

Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID-AFRIKA

Vol. 523

Pretoria, 30 January 2009
Januarie

No. 31820

CONTENTS • INHOUD*No.**Page
No. Gazette
No.***GOVERNMENT NOTICES****South African Qualifications Authority***Government Notices*

62	National Standards Bodies Regulations: Task Team for Animal Protection Standards	3	31820
63	do.: Standards Generating Body (SGB) for Mining and Minerals	42	31820
64	do.: Task Team for Radiography and Clinical Technology	87	31820
65	do.: Standards Generating Body (SGB) for Primary Agriculture	96	31820
66	do.: Standards Generating Body (SGB) for Assessor Standards	101	31820

GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 62

30 January 2009



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

Animal Protection Standards

registered by Organising Field 01 – Agriculture and Nature Conservation, 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 4 March 2009**. All correspondence should be marked **Standards Setting – Task Team for Animal Protection Standards** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. E. Brown

Postnet Suite 248

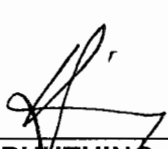
Private Bag X06

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: Animal Protection***

SAQA QUAL ID		QUALIFICATION TITLE	
65229		Further Education and Training Certificate: Animal Protection	
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	1 - Agriculture and Nature Conservation	Nature Conservation	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	152	Level 4	Regular-Unit Stds Based

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

PURPOSE AND RATIONALE OF THE QUALIFICATION**Purpose:**

This qualification provides knowledge, skills and values needed for learners who wish to pursue a career in animal protection. Learners achieving this qualification will find employment in not-for-profit organisations (NPOs) in the field of animal welfare and in other organisations or communities where animals play a significant part.

Learners will be provided with the theoretical knowledge and the practical competencies to enable them to respond to situations where animals are or may be at risk. This qualification seeks to develop the following competencies in a learner:

- > Animal protection law enforcement.
- > Identification of the implications of the Acts, codes and associated pieces of legislation.
- > Spontaneous, flexible and responsive inspection of animals and their conditions.
- > Knowledge of the characteristics and needs of different animal species.
- > Developing a sense of responsibility and upliftment of ethical standards in line with an animal law enforcement officer's profession.

The learner achieving this qualification will be able to:

- > Communicate verbally and in writing using a number of different techniques and formats and apply basic mathematical concepts in the workplace.
- > Evaluate situations involving animals and explore appropriate strategies to be used in the case of abuse or neglect.
- > Conduct an animal cruelty investigation.
- > Support a prosecution.
- > Adopt the behaviours of a professional Animal Protection Inspector.
- > Advise on the proper care of animals commonly found in different socio-economic communities.

Rationale:

Proper care and prevention of cruelty to animals is an important responsibility of the community. Mahatma Ghandi stated that the degree of civilisation attained by a society is reflected by its treatment of animals. More recently, research findings have shown that there is close relationship between violence towards people and animals. This qualification will also promote love of, and respect towards animals, which should have positive spin-offs for society in general. To promote care and concern for animals sets the tone for reducing violence in society.

Many people in rural and urban areas depend on their animals for their livelihood, and proper care of the animals results in the improvement of their socio-economic conditions.

Animal abuse occurs mostly in domestic situations, in exhibitions, entertainment, sports, farming, laboratories, breeding, when used for work, and in human interaction with wildlife. These abuses arise from ignorance, carelessness, negligence and wilful action.

It is in the interest of society as a whole to have inspectors who hold a nationally recognised qualification so that they can provide leadership by educating, advising, warning and prosecuting as the situation may demand. This qualification fulfils that need.

Inspectors in the animal welfare field are, by the nature of the work, very dedicated. This qualification provides well-deserved recognition for them.

Although there have been inspectors from historically disadvantaged groups for decades, their numbers have been very few, and there is a need to make their numbers demographically proportional.

This qualification gives credibility to animal welfare and protection organisational work as a significant career. Employers in the field will be more able to retain existing inspectors and recruit new ones, and thereby address the current shortfall of skilled workers.

Learners typically embarking on this qualification will have willingness to work with different communities, a current driving licence (Code EB) and compassion for people as well as animals.

This is the first qualification in the learning pathway for people working in the animal welfare field. Senior inspectors who are entrusted with managerial responsibilities will follow this qualification to achieve the National Certificate: Management at NQF Level 5. This embraces inter alia, the application of fundamental planning principles, organising, leading; strategic thinking; effective use of information and, being financially aware.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

> Communication and Mathematical Literacy at NQF Level 3.

Recognition of Prior Learning:

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

This Recognition of Prior Learning may allow:

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

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

Access to the Qualification:

There is open access to this qualification for the learners who are in possession of a code 08 (EB) driving licence.

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 152 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 compulsory Unit Standards with 88 credits.

Elective Component:

The elective Component consists of individual unit standards from which the learner must choose not fewer than 2 Unit Standards totalling a minimum of 8 credits.

EXIT LEVEL OUTCOMES

On achieving this qualification the learner will be able to:

1. Communicate verbally and in writing using a number of different techniques and formats and apply basic mathematical concepts in the workplace.
2. Evaluate situations involving animals and explore appropriate strategies to be used in the case of abuse or neglect.
3. Conduct an animal cruelty investigation.
4. Support a prosecution.
5. Adopt the behaviours of a professional Animal Protection Inspector.

6. Advise on the proper care of animals commonly found in different socio-economic communities.

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:

- > Evaluating situations involving animals and deciding on strategies to be adopted.
- > Deciding on advice to give on the proper care of animals commonly found in different socio-economic communities.

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

- > Supporting a prosecution by preparing documentation and giving evidence in a court of law.
- > Giving advice on the proper care of animals.

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

- > Evaluating situations involving animals and deciding which strategies to adopt.
- > Conducting an animal cruelty investigation by gathering information as evidence.
- > Preparing reports.
- > Adopting the attitudes of Animal Professional Protection Inspector.

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

- > Preparing reports.
- > Preparing documentation for court case.
- > Advising on the proper care of animals commonly found in different socio-economic communities.
- > Making presentations.

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

- > Evaluating situations involving animals.
- > Gathering information as evidence.
- > Preparing reports.
- > Advising on the proper care of animals commonly found in different socio-economic communities.

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

- > Giving advice on the proper care of animals commonly found in different socio-economic communities.
- > Using specialised equipment in the field.
- > Devising ways of environmental enrichment.

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

- > Evaluating situations involving animals and deciding which strategies to adopt.
- > Supporting a prosecution.
- > Giving advice on the proper care of animals and the social implications of responsible animal ownership.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

1. Language and texts are used to communicate understanding for educational law enforcement purposes.
2. The use of basic mathematics in animal protection contexts is explained with relevant examples.

Associated Assessment Criteria for Exit Level Outcome 2:

1. Circumstances under which animals can be subjected to abuse as a result of ignorance by the owners are identified and possible strategies for resolving these circumstances are given.
 2. The signs and symptoms of animals suffering pain, discomfort, distress or neglect are understood and used to identify abused animals.
 3. Intervention strategies are linked to the nature of the identified problem/s.
- > Range: Tactics may include education, issuing a warning or prosecuting.

Associated Assessment Criteria for Exit Level Outcome 3:

1. Applicable animal protection legislation is identified for the type of abuse being investigated.
2. Animal Practice codes are identified where applicable.
3. Complaints received are investigated according to organisational procedures.
4. Reports are prepared according to organisational standards.

Associated Assessment Criteria for Exit Level Outcome 4:

1. The role of the animal protection officer in court proceedings is explained in terms of functions and responsibilities.
2. A formal court statement is written in the prescribed format with correct application of terminologies.
3. A docket is completed in line with SA Police Services standards.
4. Evidence is presented in a court of law in accordance with acceptable legal proceedings.
5. Progress of a court case is monitored until completion.

Associated Assessment Criteria for Exit Level Outcome 5:

1. Personal grooming and dress codes are in accordance with organisational standards.
2. The inspector's vehicle is equipped and maintained to organisational standards.
3. Knowledge, skills and attitudes are maintained that ensure a professional image is portrayed to the public.
4. Pro-active and reactive inspections are undertaken according to organisational requirements.
5. Responsibility for inspecting all species of animals is adopted in accordance with the specific needs and legislation for particular species.

Associated Assessment Criteria for Exit Level Outcome 6:

1. A general knowledge of animals commonly found in different socio-economic communities is portrayed in terms of their physical, nutritional and species-specific needs.

2. Advice provided to animal owners is directed towards the needs of the animal and focuses on responsible ownership.
3. Practical ways of enriching the animal's environmental are identified in terms of specific needs and available resources.

Integrated Assessment:

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

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic animal welfare contexts whenever possible.

A variety of assessment tools and pragmatic activities must be appropriate to contextualised working environment. Where it is not possible to assess the learner in a workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide an experience 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 assessed. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

INTERNATIONAL COMPARABILITY

Scottish Qualifications Authority (SQA):

Being the first country in the world to introduce legislation to protect animals, the United Kingdom is a natural starting point. In the UK, many people regard Scottish education as superior to that found elsewhere in the nation. Scottish qualifications are based on competency standards and several of these are in the animal welfare sector under the description "Animal Care". The standards were developed by members of the Animal Care and Welfare Industry. The qualification chosen for comparison is Level 3 Animal Care G 8 DR23. It comprises a total of 12 Scottish Units of which 7 are chosen from 29 options. Some of the options are similar to the management options in this qualification whilst others would be covered in a forthcoming South African qualification for NPO society committee members.

Other options pertaining to animals are in our core standards except for "providing a suitable environment for reproduction", which in the domestic environment is contrary to policy here, and homing.

Important core standards in our Further Education and Training Certificate on investigations and use of legislation are options in the SQA G8 DR23.

In summary, comparing the two qualifications the proposed Further Education and Training Certificate:

- > Covers all species of animals in a wide variety of environments.
- > Focuses on the use of legislation for the protection of animals.
- > Prompts proactive animal investigation.
- > Has a substantial core of standards with few electives.
- > Does not cover the construction of premises for housing animals.
- > Is similar in that the health, care, treatment and transportation of animals are addressed.
- > Appears to be more thorough and comprehensive with regard to animals.

New Zealand Qualifications Authority (NZQA):

New Zealand "inherits" many of the UK attitudes to animals and in many ways, the NZQA's National Certificates in Compliance and Regulatory Control (NQF 460 and 533) are closer than the SQA qualification above.

They are at NZQA Level 4 and the totals of 83 - 92 credits are made up from Standards ranging from Level 1 to Level 5. Like this FETC, they have equivalents to some of the Fundamental standards.

These, together with the 9 animal related standards and the 6 investigation and legislation-related standards are all compulsory. There are no "basic standards" that serve as introductions to specialisations like wildlife and laboratory animals. These have their own qualifications such as the National Certificate in Captive Wild Animals (70 credits) and the National Diploma in Laboratory Animal Care (146 credits at level 5).

In summary, comparing the two qualifications the proposed Further Education and Training Certificate:

- > Covers all species of animals in a wide variety of environments.
- > Has more comprehensive legal content, but this may be because of superior South African legislation.
- > Have basic introductions to subjects that warrant higher level standards such as wildlife, laboratory and equine animals.
- > Prompts proactive animal investigation.
- > Appears to be more thorough and comprehensive.
- > Cannot yet claim to an existing upward animal welfare pathway (compared with NZQA) but this is planned.
- > Does have an upward pathway for those going into management.

Conclusion:

The SQA and NZQA qualifications are packaged differently and there are differences of emphases between these and the proposed Further Education and Training Certificate.

SQA learners are given a wide choice of electives which may suit a wider target group, but are not relevant to the target group for the Further Education and Training Certificate. The NZ electives include topics such as handling volunteers, customer service, receipt and storage of goods. "Animal Care", like societies for the prevention of cruelty to animals here, comes under Agriculture.

The NZQA qualifications require all of the subjects to be covered, one similar variant addressing Animal Welfare needs. These qualifications are the responsibility of the NZ Local Government Industry Training Organisation.

Overall, the Further Education and Training Certificate's proposal appears to be more thorough and comprehensive, both in coverage of the law, and in the broad spectrum of animal species and their environments.

This comparison was made when about 90% of the qualification was completed. Nothing in the comparison motivated any changes to this proposal. Feedback from narrow consultation suggests that a qualification similar to the one proposed may serve the purposes of people in specialised areas such as animals in experimental laboratories. One comment was that the fundamental standards cover competencies that are scarce in that environment.

