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AIDS HELPLINE: 0800-0123-22 Prevention is the cure



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GOVERNMENT NOTICE

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1597

31 October 2003

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Established in terms of Act 58 of 1995

24 October 2003

The South African Qualifications Authority in terms of the National Standards Bodies Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby give notice of additional names of the following Standards Generating Bodies:

NSB 07: HUMAN AND SOCIAL STUDIES

Additional Names for the SGB for Christian, Theology and Ministry

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Britz, Rudolph	University of the Free State	Forum for Theological Education (FUTE)	DTh, Licentiate in Theology, BTh, Diploma in Tertiary Education. Senior Lecturer and Associate Professor, Experience in curriculum development design in Church History and programme development of diplomas.
Draper, Jonathan	University of Natal	Forum for Theological Education (FUTE)	PhD, BD, BA Honours. Faculty of Arts Human Sciences Rules Committee, Experience in curriculum design, teaching and management.
George, Maliga	Bethesda College	Bethesda College	MBA, Diploma in Theology. Registrar of Bethesda College, Involved in curriculum development.

SAQA'S MISSION

"To ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the nation at large."


Additional Names for the SGB for Life Skills

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Moodley, Kate	Lucid Legal Business Consulting (Pty) Ltd.	Services SETA	Currently completing Ph.D. in EAP and the law, Advocate, LL.B. , BA Degree. CEO of Lucid Legal Business Consulting, Head of Ethics and Standards Development (EAPA SA).
Nortje, Dion	Self Employed – Worklife Solutions	Services SETA	MBChB (Cum Laude), M.Med. Experience as Clinic Manager and Financial Director. Family Physician. Special areas of Interest include: HIV medicine, alcohol and substance abuse, depression.
Opperman, Jeremy	Jeremy Opperman and Assoc. – Disability Equity Solutions	Services SETA	B.Soc.Sc Public Administration. Self employed – Human Resource marketing consultancy, Speaks on topics such as disability awareness, equity issues, Involved with several disability institutions and workshops.
Sissison, Michael Faulding	Clinical and Consultant Psychologist – private practice	Services SETA	MA Clinical Psychology, Bachelor of Education. Clinical and Consultant Psychologist, Special areas of interest include: stress management, trauma and loss counselling, Employee Assistance Programmes (EAP), depression and anxiety.

Resignations:

Estelle Crafford
 Wilma Guest
 Heather Holmes
 Mandisa Monakali

Yours sincerely,


JOE SAMUELS

DIRECTOR : STANDARDS SETTING AND DEVELOPMENT

No. 1598

31 October 2003

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Established in terms of Act 58 of 1995

27 October 2003

The South African Qualifications Authority in terms of the National Standards Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby give notice of additional names of the following Standards Generating Body:

NSB 10 : PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

Additional Names for the SGB for Radiation Protection

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Mogwera Khoathane	National Nuclear Regulator	South African Nuclear Energy Corporation (NECSA)	BSc Physics, MDP Project management, National Dip Management and 9+- years in the field

Yours sincerely,

JOE SAMUELS**DIRECTOR : STANDARDS SETTING AND DEVELOPMENT**

SAQA'S MISSION

"To ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the nation at large."

No. 1599

31 October 2003

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

Nature Conservation

Registered by NSB 01, Agriculture and Nature Conservation, publishes the following qualifications and unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address *below and no later than 30 November 2003*. All correspondence should be marked **Standards Setting – SGB for Nature Conservation** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5000

dmphuthing@saqa.co.za


DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Fisheries Observation: Inshore

SAQA QUAL ID	QUALIFICATION TITLE	
23513	National Certificate: Fisheries Observation: Inshore	
SGB NAME	SGB Nature Conservation	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
AGR-4-National Certificate	National Certificate	Nature Conservation
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
123	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification has been developed to equip learners who wish to work as scientific observers aboard fishing vessels operating in inshore and coastal waters (typically within 40 nautical miles of the coast) with the skills required to be able to carry out the duties of a scientific observer efficiently and accurately. The learner is equipped with scientific skills as well as the life skills needed to function effectively in the closed community of a fishing vessel at sea. Fishing vessels, incidental mortality.

Scientific observers collect data on catch size and composition on board fishing vessels at sea and at landing sites ashore. In addition to this basic function, they collect data on the distribution of other marine life, such as birds and mammals, and their reaction to fishing vessels and operations. Information about the biological state of catches, by-catch, discards and fishing techniques is collected. This information is reported to scientific and fisheries management authorities for use in the assessment and management of marine living resources. It is important to note that observers do not have a law enforcement function.

