construction of on site sanitation systems.

SPECIFIC OUTCOME 4

Operate and maintain on site sanitation systems.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	64589	National Certificate: Community Water, Health and Sanitation Monitoring	Level 3