ARTICULATION OPTIONS

Vertical articulation:

- > This qualification may articulate vertically to the present 2-year Diploma in Veterinary Nursing, and then allow further progression to the planned degree in veterinary nursing at Onderstepoort.
- > It may also articulate vertically with the B. Tech. I in Animal Health, NQF Level 7.
- > It also articulates vertically with the:
 - > ID 59201: National Certificate: Generic Management, NQF Level 5.

Horizontal articulation:

- > The qualification articulates horizontally with the:
 - > ID 48435: Further Education and Training Certificate: Captive Animal Management, NQF Level 4.

MODERATION OPTIONS

- > Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant 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.
- > 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 and in 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 5 years practical, relevant occupational experience.
- > To be registered as an assessor with the relevant ETQA.

NOTES

N/A

UNIT STANDARDS

ID	UNIT STANDARD TITLE	LEVEL	CREDITS
----	---------------------	-------	---------

	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	254222	Demonstrate stress management techniques as a self-help tool	Level 3	4
Core	261587	Compile, register and pursue a case docket with the South African Police Services	Level 4	5
Core	261621	Demonstrate basic knowledge of farm animal use in commercial and non-commercial farming systems	Level 4	5
Core	261595	Demonstrate basic knowledge of welfare issues relating to wildlife	Level 4	5
Core	261561	Explain equine characteristics and needs, husbandry, health and welfare	Level 4	5
Core	261557	Explain slaughter procedures and related animal welfare concerns	Level 4	5
Core	261598	Explain the principles of successful adoption of dogs and cats	Level 4	3
Core	261594	Explain the principles of the euthanasia of species commonly dealt with by animal welfare workers	Level 4	5
Core	261558	Give advice on responsible companion animal ownership	Level 4	4
Core	261599	Identify welfare requirements of animals in entertainment, exhibition, sport and security	Level 4	5
Core	261618	Maintain a professional image as an Animal Protection Inspector	Level 4	3
Core	261560	Plan and implement strategies for proactive animal protection	Level 4	5
Core	261593	Prepare for and react to an animal welfare complaint	Level 4	3
Core	261588	Present evidence for the protection of animals in a law court	Level 4	5
Core	261586	Profile species to identify their holistic requirements	Level 4	5
Core	261619	Use animal handling and protection equipment	Level 4	3
Core	115855	Create, maintain and update record keeping systems	Level 5	5
Core	261590	Explain the application of animal cruelty legislation	Level 5	5
Core	261591	Explain the application of the law in respect of performing and working animals	Level 5	3
Core	261589	Identify and explain the purpose of Acts, Codes and associated legislation pertaining to animal welfare	Level 5	5
Elective	261592	Demonstrate knowledge of the short term care of cats in a caged environment and how to carry out an inspection	Level 4	3
Elective	261583	Implement a humane and sustainable strategy for managing a feral cat colony	Level 4	4
Elective	261579	Undertake an animal welfare inspection of a grooming parlour	Level 4	3
Elective	252037	Build teams to achieve goals and objectives	Level 5	6
Elective	261585	Conduct media relations in animal welfare	Level 5	3
Elective	261581	Demonstrate an understanding of the principles for the keeping of crocodiles in captivity	Level 5	4
Elective	261580	Demonstrate an understanding of the principles of ostrich and emu farming	Level 5	4

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	261577	Demonstrate understanding of the basic needs of herpetofauna in captivity	Level 5	4
Elective	252022	Develop, implement and evaluate a project plan	Level 5	8
Elective	252032	Develop, implement and evaluate an operational plan	Level 5	8
Elective	252027	Devise and apply strategies to establish and maintain workplace relationships	Level 5	6
Elective	261617	Devise strategies to reduce unnecessary animal experimentation	Level 5	8
Elective	261578	Explain the nature of wildlife rehabilitation centres and animal welfare issues associated with them	Level 5	4
Elective	261620	Inspect working donkeys living and working under sub-optimal welfare conditions	Level 5	4

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Explain slaughter procedures and related animal welfare concerns*

SAQA US ID		UNIT STANDARD TITLE	
261557		Explain slaughter procedures and related animal welfare concerns	
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
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

Define different categories of slaughtering animals.

SPECIFIC OUTCOME 2

Demonstrate knowledge of legislation that relates directly to slaughter.

SPECIFIC OUTCOME 3

Identify species that are legally slaughtered in an abattoir for human and non-human consumption.

SPECIFIC OUTCOME 4

Describe the slaughter process in red meat abattoirs.

SPECIFIC OUTCOME 5

Describe the slaughter process in white meat abattoirs.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

ID	QUALIFICATION TITLE	LEVEL
Core 65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Give advice on responsible companion animal ownership*

SAQA US ID	UNIT STANDARD TITLE		
261558	Give advice on responsible companion animal ownership		
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD	SUBFIELD		
1 - Agriculture and Nature Conservation	Nature Conservation		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

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

SPECIFIC OUTCOME 1

Explain which animals are regarded as suitable companion animals.

SPECIFIC OUTCOME 2

Explain the physical needs of domestic canine and feline.

SPECIFIC OUTCOME 3

Identify activities that improve companion animals' sense of well-being.

SPECIFIC OUTCOME 4

Explain the social implications of responsible ownership.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Plan and implement strategies for proactive animal protection***

SAQA US ID		UNIT STANDARD TITLE	
261560		Plan and implement strategies for proactive animal protection	
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
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

Identify places where animals may be in need of assistance.

SPECIFIC OUTCOME 2

Develop a fundamental plan of action.

SPECIFIC OUTCOME 3

Recognise the need for appropriate action at the scene.

SPECIFIC OUTCOME 4

Respond according to the condition of the animals and their circumstances.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Explain equine characteristics and needs, husbandry, health and welfare***

SAQA US ID	UNIT STANDARD TITLE		
261561	Explain equine characteristics and needs, husbandry, health and welfare		
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
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

Explain the physiology of equine.

SPECIFIC OUTCOME 2

Explain signs of healthy equine and name common diseases and ailments.

SPECIFIC OUTCOME 3

Explain correct handling techniques.

SPECIFIC OUTCOME 4

Demonstrate knowledge of equipment used on or attached to equine, and potential abuses.

SPECIFIC OUTCOME 5

Demonstrate knowledge of equine inspection requirements.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Demonstrate understanding of the basic needs of herpetofauna in captivity*

SAQA US ID	UNIT STANDARD TITLE		
261577	Demonstrate understanding of the basic needs of herpetofauna in captivity		
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	4

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

SPECIFIC OUTCOME 1

Identify the different herpetofauna families most often found in the industry.

SPECIFIC OUTCOME 2

Explain the term "herpetofauna" and features that distinguish them from mammals.

SPECIFIC OUTCOME 3

Identify the relevant legislation regarding the capture, sale and keeping of herpetofauna.

SPECIFIC OUTCOME 4

Assess the trade in herpetofauna.

SPECIFIC OUTCOME 5

Evaluate the condition of both the individual animal and its housing when in captivity.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain the nature of wildlife rehabilitation centres and animal welfare issues associated with them

SAQA US ID	UNIT STANDARD TITLE		
261578	Explain the nature of wildlife rehabilitation centres and animal welfare issues associated with them		
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	4

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

SPECIFIC OUTCOME 1

Identify the need for wildlife rehabilitation and the different kinds of facilities.

SPECIFIC OUTCOME 2

Identify relevant legislation regarding wildlife rehabilitation.

SPECIFIC OUTCOME 3

Identify types of wildlife most commonly admitted to wildlife rehabilitation centres.

SPECIFIC OUTCOME 4

Demonstrate awareness of welfare concerns, basic hygiene and medical protocols within wildlife rehabilitation centres.

SPECIFIC OUTCOME 5

Evaluate the different release protocols at wildlife rehabilitation centres.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

ID	QUALIFICATION TITLE	LEVEL
Elective 65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Undertake an animal welfare inspection of a grooming parlour***

SAQA US ID		UNIT STANDARD TITLE	
261579		Undertake an animal welfare inspection of a grooming parlour	
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
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

Record critical observations and details of the facility in use.

SPECIFIC OUTCOME 2

Evaluate the condition and use of equipment and holding facilities.

SPECIFIC OUTCOME 3

Evaluate the suitability of transport facilities.

SPECIFIC OUTCOME 4

Monitor handling, bathing and drying techniques.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of the principles of ostrich and emu farming

SAQA US ID		UNIT STANDARD TITLE	
261580		Demonstrate an understanding of the principles of ostrich and emu farming	
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	4

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

SPECIFIC OUTCOME 1

Demonstrate an understanding of the difference between ostriches and emus and their commercial value.

SPECIFIC OUTCOME 2

Identify the general nutritional, watering, health, housing, behavioural and welfare requirements of ostriches and emus.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the way in which to handle ostriches and emus.

SPECIFIC OUTCOME 4

Identify the relevant legislation, standards and codes relating to both ostriches and emus.

SPECIFIC OUTCOME 5

Identify the development stages of ostriches and emus, their different housing, feeding and welfare needs.

SPECIFIC OUTCOME 6

Identify the requirements for breeder birds, egg collection and incubation.

SPECIFIC OUTCOME 7

Describe the capture, transport and release methods for ostriches and emus through all stages of development.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of the principles for the keeping of crocodiles in captivity

SAQA US ID	UNIT STANDARD TITLE		
261581	Demonstrate an understanding of the principles for the keeping of crocodiles in captivity		
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	4

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

SPECIFIC OUTCOME 1

Demonstrate understanding of the biology of crocodiles and the different species most commonly found in South Africa.

SPECIFIC OUTCOME 2

Explain the difference between crocodile farming operations and other reasons for keeping crocodiles in captivity.

SPECIFIC OUTCOME 3

Identify the health, welfare and general requirements for the keeping of crocodiles in captivity.

SPECIFIC OUTCOME 4

Identify the relevant legislation, standards and codes relating to crocodiles.

SPECIFIC OUTCOME 5

Identify the different stages of crocodile growth and explain each of the stages specific enclosure, water and feeding requirements.

SPECIFIC OUTCOME 6

Identify the requirements for egg collection and incubation.

SPECIFIC OUTCOME 7

Describe the capture, transport and release methods of crocodiles.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Implement a humane and sustainable strategy for managing a feral cat colony*

SAQA US ID		UNIT STANDARD TITLE	
261583		Implement a humane and sustainable strategy for managing a feral cat colony	
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

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

SPECIFIC OUTCOME 1

Assess the extent of the problem and identify relevant action.

SPECIFIC OUTCOME 2

Explain humane trapping methods and the care, use and control of traps.

SPECIFIC OUTCOME 3

Undertake a colony control scheme.

SPECIFIC OUTCOME 4

Assess and maintain the colony to ensure success.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Conduct media relations in animal welfare

SAQA US ID	UNIT STANDARD TITLE		
261585	Conduct media relations in animal welfare		
ORIGINATOR	PROVIDER		
Task Team - Animal Protection Standards			
FIELD	SUBFIELD		
1 - Agriculture and Nature Conservation	Nature Conservation		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	3

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

SPECIFIC OUTCOME 1

Define the term "media".

SPECIFIC OUTCOME 2

Compile a basic media statement.

SPECIFIC OUTCOME 3

Conduct a basic interview with the media.

SPECIFIC OUTCOME 4

Draw up a basic media/publicity plan.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Profile species to identify their holistic requirements***

SAQA US ID		UNIT STANDARD TITLE	
261586		Profile species to identify their holistic requirements	
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
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

Explain the general needs of various species.

SPECIFIC OUTCOME 2

Evaluate the physical condition of animals according to species.

SPECIFIC OUTCOME 3

Evaluate the mental well-being and environmental provision for animals.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Compile, register and pursue a case docket with the South African Police Services***

SAQA US ID	UNIT STANDARD TITLE		
261587	Compile, register and pursue a case docket with the South African Police Services		
ORIGINATOR	PROVIDER		
Task Team - Animal Protection Standards			
FIELD	SUBFIELD		
1 - Agriculture and Nature Conservation	Nature Conservation		
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

Write a statement.

SPECIFIC OUTCOME 2

Complete a docket.

SPECIFIC OUTCOME 3

Register a case with SAPS.

SPECIFIC OUTCOME 4

Pursue a case.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Present evidence for the protection of animals in a law court***

SAQA US ID	UNIT STANDARD TITLE		
261588	Present evidence for the protection of animals in a law court		
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
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

Prepare for presentation in a court of law.

SPECIFIC OUTCOME 2

Present evidence in a court of law.