A learner assessed as competent against this qualification will be able to observe fishing practices ashore and aboard commercial fishing vessels, sample catches and report on their findings to research and fisheries management organisations, thus contribute to the sustainable management of fisheries resources and the conservation of marine and coastal ecosystems.

This competence will contribute to the sustainability of fisheries resources while providing the learner with a basis for further learning in higher education. This qualification leads to the level 5 Certificate in Fisheries Science Observation.

The qualification has been developed to assist with professionalisation across the conservation sub-sector.

Rationale of the Qualification:

Fisheries managers and fisheries scientists around the world are relying to an ever greater extent on information gathered aboard fishing vessels while they are at sea. Scientifically trained observers can collect data from catches as they are made, and can provide information with regard to fishing methods, by-catch and discards. This information leads to improved management of marine resources as well as a better understanding of the dynamics of fishing and the interaction between fish and fishers.

The typical learner would be one in possession of a grade 12 (NQF 4) certificate, although there will be learners who have a lower level of formal education but have gained relevant experience in the fishing

industry. Hitherto the demand for observers has been filled by people who have a tertiary education. However, the government intends to expand the deployment of observers to eventually cover 100% of foreign fishing vessels and at least 50% of South African fishing vessels. This expansion of the observer programme will require that an estimated 100 - 300 observers be trained annually.

This qualification is designed to provide the learner with the scientific knowledge and skills required to carry out the work effectively, as well as the life skills necessary to survive in the somewhat strange environment that he/she will encounter as an observer aboard a fishing vessel.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that the learner entering a programme leading to this qualification has communication, language proficiency, numeracy and biology at at least grade 9 (NQF level 2) or equivalent.

Recognition of prior learning

Any learner wishing to be directly assessed may arrange to do so, without attending further training or education. The assessor and learner will decide together on the most appropriate assessment route to be taken.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

On achieving this qualification the learner will be able to:

1. Function as a shore- or ship based scientific observer in the inshore and coastal fisheries. (See notes)
2. Collect scientific data on fish catches.
3. Carry out the scientific functions of an observer while continuously monitoring and adapting own performance as required.
4. Develop a set of values and ethics regarding conservation and environmental issues.
5. Communicate effectively with the public to further conservation awareness.

ASSOCIATED ASSESSMENT CRITERIA

In particular assessors should check for:

Practical Competence:

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

1. The correct methods and techniques to apply in any given situation

Foundational Competence:

The learner must demonstrate an understanding of:

1. Sampling techniques and procedures used in observer work
2. The marine environment
3. The basic principles of fisheries management.

Reflexive Competence:

The learner must demonstrate the ability to:

1. Select, identify and sample marine organisms in a scientifically accepted manner
2. Determine the position of a vessel or landing site using charts and electronic navigation aids.
3. Report on fishing activities, including methods used, catches and conservation practices.
4. Conduct himself/herself in an acceptable manner while aboard a fishing vessel without compromising

the integrity of the work.

Integrated assessment

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

Integrated assessment must judge the quality of the observable performance, but also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will be of a more practical nature while others will be of a more theoretical nature. The ratio between action and interpretation is not fixed, but varies according to the type and level of qualification. The assessment must ascertain whether the learner is capable of adapting and combining the competences of a number of unit standards in order to carry out a complex task in an effective way.

Assessment for this qualification must assess the learners' ability to apply the knowledge gained in an operational scenario. This would include the ability to make decisions regarding sampling strategies, the ability to communicate with the crew of the vessel in a non-confrontational way and the ability to report results clearly and succinctly.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and theoretical knowledge maintained so that each takes its rightful place.

INTERNATIONAL COMPARABILITY

These standards have been written by fisheries and conservation experts involved in international debates and practices in this area, and their knowledge has been captured in the structure and content of the standards. The standards are based on internationally accepted standards for fisheries observers.

The qualifications have been compared with those offered in Namibia by NAMFI, the requirements for observers laid down by CCAMLR, and the training given to observers in Australia, Alaska, California and Massachusetts. It should be noted that, with the exception of the course offered in Namibia, observers are required to be in possession of a science degree or equivalent and receive only top up training.

An exercise will shortly be underway to compare and share standards in fisheries management across the Southern African Development Community and the results and findings will be fed into future revisions of the standards.