SPECIFIC OUTCOME 3

Evaluate the effectiveness of a court case upon completion.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify and explain the purpose of Acts, Codes and associated legislation pertaining to animal welfare

SAQA US ID		UNIT STANDARD TITLE	
261589		Identify and explain the purpose of Acts, Codes and associated legislation pertaining to animal welfare	
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	5

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

SPECIFIC OUTCOME 1

Identify legislation pertaining to animal welfare.

SPECIFIC OUTCOME 2

Explain powers of entry of persons acting as police officers under animal protection legislation.

SPECIFIC OUTCOME 3

Explain powers of seizure and relevant legislation.

SPECIFIC OUTCOME 4

Describe offences covered by animal cruelty legislation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Explain the application of animal cruelty legislation*

SAQA US ID	UNIT STANDARD TITLE		
261590	Explain the application of animal cruelty legislation		
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD	SUBFIELD		
1 - Agriculture and Nature Conservation	Nature Conservation		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	5

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

SPECIFIC OUTCOME 1

Explain the significance of "definitions" and other terminology used in animal cruelty legislation.

SPECIFIC OUTCOME 2

Describe offences included under animal cruelty legislation.

SPECIFIC OUTCOME 3

Explain the possible consequences of being found guilty of an animal cruelty offence.

SPECIFIC OUTCOME 4

Describe the circumstances under which a police officer or others may destroy an animal.

SPECIFIC OUTCOME 5

Explain the powers of officers of the Society for Prevention of Cruelty to Animals (SPCA).

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Explain the application of the law in respect of performing and working animals*

SAQA US ID	UNIT STANDARD TITLE		
261591	Explain the application of the law in respect of performing and working animals		
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	3

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

SPECIFIC OUTCOME 1

Describe the documentation required by a person who intends to train or exhibit animals or use dogs for safeguarding.

SPECIFIC OUTCOME 2

Describe operations and activities that require a licence before animals may be used.

SPECIFIC OUTCOME 3

Explain aspects of police powers conferred on an authorised animal protection inspector by legislation for performing animals.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge of the short term care of cats in a caged environment and how to carry out an inspection

SAQA US ID		UNIT STANDARD TITLE	
261592		Demonstrate knowledge of the short term care of cats in a caged environment and how to carry out an inspection	
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
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

Identify a variety of cattery designs with reference to the specific needs of cats.

SPECIFIC OUTCOME 2

Implement an animal health and hygiene policy.

SPECIFIC OUTCOME 3

Identify the dietary, watering and social needs of cats in a cattery environment.

SPECIFIC OUTCOME 4

Design and complete animal record forms and routine daily observation charts.

SPECIFIC OUTCOME 5

Conduct a routine animal health check.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Prepare for and react to an animal welfare complaint***

SAQA US ID		UNIT STANDARD TITLE	
261593		Prepare for and react to an animal welfare complaint	
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
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

Obtain and record information.

SPECIFIC OUTCOME 2

Evaluate and prioritise the urgency of the complaint.

SPECIFIC OUTCOME 3

Identify personnel and other resources needed.

SPECIFIC OUTCOME 4

Recognise and weigh the need for and take specific action at the scene.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain the principles of the euthanasia of species commonly dealt with by animal welfare workers

SAQA US ID	UNIT STANDARD TITLE		
261594	Explain the principles of the euthanasia of species commonly dealt with by animal welfare workers		
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
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

Explain the general principles of euthanasia.

SPECIFIC OUTCOME 2

Identify acceptable methods of euthanasia for specific species.

SPECIFIC OUTCOME 3

Handle animals for euthanasia in a humane manner.

SPECIFIC OUTCOME 4

Describe the circumstances under which euthanasia should be performed.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Demonstrate basic knowledge of welfare issues relating to wildlife***

SAQA US ID	UNIT STANDARD TITLE		
261595	Demonstrate basic knowledge of welfare issues relating to wildlife		
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
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

Provide a general overview of wildlife classifications and legislation.

SPECIFIC OUTCOME 2

Give an overview of the general requirements of wildlife in different facilities.

SPECIFIC OUTCOME 3

Identify welfare requirements for wildlife.

SPECIFIC OUTCOME 4

Identify uses of alien animals in the wildlife industry.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Explain the principles of successful adoption of dogs and cats*

SAQA US ID	UNIT STANDARD TITLE		
261598	Explain the principles of successful adoption of dogs and cats		
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
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

Explain what makes a dog or cat a suitable companion animal.

SPECIFIC OUTCOME 2

Explain the desirable characteristics of a suitable adoptee.

SPECIFIC OUTCOME 3

Explain the necessity of legal contracts and animal history when adopting animals.

SPECIFIC OUTCOME 4

Explain the necessity of matching individual animals and potential adoptees.

SPECIFIC OUTCOME 5

Explain the implications of responsible ownership.

SPECIFIC OUTCOME 6

Assess and prepare an individual dog or cat prior to being placed for adoption.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify welfare requirements of animals in entertainment, exhibition, sport and security

SAQA US ID	UNIT STANDARD TITLE		
261599	Identify welfare requirements of animals in entertainment, exhibition, sport and security		
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
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

Identify the different species and breeds of animal used.

SPECIFIC OUTCOME 2

Identify the purpose for the use of animals in entertainment, exhibition, sport and security.

SPECIFIC OUTCOME 3

Identify applicable codes of practice and other legislation.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Devise strategies to reduce unnecessary animal experimentation***

SAQA US ID		UNIT STANDARD TITLE	
261617		Devise strategies to reduce unnecessary animal experimentation	
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

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

SPECIFIC OUTCOME 1

Promote ways of reducing, refining and replacing animals in experiments.

SPECIFIC OUTCOME 2

Develop Strategies and Systems for the reduction of animal experimentation.

SPECIFIC OUTCOME 3

Design, develop and distribute supporting documentation.

SPECIFIC OUTCOME 4

Communicate with stakeholders and media on animal research matters.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Maintain a professional image as an Animal Protection Inspector

SAQA US ID	UNIT STANDARD TITLE		
261618	Maintain a professional image as an Animal Protection Inspector		
ORIGINATOR	PROVIDER		
Task Team - Animal Protection Standards			
FIELD	SUBFIELD		
1 - Agriculture and Nature Conservation	Nature Conservation		
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

Demonstrate knowledge of projecting a professional personal image.

SPECIFIC OUTCOME 2

Deal with a complaint relating to the organisation and not a cruelty complaint.

SPECIFIC OUTCOME 3

Ensure that vehicle and equipment are maintained.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Use animal handling and protection equipment***

SAQA US ID	UNIT STANDARD TITLE		
261619	Use animal handling and protection equipment		
ORIGINATOR	PROVIDER		
Task Team - Animal Protection Standards			
FIELD	SUBFIELD		
1 - Agriculture and Nature Conservation	Nature Conservation		
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

Identify animal handling equipment and its use.

SPECIFIC OUTCOME 2

Identify commonly used emergency euthanasia equipment.

SPECIFIC OUTCOME 3

Explain the use of basic temporary containment barriers and traffic equipment.

SPECIFIC OUTCOME 4

Explain maintenance of equipment and the need to keep records.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Inspect working donkeys living and working under sub-optimal welfare conditions***

SAQA US ID	UNIT STANDARD TITLE		
261620	Inspect working donkeys living and working under sub-optimal welfare conditions		
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	4

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

SPECIFIC OUTCOME 1

Distinguish the physiology of a donkey from other animals.

SPECIFIC OUTCOME 2

Identify physiological parameters of a healthy donkey and common diseases or ailments.

SPECIFIC OUTCOME 3

Define humane and correct handling techniques and behavioural problems of donkeys.

SPECIFIC OUTCOME 4

Describe equipment used on or attached to a traction animal, the maintenance thereof and potential welfare concerns.

SPECIFIC OUTCOME 5

Explain the uses of working donkeys and their welfare needs.

SPECIFIC OUTCOME 6

Describe legislation relating to the use and care of donkeys explained.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65229	Further Education and Training Certificate: Animal Protection	Level 4



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate basic knowledge of farm animal use in commercial and non-commercial farming systems

SAQA US ID	UNIT STANDARD TITLE		
261621	Demonstrate basic knowledge of farm animal use in commercial and non-commercial farming systems		
ORIGINATOR		PROVIDER	
Task Team - Animal Protection Standards			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Nature Conservation	
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

Identify animals used in commercial and non-commercial farming.

SPECIFIC OUTCOME 2

Describe typical commercial farming systems and related concerns.

SPECIFIC OUTCOME 3

Describe typical non-commercial farming systems and related concerns.

SPECIFIC OUTCOME 4

Demonstrate understanding of codes of practice and other legislation that relate directly to farm animals.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65229	Further Education and Training Certificate: Animal Protection	Level 4



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

Mining and Minerals

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 4 March 2009**. All correspondence should be marked **Standards Setting – SGB for Mining and Minerals** 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: Jewellery Manufacturing**

SAQA QUAL ID		QUALIFICATION TITLE	
65209		National Certificate: Jewellery Manufacturing	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	6 - Manufacturing, Engineering and Technology	Fabrication and Extraction	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	137	Level 3	Regular-Unit Stds Based

This qualification replaces:

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
21844	National Certificate: Jewellery Manufacture in a Mass Production Environment	Level 3	159	Will occur as soon as 65209 is registered

PURPOSE AND RATIONALE OF THE QUALIFICATION**Purpose:**

This qualification will equip qualifying learners with the necessary knowledge, understanding and competence to manufacture jewellery within the various fields of specialisation.

Qualifying learners will be able to demonstrate competence to manufacture jewellery by applying the relevant manufacturing processes particular to the chosen specialisation area. This will include the use and application of all hand tools, equipment and materials required for the respective manufacturing processes.

The qualification ensures progression of learning, enabling the learner to perform optimally within the jewellery environment of learning and provides access to higher qualifications within the same or related industry.

Learners credited with this qualification are able to:

- > Communicate and solve problems regarding the processes of jewellery manufacturing, gemstone setting and design.
- > Demonstrate an understanding of Occupational Health, Safety and Environmental standards in the workplace.
- > Select, prepare and setup tools and materials for the design, manufacture and setting of jewellery.
- > Apply various manufacturing processes and techniques to manufacture jewellery.

Rationale:

Jewellery manufacture in a production environment can be defined by the processes of designing, manufacturing and setting of semi precious and precious stones into jewellery.

As 80% of commercial jewellery in South Africa is imported there are great opportunities for the the jewellery manufacturing industry in South Africa to design and manufacture jewellery for the South African market and abroad. The competitive jewellery market requires products that follow and set fashion trends, are of a high quality and are well marketed.

This qualification will increase the technical proficiency and size of the workforce, which would enable industry to satisfy the local demands for jewellery without having to rely on imports, thereby decreasing the importation of cheap jewellery, which is a threat to the Industry. The unit standards are intended as building blocks towards a specialisation that will make the learner a more fulfilled, informed, efficient and cost effective worker in the industry. This will result in more efficient service to the customer, and make the industry more competitive in the global market. Another important factor, are the advances in jewellery technology, which have made the production of high quality jewellery feasible.

The learners that are likely to enter this qualification are typically learners who have already achieved the National Certificate: Introduction to Jewellery manufacture in production environment (NQF Level 2) or jewellery manufacturing operators currently working within the jewellery industry. In some cases learners may come from other industries; however they would have to become familiar with the basic operations associated with Jewellery manufacturing before they can proceed with this qualification. This qualification has 3 specialisation streams for the learner to follow. Upon completion of this qualification a learner could be employed as a Junior Designer, Junior Setter or a Junior Goldsmith, depending on the chosen stream.

A typical learning pathway for learners with this qualification would be the GETC: Mining and Minerals Processes (Jewellery stream), National Certificate: Introduction to Jewellery manufacture in a production environment (NQF Level 2). Learners who have achieved this qualification can progress onto the Further Education and Training Certificate in either jewellery manufacture, design or setting.

A large number of employees in the Jewellery Industry are semi-skilled and do not hold a recognised qualification. RPL will create an opportunity for these employees to be assessed and with the additional skills training can achieve this qualification.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

Communication and Mathematical Literacy at NQF Level 2.

Recognition of Prior Learning:

This qualification can be obtained by completing all the required unit standards in a structured learning programme, or through recognition of prior learning (RPL). The criteria for RPL would need to be in line with the MQA's ETQA requirements.

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 would be judged according to the general principles of assessment.

Access to the Qualification:

Access is open; however it is preferable that learners have completed the National Certificate: Introduction to a Jewellery manufacture in a production Environment at NQF Level 2.

QUALIFICATION RULES

Fundamental:

All 36 credits must be achieved.

Core:

All 37 credits must be achieved.

Electives:

A minimum of 64 elective credits as specified below must be achieved.

There are three specialisation areas:

- > Manufacture.
- > Setting.
- > Design.

For Specialization Area A: Manufacture:

The following unit standards (44 credits) must be achieved:

Title; Level; Credits:

- > Clean up cast pieces prior to final finish; Level 2; 4 Credits.
- > Manufacture earrings; Level 3; 10 Credits.
- > Manufacture jewellery using filigree techniques; Level 3; 6 Credits.
- > Make a ring using the Mokumé Gane technique; Level 3; 6 Credits.
- > Make jewellery using granulation and fine piercing techniques; Level 3; 6 Credits.
- > Make a bangle using the etching technique; Level 3; 6 Credits.
- > Make a ring using the inlay technique; Level 3; 6 Credits.

Total: 44 Credits.

A further 20 credits are to be chosen from the rest of the electives to make up a minimum of 137 credits for the qualification.

For Specialisation Area B: Setting.

The following unit standards (57 credits) must be achieved:

Title; Level; Credits:

- > Set irregular shaped and fancy cut gemstones; Level 4; 15 Credits.
- > Set fancy gemstones into claws and beads; Level 4; 12 Credits.
- > Prepare the metal surface setting area for setting gemstones into jewellery; Level 3; 6 Credits.
- > Prepare engraving tools for engraving on jewellery and related artefacts; Level 3; 6 Credits.
- > Customise setting tools for specific setting tasks; Level 3; 6 Credits.
- > Prepare setting tools and equipment for setting gemstones into jewellery; Level 3; 12 Credits.

Total: 57 Credits.

A further 7 credits are to be chosen from the rest of the electives to make up a minimum of 137 credits to achieve the qualification.

For Specialisation Area C: Design.

The following unit standards (53 credits) must be achieved:

Title; Level; Credits:

- > Manufacture jewellery using traditional indigenous Southern African jewellery manufacturing techniques; Level 3; 15 Credits.
- > Design a set of jewellery; Level 4; 10 Credits.
- > Present a jewellery design concept; Level 3; 10 Credits.
- > Draw and design jewellery with reference to traditional Southern African jewellery techniques; Level 3; 6 Credits.
- > Design jewellery for a competition; Level 3; 12 Credits.

Total: 53 Credits.

A further 11 credits are to be chosen from the rest of the electives to make up a minimum of 137 credits to achieve the qualification.

EXIT LEVEL OUTCOMES

1. Communicate and solve problems regarding the processes of jewellery manufacturing, gemstone setting and design.
2. Demonstrate understanding of Occupational Health, Safety and Environmental standards in the workplace.
3. Select, prepare and setup tools and materials for the design, manufacture and setting of jewellery.
4. Apply various manufacturing processes and techniques to manufacture jewellery.
> Range: Manufacture of Jewellery refers to the design, setting and goldsmithing of jewellery.

Consistency of Exit Level Outcomes with Critical Cross field Outcomes:

Critical cross-field outcomes have been addressed by the exit level outcomes as follows:

While conducting activities related to jewellery manufacturing in a production environment, learners are able to:

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

- > Identifying and using tools and equipment to produce jewellery in a production environment in accordance with equipment functionality, material value and specifications.
- > Conducting jewellery manufacturing processes in accordance with the relevant industry requirements.
- > Responding to anomalies and non-conformances in a jewellery production environment.
- > Taking preventive and remedial action to solve operating problems while manufacturing jewellery.
- > Identifying and dealing with hazards and risks in terms of the relevant procedures and specified requirements.
- > Apply preventative or remedial action in accordance with operating procedures.

The above is evident in Exit Level Outcomes 2, 3 and 4.

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

- > Contributing to team goals and achievements by adhering to agreed working methods and processes.
- > Adhering to Occupational Health, Safety and Environmental policies and procedures in the interest of self and others.
- > Contributing to team efficiency by supporting other team members in the jewellery manufacturing environment.
- > Adhering to team protocols, codes of conduct and generally promoting a positive team spirit.
- > Coordinating one's work with that of others in the direct surrounding area, internal and external operations.

The above is evident in all 4 Exit Level Outcomes.

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

- > Checking tools and equipment prior to use.
- > Preparing jewellery manufacturing, setting and design tools and materials.
- > Using jewellery design tools and media in accordance with job requirements.
- > Applying operating instructions to control and respond to conditions in the jewellery production environment.
- > Maintaining product quality with reference to key aspects and critical conditions in a jewellery production environment.
- > Using/wearing personal protective equipment (PPE) in accordance with specified requirements.
- > Adhering to strict security and control requirements particular to the jewellery manufacturing industry.

The above is evident in Exit Level Outcomes 2, 3 and 4.

Collect, analyse, organise and critically evaluate information by:

- > Accessing and interpreting information related to work tasks to ensure that work requirements are understood and comply with industry standards.
- > Recording and monitoring problems and solutions to prevent reoccurrence of problems.
- > Applying the principles related to jewellery design and manufacture.

The above is evident in Exit Level Outcome 1 and 4.

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

- > Conducting effective verbal and written communication.
- > Conveying information accurately in accordance with the production procedure.
- > Utilizing verbal and written communication skills in order to plan the jewellery manufacturing and diamond and gemstone setting process.
- > Preparing and submitting reports, non-conformance reports and other required documentation.

The above is evident in Exit Level Outcomes 1 and 2.

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

- > Applying occupational health, safety and environmental requirements in the workplace.
- > Using relevant terminology and adhering to standard protocols such as SI, ISO and international standards applicable in the jewellery production environment.
- > Using relevant technology for the design, manufacturing and setting operations safely as per manufacturing specifications.

The above is evident in Exit Level Outcomes 2, 3 and 4.

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

- > Understanding the impact of jewellery manufacture in a production environment in the context of the broader jewellery manufacturing industry, and his/her own role in each context.
- > Understanding the basis of evaluation of precious materials, and the impact of non-compliance with processing procedures on potential value.
- > Requesting assistance from other team members and support personnel when required.
- > Assisting other team members and working together with support personnel to conduct jewellery production activities and to investigate and resolve problem areas.
- > Understanding the consequences that failure to comply with occupational health and safety, production and other requirements have on the individual, the work context and the industry as a whole.

The above is evident in Exit Level Outcomes 2, 3, and 4.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- > Effective verbal and written communication is demonstrated while performing the tasks related to jewellery manufacture in a production environment.
- > Information related to work tasks is accessed and interpreted from a range of written and oral sources to ensure that the work requirements are understood and comply with industry standards.
- > Verbal and written communication skills are utilised in order to plan the jewellery manufacturing and diamond and gemstone setting processes, and to solve related problems in accordance with industry standards.
- > Information communicated is accurate and conveyed in accordance with the production procedure.
- > Principles and techniques of mathematics are applied while performing the tasks related to the design specifications.
- > Problems and solutions are recorded and monitored for reoccurrence.

Associated Assessment Criteria for Exit Level Outcome 2:

- > Occupational health and safety requirements of the organisation are explained and complied with in accordance with specified requirements.
- > The consequences of using design, jewellery manufacturing and setting tools, materials and equipment incorrectly are described in terms of the potential impact on health and safety.
- > Relevant technology for the design, manufacture and setting operations is used safely as per manufacturing specifications.
- > Personal protective equipment is verified to be fit for purpose and used according to specified requirements.

Associated Assessment Criteria for Exit Level Outcome 3:

- > Tools, materials and equipment are selected and their applications explained in accordance with equipment functionality, material value and specifications.

- > Tools and equipment are checked for condition prior to use and faulty tools and equipment are reported in accordance with workplace procedures.
- > The preparation of jewellery manufacturing, setting and design tools and materials are explained and applied in accordance with manufacturer's specifications.
- > Jewellery design tools and media are used in accordance with job requirements.
- > The integrity and characteristics of the precious metal to be used is verified in accordance with industry quality standards.
- > Tools, materials and equipment are used to manufacture the jewellery in accordance with the job specification.
- > Diamonds and gemstones are examined in accordance with job specifications.

Associated Assessment Criteria for Exit Level Outcome 4:

- > Knowledge and understanding of jewellery manufacturing processes and techniques are applied while manufacturing jewellery in a production environment.
- > The basis of valuation of precious materials is understood and the impact of non compliance with processing procedures is explained in terms of the potential value of the end product.
- > The design is interpreted and is manufactured according to specific requirements.
- > Jewellery is manufactured according to specified quality standards.

Integrated Assessment:

Integrated assessment at the level of the qualification provides an opportunity for learners to show they are able to integrate concepts, actions and ideas achieved across a range of unit standards and contexts.

Integrated assessment must evaluate the quality of observable performance as well as the thinking behind the performance, and must be based on a summative assessment guide.

The guide will spell out how the assessor will assess different aspects of the performance and will include:

- > Observing the learner while manufacturing jewellery: (This includes setting, design, polishing and interaction with trainers, colleagues and management).
- > Asking questions regarding the processes underlying a defined range of activities such as:
 - > Jewellery manufacture.
 - > Setting.
 - > Design.
 - > Polishing.

And initiating short discussions to test understanding of:

- > House keeping.
- > Productivity.
- > Looking at the jewellery components and completed pieces that were manufactured or photos in lieu thereof, records such as employment history and references, progress reports and statement of competency, other evidence in the portfolio and reviewing previous assessments.

The manufacture of the jewellery entails:

- > Applied Numeracy.
- > Manufacture components to specified dimensions and agreed timeframe.
- > Weigh alloys, other components and completed jewellery pieces.
- > Applied communication.
- > Consulting with the trainer and relevant people in the manufacturing process.

- > Problem solving.
- > Produce standard forms of jewellery using defined manufacturing processes, techniques and tools.
- > Troubleshooting.

In some cases inference will be necessary to determine competence depending on the nature and context within which performance takes place, particularly when looking at the manufactured items of jewellery to see whether the requirements have been met.

It is necessary to ensure that the fundamental part of the qualification is also targeted to ensure that while the competence may have been achieved in a particular context, learners are able to apply it in a range of other contexts and for future learning. The assessment should also ensure that all the critical cross-field outcomes have been achieved.

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes. The assessment process should cover both the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities associated with Jewellery manufacture, gemstone setting, polishing and design.

INTERNATIONAL COMPARABILITY

The proposed qualification was compared to qualifications and other learning interventions available elsewhere in the world in order to ensure that the qualification structure and unit standards proposed are comparable in terms of level, scope and competencies covered.

The proposed National Certificate: Jewellery Manufacture in a Production Environment Level 3; is the second qualification in a progressive learning path that will take qualifying learners through to advanced levels of jewellery design, manufacture and evaluation.

Learning requirements for the proposed qualification were compared to Jewellery Manufacturing components in qualifications and other learning interventions internationally.

Information searches were conducted via the Internet and a number of relevant sites were searched from various countries. Countries were selected for comparability purposes based on their levels of expertise, deemed position in the world market, technological development, access to materials, similarity to the South African situation and other considerations.

- > United States of America (California, Texas) - a strong formalised structure.
- > United Kingdom - a strong formalised structure.
- > Italy - well-established jewellery manufacturing industry.
- > Portugal - well-established jewellery manufacturing industry.
- > Slovakia - well-established jewellery manufacturing industry.
- > Australia (Australia has an outcomes-based national qualifications systems similar to that of South Africa).
- > India - one of the fastest growing economies and the world, and has a well-established jewellery manufacturing industry.
- > Ghana (a West African country with a well developed education system and strong mining and minerals industry).
- > Other jewellery institutions in various.
- > SADEC countries such as Zambia and Zimbabwe who are rich in natural resources and have jewellery manufacturing industries. No specific qualifications were found, as training in these countries are largely influenced by the systems.

USA - California - Jewelry Manufacturing Arts:

The following programme was found at this institution:

Applied jewelry Arts Program Level 3, 78 Credits:

- > Understand jewellery design theory and acquire a working knowledge of jewellery.
- > Learn to illustrate shape, form and texture of metal.
- > Create a variety of designs in wax.
- > Use your own designs to make complete models for casting and mould making.
- > Explore the art of vulcanized rubber and R.T.V. (room temperature vulcanizing) and cutting techniques.
- > Learn the art of cutting a mould.

USA - Texas - The Texas Institute of Jewelry Technology- level 3 - 4 months (48 Credits):

Bench technology:

- > Cleaning castings (sawing, filing, emery, polishing and drilling).
- > Sizing rings up and down (dove-tail and butt joint).
- > Retipping, repringing and rebeading.
- > Assembling and setting four- and six-prong rings for round and oval stones.
- > Soldering posts and setting stones on earrings.
- > The bezel set, channel set and bead set bright cut.
- > Repairing chains, bracelets and box catches.
- > Fabricating bearing bezel pendants and locket.
- > Stretching and shrinking rings.

All work is hands-on and is done in 14k gold, platinum or silver.

Numerous competencies from this qualification/programmes are within the proposed South African Mining and Minerals SGB qualification.

UK - Birmingham School of Jewellery - Level 3, Credits 30

Course content:

Title; Credits:

- > Vocational Accounting I, or Principles of Accounting I; 4 Credits.
- > Art History Survey I: Ancient to Middle Ages; 3 Credits.
- > Stone Setting I; 3 Credits.
- > Principles of Marketing; 3 Credits.
- > Entrepreneurship/Small Business Startup; 2 Credits.

Total: 15 Credits.

- > Art History Survey II: Renaissance to Modern; 3 Credits.
- > Gemology in Jewelry; 3 Credits.
- > Jewelry Repair I; 3 Credits.
- > Stone Setting II; 3 Credits.
- > Goldsmithing Internship; 3 Credits.

Total: 15 Credits.

Italy - Alchimia Contemporary Jewellery School - Basic Annual Jewellery Courses - level 3 - 32 Credits:

Subjects:

- > Conceptual exercise.
- > Workshop practice.
- > Design.
- > Wax modelling.

Italy - Le Arte Orafe:

Courses at Level 3:

- > Jewellery making - 12 months.
- > Jewellery design - 6 months.
- > Stone setting - 3 - 6 months.
- > Hand engraving - 6 - 12 months.

Portugal - LisbonAr.Co Centro de Arte e Comunicacao Visual:

Qualification: Introduction to Jewellery- level 3 - 12 months:

- > The History of Jewellery.
- > History and Theory of Art.

Slovakia, Bratislava - Academy of Fine Arts and Design:

- > Course at Level 3: Metals and Jewellery - 6 months.

Australia - Canberra - National Institute of the Arts School of Art:

- > Certain syllabus items from the course outline above may be used in training learners in order for them to achieve the proposed Mining and Minerals Sector qualification.

India - Jewellery Design & Technology Institute (JDTI):

Short term jewellery courses:

- > Comprehensive Jewellery Designing (duration - 6 months): This course has been specially designed for aspiring jewellery designers. Learners will learn how to create and communicate a design idea through various presentation techniques; understand the evolution of jewellery and the present day market needs. They will also learn about the usage of different gemstones and will understand how to bridge the gap between the needs of the consumer and the manufacturer by using commercially viable and creative designs.
- > Basic Jewellery Designing (Duration - 3 months): This course covers basic presentation skills required for jewellery designing. The curriculum will also introduce the students to the various topics related to jewellery both in theory and practice. On course completion learners will be able to visualize and communicate creative design ideas effectively.
- > Gemmology Course (Duration - 3 months): No Jewellery designing course is complete without knowledge of gemstones. This course will teach learners to grade and identify both diamonds and colored gemstones.
- > Casting (Duration - 2 weeks): This course includes extensive practical training and strong exposure in all aspects of casting technology.

- > Stone-Setting (Duration - 2 weeks): This course imparts both theoretical and practical knowledge about stone setting.
- > Engraving & Enameling (Duration - 2 weeks): This course enables learners to be a professional by offering extensive practical training both in engraving and enameling.
- > Finishing, Polishing & Electroplating (Duration - 2 weeks): This course involves extensive practical training and complete exposure in finishing, polishing and electroplating.

India -Arch Gemmology & Jewellery Institute in India - Level 3:

- > Certificate Programme in Custom-made Jewellery Manufacturing Certificate.
- > Programme in Basic Jewellery Designing.
- > Certificate Programme in Colored Gemstones.
- > Certificate Programme in Casting Technology.
- > Certificate Programme in Engraving & Enameling.
- > Certificate Programme in Finishing, Polishing & Electroplating & Electroforming.
- > Certificate Programme in Lapidary.

Arch Academy of Jewellery design - India:

The programme curriculum develops the student's competence in the design and development of costume jewellery, traditional jewellery and contemporary jewellery. It is aimed at understanding design concept, fashion principles, and interpretation of fashion trends, markets, materials, processes and technologies related to jewellery designing. The focus is to develop abilities to apply the above knowledge base with original and creative design sensibilities with requisite skills of visualization and representation. The programme emphasizes on appreciation and application of traditional Indian jewellery base in contemporary milieu.

Other jewellery institutions:

Note: the website - www.5iantlava.com gives information and references to other countries that follow similar basic jewellery courses at level 3, some of them exactly the same:

- > Germany - Munich - Academy of Fine Arts.
- > Sweden - Stockholm - Adellab Metal Department Konstfack.
- > Australia - Canberra - The ANU Canberra School of Art.
- > Australia - Enmore - Jewellery and Object Design.
- > Canada - Ecole de Joaillerie de Montreal.
- > Holland - Amsterdam - Gerrit Rietveld Academie.
- > Scotland - Glasgow - Glasgow School of Art and Design.
- > Norway - Oslo - The National College of Art and Design.

Conclusion:

In the case of this particular qualification, the comparability focused on knowledge and skills (competence) related to jewellery manufacturing in a production environment.

While the qualifications, courses and programmes found elsewhere in the world are not organised in the same way as the proposed and subsequent South African qualifications, there is sufficient evidence that the proposed qualification is meaningful in terms of content and scope.

ARTICULATION OPTIONS

This qualification allows for both vertical and horizontal articulation.

Vertical articulation exists with:

- > ID 57876: Further Education and Training Certificate: Jewellery Manufacturing Operations.
- > ID 58274: Further Education and Training Certificate: Jewellery Setting Processes.
- > ID 57875: Further Education and Training Certificate: Jewellery Designing.

Horizontal articulation exists between the three specialisation areas contained in this qualification.

MODERATION OPTIONS

- > Anyone assessing a learner or moderating the assessment of a learner against the qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.
- > Moderation must include both internal and external moderation of assessments, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in the associated unit standards.
- > 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

Assessors should be in possession of:

- > An appropriate qualification above the level of the qualification and preferably relevant workplace practical experience.
- > Registration as an assessor with the relevant ETQA.

NOTES

This qualification replaces qualification 21844, "National Certificate: Jewellery Manufacture in a Mass Production Environment", Level 3, 159 credits.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2
Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	261454	Determine the cost of Jewellery items	Level 2	3
Core	261478	Invest and cast in sterling silver	Level 2	4
Core	261448	Carve jewellery design wax models	Level 3	7
Core	261539	Demonstrate knowledge of occupational health, safety and environmental requirements in a jewellery manufacturing workplace	Level 3	3
Core	261420	Draw basic jewellery shapes	Level 3	10
Core	261452	Manufacture hollow rings from metal plate	Level 3	6
Core	261447	Manufacture soldered chains	Level 3	4
Elective	261453	Clean up cast pieces prior to final finish	Level 2	4
Elective	261259	Produce a piece of jewellery using the cuttlebone casting technique	Level 2	2
Elective	261455	Create jewellery utilising Perspex and non-precious metals	Level 3	6
Elective	261449	Customise setting tools for specific setting tasks	Level 3	6
Elective	261437	Design jewellery for a competition	Level 3	12
Elective	261457	Draw and design jewellery with reference to traditional Southern African Jewellery techniques	Level 3	6
Elective	261540	Make a bangle using the etching technique	Level 3	6
Elective	261537	Make a ring using the Mokumè Gané technique	Level 3	6
Elective	261440	Make a ring using the inlay technique	Level 3	6
Elective	261419	Make a set of bangles using basket weaving techniques	Level 3	6
Elective	261456	Make bangles and cuffs using wire weaving techniques	Level 3	6
Elective	261517	Make jewellery using granulation and fine piercing techniques	Level 3	6
Elective	261477	Manufacture earrings	Level 3	10
Elective	261538	Manufacture jewellery fastening mechanisms	Level 3	10
Elective	261417	Manufacture jewellery using filigree techniques	Level 3	6
Elective	261497	Manufacture jewellery using traditional indigenous Southern African jewellery manufacturing techniques	Level 3	15
Elective	261451	Prepare engraving tools for engraving on jewellery and related artefacts	Level 3	6
Elective	261443	Prepare setting tools and equipment for setting gemstones into jewellery	Level 3	12
Elective	261444	Prepare the metal surface setting area for setting gemstones into jewellery	Level 3	6
Elective	261418	Present a jewellery design concept	Level 3	10
Elective	261438	Set gemstones in wax models	Level 3	6
Elective	261445	Design a jewellery set	Level 4	10
Elective	261446	Perform lapidary procedures in a jewellery environment	Level 4	15
Elective	261441	Set fancy gemstones into claws and beads	Level 4	12
Elective	261450	Set irregularly shaped and fancy cut gemstones	Level 4	15

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Manufacture jewellery using filigree techniques***

SAQA US ID		UNIT STANDARD TITLE	
261417		Manufacture jewellery using filigree techniques	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

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

SPECIFIC OUTCOME 1

Plan the manufacturing process.

SPECIFIC OUTCOME 2

Prepare the components.

SPECIFIC OUTCOME 3

Assemble or construct the prepared components.

SPECIFIC OUTCOME 4

Finish the jewellery.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Present a jewellery design concept***

SAQA US ID	UNIT STANDARD TITLE		
261418	Present a jewellery design concept		
ORIGINATOR	PROVIDER		
SGB Mining and Minerals			
FIELD	SUBFIELD		
6 - Manufacturing, Engineering and Technology	Fabrication and Extraction		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	10

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

SPECIFIC OUTCOME 1

Compile a design brief.

SPECIFIC OUTCOME 2

Generate and provide a conceptual design solution.

SPECIFIC OUTCOME 3

Address the technical aspects of the design.

SPECIFIC OUTCOME 4

Present conceptual design to the customer.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Make a set of bangles using basket weaving techniques***

SAQA US ID		UNIT STANDARD TITLE	
261419		Make a set of bangles using basket weaving techniques	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

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

SPECIFIC OUTCOME 1

Obtain and prepare the materials.

SPECIFIC OUTCOME 2

Prepare the cores of the bangles.

SPECIFIC OUTCOME 3

Weave basic patterns using weaving materials.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

ID	QUALIFICATION TITLE	LEVEL
Elective 65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Draw basic jewellery shapes***

SAQA US ID		UNIT STANDARD TITLE	
261420		Draw basic jewellery shapes	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	10

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 principles of drawing jewellery shapes.

SPECIFIC OUTCOME 2

Identify and describe the tools and equipment for drawing jewellery shapes.

SPECIFIC OUTCOME 3

Identify and explain the media and textures of drawing jewellery.

SPECIFIC OUTCOME 4

Draw the basic shapes of jewellery.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Design jewellery for a competition***

SAQA US ID		UNIT STANDARD TITLE	
261437		Design jewellery for a competition	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	12

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

SPECIFIC OUTCOME 1

Interpret competition requirements.

SPECIFIC OUTCOME 2

Interpret design requirements.

SPECIFIC OUTCOME 3

Provide a design solution.

SPECIFIC OUTCOME 4

Render the design for the competition.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Set gemstones in wax models***

SAQA US ID	UNIT STANDARD TITLE		
261438	Set gemstones in wax models		
ORIGINATOR	PROVIDER		
SGB Mining and Minerals			
FIELD	SUBFIELD		
6 - Manufacturing, Engineering and Technology	Fabrication and Extraction		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

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

SPECIFIC OUTCOME 1

Plan and layout the seating of the diamonds and gemstones in the metal model.

SPECIFIC OUTCOME 2

Prepare the seats for the diamonds and gemstones in the wax models.

SPECIFIC OUTCOME 3

Set the diamonds and gemstones in the wax models.

SPECIFIC OUTCOME 4

Apply the desired finish to the wax models.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Make a ring using the inlay technique

SAQA US ID	UNIT STANDARD TITLE		
261440	Make a ring using the inlay technique		
ORIGINATOR	PROVIDER		
SGB Mining and Minerals			
FIELD	SUBFIELD		
6 - Manufacturing, Engineering and Technology	Fabrication and Extraction		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

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

SPECIFIC OUTCOME 1

Prepare the components.

SPECIFIC OUTCOME 2

Assemble or construct the prepared components.

SPECIFIC OUTCOME 3

Finish the ring.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Set fancy gemstones into claws and beads***

SAQA US ID	UNIT STANDARD TITLE		
261441	Set fancy gemstones into claws and beads		
ORIGINATOR	PROVIDER		
SGB Mining and Minerals			
FIELD	SUBFIELD		
6 - Manufacturing, Engineering and Technology	Fabrication and Extraction		
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

Plan and prepare to set the gemstones.

SPECIFIC OUTCOME 2

Raise the beads and set the gemstones.

SPECIFIC OUTCOME 3

Set the center gemstone.

SPECIFIC OUTCOME 4

Apply the desired finish to the jewellery item.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Prepare setting tools and equipment for setting gemstones into jewellery***

SAQA US ID	UNIT STANDARD TITLE		
261443	Prepare setting tools and equipment for setting gemstones into jewellery		
ORIGINATOR	PROVIDER		
SGB Mining and Minerals			
FIELD	SUBFIELD		
6 - Manufacturing, Engineering and Technology	Fabrication and Extraction		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	12

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

SPECIFIC OUTCOME 1

Identify tools and equipment to hold jewellery securely for setting.

SPECIFIC OUTCOME 2

Identify, describe and use the flexible shaft with correct twist drills and burs for the setting of gemstones into jewellery.

SPECIFIC OUTCOME 3

Identify, describe and prepare the scorpers for specific setting tasks.

SPECIFIC OUTCOME 4

Make and use punches and pushers for the setting of gemstones.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

ID	QUALIFICATION TITLE	LEVEL
Elective 65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Prepare the metal surface setting area for setting gemstones into jewellery*

SAQA US ID		UNIT STANDARD TITLE	
261444		Prepare the metal surface setting area for setting gemstones into jewellery	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

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

SPECIFIC OUTCOME 1

Prepare the setting area to seat the gemstones.

SPECIFIC OUTCOME 2

Prepare and use the setting tools to fit/seat the gemstones.

SPECIFIC OUTCOME 3

Seat the gemstones for setting.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Design a jewellery set***

SAQA US ID		UNIT STANDARD TITLE	
261445		Design a jewellery set	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
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

Determine customer requirements.

SPECIFIC OUTCOME 2

Determine design requirements.

SPECIFIC OUTCOME 3

Generate and provide a design solution.

SPECIFIC OUTCOME 4

Produce a technical drawing to facilitate production.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Perform lapidary procedures in a jewellery environment

SAQA US ID		UNIT STANDARD TITLE	
261446		Perform lapidary procedures in a jewellery environment	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	15

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

SPECIFIC OUTCOME 1

Demonstrate knowledge of semi-precious gemstones required to perform lapidary procedures.

SPECIFIC OUTCOME 2

Prepare the gemstone for lapidary procedures.

SPECIFIC OUTCOME 3

Process gemstones by means of lapidary procedures.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Manufacture soldered chains***

SAQA US ID		UNIT STANDARD TITLE	
261447		Manufacture soldered chains	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	4

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

SPECIFIC OUTCOME 1

Manufacture soldered chains.

SPECIFIC OUTCOME 2

Finish the chains.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Carve jewellery design wax models***

SAQA US ID		UNIT STANDARD TITLE	
261448		Carve jewellery design wax models	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	7

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

SPECIFIC OUTCOME 1

Prepare tools, materials and equipment.

SPECIFIC OUTCOME 2

Transfer jewellery design to prepared wax surface.

SPECIFIC OUTCOME 3

Demonstrate wax carving skills.

SPECIFIC OUTCOME 4

Finish the wax carving.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

ID	QUALIFICATION TITLE	LEVEL
Core 65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Customise setting tools for specific setting tasks***

SAQA US ID		UNIT STANDARD TITLE	
261449		Customise setting tools for specific setting tasks	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

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

SPECIFIC OUTCOME 1

Customise the setting tools.

SPECIFIC OUTCOME 2

Customise the attachment tools.

SPECIFIC OUTCOME 3

Customise the sanding tools.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Set irregularly shaped and fancy cut gemstones***

SAQA US ID		UNIT STANDARD TITLE	
261450		Set irregularly shaped and fancy cut gemstones	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	15

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

SPECIFIC OUTCOME 1

Set gemstones.

SPECIFIC OUTCOME 2

Finish set gemstones.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Prepare engraving tools for engraving on jewellery and related artefacts***

SAQA US ID		UNIT STANDARD TITLE	
261451		Prepare engraving tools for engraving on jewellery and related artefacts	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

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

SPECIFIC OUTCOME 1

Identify and describe the scrolls, lettering and text formats.

SPECIFIC OUTCOME 2

Identify and prepare the drawing tools for transferring the engraving design.

SPECIFIC OUTCOME 3

Identify and describe the engraving tools and equipment.

SPECIFIC OUTCOME 4

Prepare the engraving tools and equipment for engraving tasks.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Manufacture hollow rings from metal plate***

SAQA US ID		UNIT STANDARD TITLE	
261452		Manufacture hollow rings from metal plate	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

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

SPECIFIC OUTCOME 1

Manufacture hollow jewellery.

SPECIFIC OUTCOME 2

Finish and clean the rings.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Clean up cast pieces prior to final finish***

SAQA US ID	UNIT STANDARD TITLE		
261453	Clean up cast pieces prior to final finish		
ORIGINATOR	PROVIDER		
SGB Mining and Minerals			
FIELD	SUBFIELD		
6 - Manufacturing, Engineering and Technology	Fabrication and Extraction		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	4

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

SPECIFIC OUTCOME 1

Remove sprues from the cast jewellery piece.

SPECIFIC OUTCOME 2

File and grind the cast jewellery piece.

SPECIFIC OUTCOME 3

Sand the cast jewellery piece.

SPECIFIC OUTCOME 4

Tumble the cast jewellery piece.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Determine the cost of Jewellery items***

SAQA US ID		UNIT STANDARD TITLE	
261454		Determine the cost of Jewellery items	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	3

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

SPECIFIC OUTCOME 1

Determine raw material cost of the jewellery item.

SPECIFIC OUTCOME 2

Determine overhead cost of the jewellery item.

SPECIFIC OUTCOME 3

Determine the selling price of the jewellery item.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Create jewellery utilising Perspex and non-precious metals***

SAQA US ID		UNIT STANDARD TITLE	
261455		Create jewellery utilising Perspex and non-precious metals	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

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

SPECIFIC OUTCOME 1

Plan the manufacturing process for the jewellery pieces.

SPECIFIC OUTCOME 2

Prepare the components for the manufacture of the jewellery pieces.

SPECIFIC OUTCOME 3

Assemble the components.

SPECIFIC OUTCOME 4

Finish the jewellery pieces.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Make bangles and cuffs using wire weaving techniques***

SAQA US ID	UNIT STANDARD TITLE		
261456	Make bangles and cuffs using wire weaving techniques		
ORIGINATOR	PROVIDER		
SGB Mining and Minerals			
FIELD	SUBFIELD		
6 - Manufacturing, Engineering and Technology	Fabrication and Extraction		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

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

SPECIFIC OUTCOME 1

Prepare selected wire according to traditional design specifications.

SPECIFIC OUTCOME 2

Make a bangle.

SPECIFIC OUTCOME 3

Make a cuff.

SPECIFIC OUTCOME 4

Finish the bangle and cuff.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Draw and design jewellery with reference to traditional Southern African Jewellery techniques

SAQA US ID		UNIT STANDARD TITLE	
261457		Draw and design jewellery with reference to traditional Southern African Jewellery techniques	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

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

SPECIFIC OUTCOME 1

Interpret design requirements.

SPECIFIC OUTCOME 2

Communicate design ideas through basic design and drawing techniques showing an understanding of traditional and modern fashion trends.

SPECIFIC OUTCOME 3

Render the design to facilitate production and show an understanding of the use of colour in jewellery.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Manufacture earrings***

SAQA US ID		UNIT STANDARD TITLE	
261477		Manufacture earrings	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	10

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

SPECIFIC OUTCOME 1

Plan the manufacturing process for the earrings.

SPECIFIC OUTCOME 2

Prepare the components for the manufacture of the earrings.

SPECIFIC OUTCOME 3

Assemble the components of the earrings.

SPECIFIC OUTCOME 4

Finish the earrings.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

ID	QUALIFICATION TITLE	LEVEL
Elective 65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Invest and cast in sterling silver***

SAQA US ID	UNIT STANDARD TITLE		
261478	Invest and cast in sterling silver		
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	4

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

SPECIFIC OUTCOME 1

Invest a flask.

SPECIFIC OUTCOME 2

Implement the burnout cycle.

SPECIFIC OUTCOME 3

Calculate and weigh the correct amount of alloy.

SPECIFIC OUTCOME 4

Melt and cast the metal.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Manufacture jewellery using traditional indigenous Southern African jewellery manufacturing techniques***

SAQA US ID	UNIT STANDARD TITLE		
261497	Manufacture jewellery using traditional indigenous Southern African jewellery manufacturing techniques		
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	15

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
110386	Manufacture jewellery using traditional indigenous Southern African jewellery manufacturing techniques	Level 3	15	Will occur as soon as 261497 is registered

SPECIFIC OUTCOME 1

Demonstrate an understanding of the various traditional manufacturing techniques.

SPECIFIC OUTCOME 2

Demonstrate an understanding of traditional design practices.

SPECIFIC OUTCOME 3

Manufacture jewellery using a traditional jewellery manufacturing technique.

SPECIFIC OUTCOME 4

Demonstrate an understanding of basic business practice.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Make jewellery using granulation and fine piercing techniques***

SAQA US ID		UNIT STANDARD TITLE	
261517		Make jewellery using granulation and fine piercing techniques	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

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

SPECIFIC OUTCOME 1

Manufacture the jewellery item.

SPECIFIC OUTCOME 2

Transfer the design.

SPECIFIC OUTCOME 3

Pierce the jewellery item.

SPECIFIC OUTCOME 4

Apply the granulation process.

SPECIFIC OUTCOME 5

Finish and clean the jewellery item.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Make a ring using the Mokumè Gané technique***

SAQA US ID		UNIT STANDARD TITLE	
261537		Make a ring using the Mokumè Gané technique	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

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

SPECIFIC OUTCOME 1

Prepare the components.

SPECIFIC OUTCOME 2

Construct and assemble the prepared components.

SPECIFIC OUTCOME 3

Finish and clean the ring.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manufacture jewellery fastening mechanisms

SAQA US ID		UNIT STANDARD TITLE	
261538		Manufacture jewellery fastening mechanisms	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	10

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

SPECIFIC OUTCOME 1

Manufacture hooks and clasps for a chain and a bracelet.

SPECIFIC OUTCOME 2

Manufacture earring fastening mechanisms.

SPECIFIC OUTCOME 3

Manufacture a brooch hinge, pin and catch.

SPECIFIC OUTCOME 4

Manufacture a hinge and catch for a bangle.

SPECIFIC OUTCOME 5

Manufacture a link and bar for a pair of cuff-links.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge of occupational health, safety and environmental requirements in a jewellery manufacturing workplace

SAQA US ID	UNIT STANDARD TITLE		
261539	Demonstrate knowledge of occupational health, safety and environmental requirements in a jewellery manufacturing workplace		
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3

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

SPECIFIC OUTCOME 1

Explain the implementation and maintenance of occupational health, safety and environmental requirements in a jewellery manufacturing workplace.

SPECIFIC OUTCOME 2

Demonstrate knowledge relating to the requirements of a company's occupational health, safety and environmental policies, procedures and codes.

SPECIFIC OUTCOME 3

Explain the requirements for handling, storage and prevention of exposure to hazardous substances that may be found in a jewellery manufacturing workplace.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

ID	QUALIFICATION TITLE	LEVEL
Core 65209	National Certificate: Jewellery Manufacturing	Level 3



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Make a bangle using the etching technique

SAQA US ID		UNIT STANDARD TITLE	
261540		Make a bangle using the etching technique	
ORIGINATOR		PROVIDER	
SGB Mining and Minerals			
FIELD		SUBFIELD	
6 - Manufacturing, Engineering and Technology		Fabrication and Extraction	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

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

SPECIFIC OUTCOME 1

Prepare the metal blank.

SPECIFIC OUTCOME 2

Apply the resist.

SPECIFIC OUTCOME 3

Etch the metal.

SPECIFIC OUTCOME 4

Shape the bangle.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Elective	65209	National Certificate: Jewellery Manufacturing	Level 3

**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 and Clinical Technology

registered by Organising Field 09 – Health Sciences and Social Services, 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 4 March 2009***. All correspondence should be marked **Standards Setting – Task Team for Radiography and 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@saga.org.za

D. MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Diploma: Diagnostic Radiography

SAQA QUAL ID		QUALIFICATION TITLE	
65069		Diploma: Diagnostic Radiography	
ORIGINATOR		PROVIDER	
TT - Radiography and Clinical Technology			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Diploma	9 - Health Sciences and Social Services	Curative Health	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	240	Level 5	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 is intended to equip the learner with the knowledge and skills required in the area of Diagnostic Radiography. The learners will be able to apply such knowledge and skills in the appropriate workplace context.

Successful completion of this qualification might enable the learner to be registered by the relevant Professional Council as a general radiographer.

It is envisaged that this will be an opportunity to redress the imbalances of the past by allowing those with financial difficulties to enter higher education.

Learners exiting this will qualification will be able to:

- > Perform routine and additional radiographic projections.
- > Evaluate routine and additional radiographic images required in order to identify normal and abnormal appearances.
- > Provide patient care in accordance with the patient's needs and departmental protocols.
- > Apply health and safety regulations, human rights, medical law and ethics in the performance of their radiographic duties.
- > Perform routine forensic radiographic procedures.
- > Perform administrative tasks relative to radiographic services.

Learners successfully completing this Qualification will be able to apply to the HPCSA for registration as a General Radiographer.

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 the 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 that there is minimum duplication 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.

Health care is set to change in the future from the curative paradigm of the 20th century to a proactive model. Imaging is central to this model and will drive that change to the benefit of the patient. Medical imaging in general plays a key role in understanding complex biological and pathological systems and is dependent on interdisciplinary fields (e.g. physics, human biology, computer sciences) to extract that information. This Qualification has been developed in response to the national shortage of radiographers especially in rural areas. It also allows the establishment of a mid-level worker in diagnostic radiography.

Learners expecting to enroll for this Qualification will be those who have completed high schooling and wanting to pursue higher qualifications in health care. Radiographers obtaining this Qualification will be expected to perform general diagnostic radiographic examinations in either primary, regional or district health care facilities.

This Qualification is an entry level qualification and therefore a minimum requirement to practice in the field of general Radiography.

The exit-level outcomes for this Qualification describe and require foundational, practical and reflexive competencies, which together constitute the applied competencies required of general diagnostic radiographers at this level. Learners will thus exit this Qualification with competencies and skills to work as a diagnostic radiographer in any health care facility.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

- > Communication at NQF Level 4.
- > Mathematics at NQF Level 4.

Recognition of Prior Learning (RPL):

This Qualification may be achieved in part through the recognition of relevant prior learning and through prior experience as a practitioner in another category of radiography. Providers are required to develop structured and accredited means of the assessment of individual learners against exit-level outcomes of the qualification. Recognition of prior learning will be applied on an individual basis and will be conducted in accordance with the institutions accredited RPL policy and in agreement with the relevant ETQA. Such procedures and the assessment of individual cases are subject to moderation by independent or external assessors as agreed to by the relevant ETQA.

Access to the Qualification:

Minimum requirements to access this Qualification is successful completion in line with the national senior certificate for diploma or degree purposes.

QUALIFICATION RULES

The Credit Component assigned to this qualification is as follows:

- > Fundamental Component: (80 credits).
- > Core Component: (140 credits).
- > Elective Component: (20 credits).

Learners will have the option to select one elective, consisting of 20 credits, from the options listed below:

- > Management principles.
- > Paediatric radiography.
- > Advanced pattern recognition within the specified scope.
- > Ultrasound in Obstetrics and Gynaecology.
- > Forensic radiography.
- > Dental radiography.

This qualification is competency based. Notional hours will include both theoretical and clinical components in order to achieve competency.

EXIT LEVEL OUTCOMES

1. Perform routine and additional radiographic projections required to produce images of diagnostic quality.
2. Evaluate routine and additional radiographic images to identify normal and abnormal appearances.
3. Provide patient care in accordance with the patient's needs and departmental protocol to ensure service excellence.
4. Apply health and safety regulations, human rights, medical law and ethics in the performance of radiography to ensure personal and public safety.
5. Perform routine forensic radiographic procedures to produce radiographic images.
6. Demonstrate administrative skills to ensure service excellence.
7. Access, organize and present information using appropriate information technology skills in order to record, retrieve and communicate data.
8. Demonstrate the competencies required in the area of the specialised options.

Critical Cross-Field Outcomes:

- > Demonstrate understanding of diagnostic radiography principles in order to solve practical problems within the Diagnostic Radiography context.
- > Identify health problems in the context of Diagnostic Radiography and suggest and implement a solution or plan of action in order to solve the problem professionally.
- > Work effectively in collaboration with other health care professionals and where appropriate assume leadership in tasks or projects to assure quality to minimise the risks associated with adverse reactions of both patients and the public.
- > Use Science and Technology effectively to keep up with the current trends and changing needs of Diagnostic Radiography and work practices to ensure an efficient functioning and administration.
- > Contribute towards continued professional development of Diagnostic Radiography Staff with the view of ensuring that Radiography equipment and accessories are competently operated in order to optimize the diagnostic capability of the equipment.
- > Reflect on and explore a variety of strategies in order to improve Diagnostic Radiography Practice by participating in the social, political and academic debate about how it should be conducted.
- > Communicate effectively in the learning and health care environments to ensure that patient needs are recognised, assessed and responded to with due regard to human dignity.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit-Level Outcome 1:

- 1.1 Apply knowledge of anatomy, physiology and pathology in selecting the appropriate radiographic technique to produce the required images.
- 1.2 Apply patient care before, during and after radiographic procedures to ensure patient comfort.
- 1.3 Apply optimal patient positioning to achieve successful radiographic technical outcomes.
- 1.4 Apply corrective measures to radiographic techniques to provide images that adhere to the appropriate evaluation criteria.
- 1.5 Exercise discretion and sound judgement in the performance of supplementary views.
- 1.6 Select appropriate recording media, accessory equipment and optimal exposure factors to produce the required diagnostic images.
- 1.7 Apply radiation protection and safety measures to ensure safety of all.

Associated Assessment Criteria for Exit-Level Outcome 2:

- 2.1 Evaluate radiographic images to ensure that images conform to the medico-legal requirements.
- 2.2 Evaluate radiographic to identify normal and abnormal radiographic appearances.
- 2.3 Apply knowledge of anatomy, physiology and pathology to recognize normal and abnormal appearances on radiographic images.
- 2.4 Communicate abnormal appearances to the referring health care practitioner where applicable.

Associated Assessment Criteria for Exit-Level Outcome 3:

- 3.1 Assess the patient to determine his/her clinical condition in order to apply any required patient care.
- 3.2 Explain radiographic procedures in a professional manner to ensure patient co-operation.
- 3.3 Maintain patient care before, during and after radiographic procedures to ensure a successful outcome.
- 3.4 Apply relevant radiation protection techniques to protect patients against unnecessary radiation.
- 3.5 Display professional ethics to protect patient dignity.
- 3.6 Apply knowledge of first aid to assist in event of a medical emergency.
- 3.7 Apply infection control measures to prevent cross infection.

Associated Assessment Criteria for Exit-Level Outcome 4:

- 4.1 Implement radiation protection and occupational safety regulations to ensure personal and public safety.
- 4.2 Apply the ALARA principle to ensure radiation protection.
- 4.3 Adhere to professional ethics, guidelines and code of practice to ensure service excellence.
- 4.4 Practice within professional scope of practice to ensure accountability and responsibility.
- 4.5 Maintain and protect the rights of the patient, as entrenched in the Bill of Human Rights and the Patient Charter.

Associated Assessment Criteria for Exit-Level Outcome 5:

- 5.1 Apply optimal positioning- and equipment techniques to achieve successful radiographic views.
- 5.2 Exercise independent judgment and discretion in the performance of supplementary views where justified.

5.3 Adhere to professional ethics, guidelines and code of practice in relation to forensic practice to ensure legal- and medical compliance.

5.4 Apply infection control measures to prevent cross infection.

Associated Assessment Criteria for Exit-Level Outcome 6:

6.1 Apply departmental protocols to ensure meticulous recording of patient data.

6.2 Display appropriate interpersonal skills to promote a quality radiographic service.

6.3 Maintain accurate departmental records to ensure an organized radiographic service.

6.4 Employ stock control measures to ensure an efficient radiographic service.

6.5 Handle equipment and consumables with care to preserve resources.

6.6 Exercise quality control to promote an efficient service.

Associated Assessment Criteria for Exit-Level Outcome 7:

7.1 Access and manipulate information for scientific presentation.

7.2 Use information technology and communication (ITC) skills to present information within the radiographic context.

Associated Assessment Criteria for Exit-Level Outcome 8:

8.1 Apply relevant occupational health and safety requirement to ensure personal and patient safety.

8.2 Practise ethically to ensure compliance with professional and organisational regulations thus achieving service excellence.

8.3 Apply infection control measures to ensure the prevention of cross infection and ensure the safety of patient and personnel.

8.4 Apply meticulous record keeping to ensure organisational efficiency and patient protection.

8.5 Apply advocacy skill to ensure patient rights.

Integrated Assessment:

The following assessment tools may be included in integrated assessment:

- > 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 as well as objective structured clinical examinations (OSCE).

Formative assessments are performed throughout the period of learning in all learning areas to ensure that the learner is achieving the required competencies prior to receiving a summative assessment.

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 recognized.

INTERNATIONAL COMPARABILITY

This Qualification has been compared with the Associate of Applied Science (AAS) degree in radiography as offered by the Bacone College as well as the entry level radiography qualification as offered by the Lebanon College, both from Chicago, in the United States of America (USA). These qualifications are similar to this Qualification designed for the South African community in that all qualifications are geared to producing professional radiographers to serve diverse communities and work in clinical settings. The other reason for using these qualifications for comparability with the South African Qualification is that the USA has been rated as one of the front line countries in the field of radiography.

To gain access to the American course, candidates should have mathematics, science and biology as their school subjects. The Chicago colleges also specify the need for the candidate to have visited the radiography department and spent a minimum of eight hours there before commencing the course. Both the South African and Chicago radiography programmes have the theoretical lectures combined with clinical training offered at various clinical training centres.

Even though the programme offered at Chicago colleges have not separated the course content into core and fundamental components, perusal of the course content shows similarity in that there is no specific course for contrast media procedures. What has been mentioned is that learners are exposed to specialised imaging procedures such as Computed Tomography, Magnetic Resonance Imaging, Radiation Therapy, Mammography, Nuclear Medicine and Diagnostic Medical Ultrasound, all of which are listed as electives. The time the learners spend in these various departments is determined by the number of allocated credits over a two year period.

This compares well with the South African Qualification. The electives have been included to offer an opportunity for learners to be aware of the various articulation opportunities that are available. Another way, in which the Chicago colleges prepare their learners for further study, can be seen in the compulsory research project. The second year learners are expected to participate in seminar focused on topics and issues related to radiology. Comparing the course contents again, the Chicago colleges have included the following subjects:

- > Anatomy.
- > Introduction to clinical radiographic practice.
- > Medical Terminology for radiographers.
- > Physiology.
- > Introduction to radiography.
- > Patient care in radiography.
- > Image production evaluation.
- > Imaging.
- > Evaluating radiographs.
- > Radiation protection.
- > Radiation physics.
- > Special studies in Radiography.
- > Religious education (Bacone College).
- > American History.

These subjects compare well to those that will be offered in the South African Qualification. The only difference is that of Religious Education as offered by as offered by the Bacone College and American History as offered by both colleges. This is based on their Christian origin. The South African Qualification is focused rather on Ethics, Human Rights and Medical Law in addition to basic patient care.

Introduction to data processing as offered at Bacone compares well with the administrative skills which have been identified as essential for the SA qualification. This is to equip the practitioner with the knowledge and skills to manage the radiography department, especially if the practitioner may be working independently in a primary healthcare institution.

Other states offering two year programmes in Radiography: Diagnostics:

In trying to find a comparable qualification among the developing countries of in Africa, Malawi has a qualification that is most the most compatible to this Qualification. Malawi offers a two year programme with Standard Eight as the minimum entrance requirement. The successful completion of the course allows the candidate to graduate with a Senior Certificate of N3 phase. The successful candidate will also be registered with the Medical Council of Malawi.

This qualification compares well with the Supplementary Diagnostic Radiography (SDR) course which was offered previously in South Africa. This course has however been discontinued due to the restrictions which were imposed on these professionals and the lack of opportunities to articulate with other programmes. Some of the restrictions for the SDR qualified practitioners were that they could only work in public health care institutions or those owned by the Chamber of Mines of South Africa. With the new Diploma: Diagnostic Radiography, practitioners will be allowed to work at any health care centre, given that they confine their activities to those within their regulated scope.

The Malawian qualification was initially two year programme which enabled successful candidates to practice as assistant radiographers. The following subjects were included in the courses: Anatomy, Physiology, Radiation Physics, Nursing Care, First Aid, Ethics and Medical Law. Learners had the opportunity to practice in the clinical environment for a period of three months before they could be awarded the qualifications.

Conclusion:

This Qualification compares well with the two year training programme offered by the Chicago Colleges as all the important aspects of Diagnostic Radiography are included. This enables the successful candidate to register as a general radiographer in South Africa. The qualification has been designed to meet South Africa's specific human resource needs in delivering quality radiographic services in less sophisticated health care institutions, both in urban areas and rurally.

ARTICULATION OPTIONS

After successful completion of this qualification, learners will be able to proceed towards a Bachelor: Diagnostic Radiography 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 and in agreement with the relevant ETQA.

> Assessors and moderators should be practicing practitioners, registered with the relevant Professional Council, in possession of a Professional degree in Radiotherapy, or equivalent and experienced in the area of learning that is being assessed/moderated.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

NOTES

N/A

UNIT STANDARDS

This qualification is not based on Unit Standards.

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION
None

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Primary Agriculture

registered by Organising Field 1 – Agriculture and Nature Conservation, publishes the following Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purposes of the Unit Standards. The full 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 Unit Standards should reach SAQA at the address ***below and no later than 4 March 2009***. All correspondence should be marked **Standards Setting – Primary Agriculture 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:***Conduct ethical and effective hunting guiding practices***

SAQA US ID	UNIT STANDARD TITLE		
261559	Conduct ethical and effective hunting guiding practices		
ORIGINATOR	PROVIDER		
SGB Primary Agriculture			
FIELD	SUBFIELD		
1 - Agriculture and Nature Conservation	Primary Agriculture		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	7

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

SPECIFIC OUTCOME 1

Select and use hunting equipment for effective guiding of hunters.

SPECIFIC OUTCOME 2

Advise hunters/clients on applicable hunting methods.

SPECIFIC OUTCOME 3

Display knowledge of ethical hunting practices.

SPECIFIC OUTCOME 4

Determine field judgement of trophy value.

SPECIFIC OUTCOME 5

Track animals for hunting purposes.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Perform livestock marking practices***

SAQA US ID		UNIT STANDARD TITLE	
261582		Perform livestock marking practices	
ORIGINATOR		PROVIDER	
SGB Primary Agriculture			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Primary Agriculture	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	3

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

SPECIFIC OUTCOME 1

Describe the legal requirements to comply with when registering an identification mark.

SPECIFIC OUTCOME 2

Catch and restrain farm animals.

SPECIFIC OUTCOME 3

Mark farm animals for identification purposes.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Process carcass for ready to use products***

SAQA US ID	UNIT STANDARD TITLE		
261584	Process carcass for ready to use products		
ORIGINATOR		PROVIDER	
SGB Primary Agriculture			
FIELD		SUBFIELD	
1 - Agriculture and Nature Conservation		Primary Agriculture	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	6

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

SPECIFIC OUTCOME 1

Prepare workplace area for meat processing.

SPECIFIC OUTCOME 2

Treat the carcass correctly to ensure high quality meat.

SPECIFIC OUTCOME 3

Inspect the carcass for diseases and abnormalities.

SPECIFIC OUTCOME 4

Cut-up carcass and process ready to use game products.

SPECIFIC OUTCOME 5

Prepare product for packaging and storage.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Tan animal skins on a farm

SAQA US ID	UNIT STANDARD TITLE		
261597	Tan animal skins on a farm		
ORIGINATOR			PROVIDER
SGB Primary Agriculture			
FIELD			SUBFIELD
1 - Agriculture and Nature Conservation			Primary Agriculture
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	6

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

SPECIFIC OUTCOME 1

Prepare and classify animal skins for tanning suitability.

SPECIFIC OUTCOME 2

Select the correct equipment and inputs for tanning process.

SPECIFIC OUTCOME 3

Apply the correct animal skin tanning process.

SPECIFIC OUTCOME 4

Conduct finishing procedures of wet tanned animal skins.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Assessor Standards

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 purposes of the Unit Standards. The full 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 Unit Standards should reach SAQA at the address ***below and no later than 4 March 2009***. All correspondence should be marked **Standards Setting – Assessor Standards** 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

UNIT STANDARD:

Customise a predesigned learning programme for a specific group of learners

SAQA US ID		UNIT STANDARD TITLE	
261637		Customise a predesigned learning programme for a specific group of learners	
ORIGINATOR		PROVIDER	
SGB Assessor Standards			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

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

SPECIFIC OUTCOME 1

Investigate a specific learning context.

SPECIFIC OUTCOME 2

Analyse a predesigned learning programme.

SPECIFIC OUTCOME 3

Adapt a learning programme for a specific group.

SPECIFIC OUTCOME 4

Reflect on the merits of a customised learning programme.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Design outcomes based assessments (OBA)***

SAQA US ID	UNIT STANDARD TITLE		
261638	Design outcomes based assessments (OBA)		
ORIGINATOR		PROVIDER	
SGB Assessor Standards			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	15

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115755	Design and develop outcomes-based assessments	Level 6	10	Will occur as soon as 261638 is registered

SPECIFIC OUTCOME 1

Apply knowledge of theory to the design of outcomes based assessments (OBA).

SPECIFIC OUTCOME 2

Formulate an assessment strategy.

SPECIFIC OUTCOME 3

Develop a curriculum for a cluster of unit standards or the Exit Outcomes of a non-unit standards based qualification.

SPECIFIC OUTCOME 4

Develop a design strategy for assessing a selected curriculum.

SPECIFIC OUTCOME 5

Reflect on the effectiveness of a design strategy.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply knowledge of quality assurance systems and processes to the development of education and skills development providers

SAQA US ID		UNIT STANDARD TITLE	
261639		Apply knowledge of quality assurance systems and processes to the development of education and skills development providers	
ORIGINATOR		PROVIDER	
SGB Assessor Standards			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
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

Analyse different quality assurance systems and processes.

SPECIFIC OUTCOME 2

Identify internal and external quality assurance requirements.

SPECIFIC OUTCOME 3

Review a provider.

SPECIFIC OUTCOME 4

Assist a provider to meet quality assurance requirements.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply knowledge of assessment principles and practice to assess prior learning against a specific unit standard or module

SAQA US ID	UNIT STANDARD TITLE		
261640	Apply knowledge of assessment principles and practice to assess prior learning against a specific unit standard or module		
ORIGINATOR		PROVIDER	
SGB Assessor Standards			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

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

SPECIFIC OUTCOME 1

Research Recognition of Prior Learning (RPL) as a type of assessment.

SPECIFIC OUTCOME 2

Apply the principles of good assessment practice to planning RPL assessment.

SPECIFIC OUTCOME 3

Conduct an RPL assessment.

SPECIFIC OUTCOME 4

Make an informed assessment decision.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Moderate assessment in a workplace context***

SAQA US ID	UNIT STANDARD TITLE		
261641	Moderate assessment in a workplace context		
ORIGINATOR	PROVIDER		
SGB Assessor Standards			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	6

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115759	Conduct moderation of outcomes-based assessments	Level 6	10	Will occur as soon as 261641 is registered

SPECIFIC OUTCOME 1

Demonstrate insight into the role and purpose of moderation in an assessment system.

SPECIFIC OUTCOME 2

Develop a moderation plan for a specific assessment context.

SPECIFIC OUTCOME 3

Moderate a workplace assessment.

SPECIFIC OUTCOME 4

Report on the moderation of workplace assessments.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Assess learners against outcomes in a workplace context*

SAQA US ID	UNIT STANDARD TITLE		
261642	Assess learners against outcomes in a workplace context		
ORIGINATOR	PROVIDER		
SGB Assessor Standards			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
115753	Conduct outcomes-based assessment	Level 5	15	Will occur as soon as 261642 is registered

SPECIFIC OUTCOME 1

Explore the theoretical underpinnings of outcomes based education (OBE) and the relationship to assessment.

SPECIFIC OUTCOME 2

Determine the evidence required for a selected unit standard or cluster of unit standards and/or exit level outcomes of non unit standards based qualifications.

SPECIFIC OUTCOME 3

Plan an assessment process.

SPECIFIC OUTCOME 4

Assess learners against a selected unit standard or cluster of unit standards.

SPECIFIC OUTCOME 5

Report on the outcomes of assessment.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply knowledge of outcomes based education (OBE) to develop an adult learning programme

SAQA US ID		UNIT STANDARD TITLE	
261643		Apply knowledge of outcomes based education (OBE) to develop an adult learning programme	
ORIGINATOR		PROVIDER	
SGB Assessor Standards			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	15

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

SPECIFIC OUTCOME 1

Demonstrate insight into theories of outcomes based education (OBE).

SPECIFIC OUTCOME 2

Investigate the characteristics of adult learners in the South African context.

SPECIFIC OUTCOME 3

Demonstrate insight into the implications of OBE for assessment.

SPECIFIC OUTCOME 4

Develop a learning programme that reflects OBE practice and integrates teaching, learning and assessment.

SPECIFIC OUTCOME 5

Pilot a learning programme.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Demonstrate knowledge and understanding of outcomes based assessment***

SAQA US ID	UNIT STANDARD TITLE		
261644	Demonstrate knowledge and understanding of outcomes based assessment		
ORIGINATOR	PROVIDER		
SGB Assessor Standards			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

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

SPECIFIC OUTCOME 1

Explain the basic principles of outcomes based education (OBE).

SPECIFIC OUTCOME 2

Explain the purpose of assessment.

SPECIFIC OUTCOME 3

Explain the relationship between outcomes in learning area/subject knowledge and assessment.

SPECIFIC OUTCOME 4

Demonstrate an assessment process.

SPECIFIC OUTCOME 5

Explore Recognition of Prior Learning (RPL) as a type of assessment.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply knowledge of learning theory to align teaching and learning to the assessment of learning outcomes

SAQA US ID		UNIT STANDARD TITLE	
261645		Apply knowledge of learning theory to align teaching and learning to the assessment of learning outcomes	
ORIGINATOR		PROVIDER	
SGB Assessor Standards			
FIELD		SUBFIELD	
5 - Education, Training and Development		Schooling	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

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

SPECIFIC OUTCOME 1

Research theories that have implications for teaching, learning and assessment.

SPECIFIC OUTCOME 2

Investigate different assessment strategies.

SPECIFIC OUTCOME 3

Design an assessment task aligned to learning outcomes.

SPECIFIC OUTCOME 4

Make an assessment decision.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Moderate assessment in General and Further Educational Institutions***

SAQA US ID		UNIT STANDARD TITLE	
261646		Moderate assessment in General and Further Educational Institutions	
ORIGINATOR		PROVIDER	
SGB Assessor Standards			
FIELD		SUBFIELD	
5 - Education, Training and Development		Schooling	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	5

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

SPECIFIC OUTCOME 1

Demonstrate knowledge and insight into current assessment and moderation policies.

SPECIFIC OUTCOME 2

Investigate ways of quality assuring assessment.

SPECIFIC OUTCOME 3

Moderate assessments.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:***Plan and manage assessment in an educational institution***

SAQA US ID	UNIT STANDARD TITLE		
261647	Plan and manage assessment in an educational institution		
ORIGINATOR	PROVIDER		
SGB Assessor Standards			
FIELD	SUBFIELD		
5 - Education, Training and Development	Schooling		
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

Apply knowledge of Departmental Assessment policy in an educational institution.

SPECIFIC OUTCOME 2

Negotiate an institutional assessment plan for a specific school/institution.

SPECIFIC OUTCOME 3

Manage the implementation of an assessment plan in a General or Further Education institution learning programme for a term or quarter.

SPECIFIC OUTCOME 4

Evaluate the alignment of assessment in a learning programme.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

None