ARTICULATION OPTIONS

This qualification has been developed for fisheries observers across the marine fishing and marine science industry and it is intended to professionalise and uplift the standards of Observers in South Africa.

The marine fishing and marine science industries can use this qualification for developing learners and enhancing their scientific knowledge base at advance levels of observation. This qualification will provide articulation with a range of qualifications in conservation and fisheries resource management practice. Related fields include fisheries resource management, fisheries compliance and fisheries research.

MODERATION OPTIONS

Anyone assessing a learner against these unit standards must be registered as an assessor with the relevant ETQA.

Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA. Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the

agreed ETQA procedures.

Therefore anyone wishing to be assessed against these unit standards may apply to be assessed by any assessment agency, assessor or provider institution, which 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 two years practical, relevant occupational experience.
- > Declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by SAQA.
- > Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence).
- > Meet any other stipulated requirements by the relevant ETQA.

NOTES

1. Scientific observers provide information that can best be collected by trained personnel working on board fishing vessels, or communicating directly with fishers at landing sites. This includes information on actual fishing practices, catches, as well as other details that might be noted by a trained observer. While observers are not law enforcement officers, their presence in many cases leads to a reduction of illegal practices. This qualification is intended for entry level observers who will operate aboard vessels undertaking short trips in coastal waters or will be collecting data at landing sites.

Although observers are primarily data gatherers, they serve as an information conduit between the authorities and the fishing communities. As such, they provide a valuable public education function.

2. For the purpose of this qualification, inshore waters are defined as that part of the sea that is situated within 40 nautical miles from the coast. This is in contrast to inland waters which are freshwater bodies situated inland, i.e. not on the coast.

3. The nature of work aboard a ship, especially aboard fishing vessels, is such that disabled persons would be unable to function in the role of an observer. Obstacles to the use of disabled persons include vertical ladders, access to fish holds, coamings in doorways and the pitching and rolling associated with a vessel operating in a seaway. There may be a limited use of disabled persons at landing sites, although many of the access problems on vessels would still apply.

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	8555 Contribute to information distribution regarding HIV/AIDS in the workplace	Level 4	4	Registered
Core	13570 Demonstrate knowledge of observer protocols, seamanship and navigation	Level 4	10	Recommended
Core	109993 Display an understanding of basic physical oceanography and meteorology	Level 4	5	Recommended
Core	109997 Identify and report on important fish, crustacean, marine mammal and bird species	Level 4	20	Recommended
Core	109998 Demonstrate knowledge of personal survival at sea	Level 4	4	Recommended
Core	110015 Demonstrate a basic knowledge of applicable fisheries legislation and regulations	Level 4	3	Recommended
Core	8648 Demonstrate an understanding of professional values and ethics	Level 5	4	Registered
Core	12402 Utilise knowledge of fishing techniques to ensure legal compliance	Level 5	3	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8971 Analyse and respond to a variety of literary texts	Level 3	5	Registered
Fundamental	8558 Collate, understand and communicate workplace data	Level 4	5	Registered
Fundamental	8559 Plan and conduct research	Level 4	6	Registered

Fundamental	8561 Function in a Team	Level 4	4	Registered
Fundamental	8591 Analyse and understand social issues	Level 4	4	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read, analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	8977 Evaluate literary texts	Level 4	5	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Registered
Fundamental	12417 Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Certificate: Fisheries Observation: Deep Sea

SAQA QUAL ID	QUALIFICATION TITLE	
35925	Certificate: Fisheries Observation: Deep Sea	
SGB NAME	SGB Nature Conservation	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
AGR-5-National Certificate	National Certificate	Nature Conservation
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
127	Level 5	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification is designed to equip scientific observers who have some experience in working at coastal sites and aboard inshore fishing vessels with the scientific and life skills needed to function effectively aboard fishing vessels that remain at sea for periods of weeks or more and venture long distances from their home ports.

A learner assessed as competent against this qualification will be able to work as a scientific observer on fishing vessels operating within the Exclusive Economic Zone of a coastal nation. The learner will have the skills necessary to sample catches to a high level of scientific complexity and accuracy and will be able to report on catches, fishing practices and other matters of importance to sustainable fisheries management and the underpinning scientific research. In this way the learner will contribute to the sustainable management of fisheries resources and contribute to the conservation of marine and coastal ecosystems.

This competence will contribute to the sustainability of fisheries resources while providing the learner with a basis for further learning in higher education. This qualification is a progression from the level 4 National Certificate in Fisheries Observation.

The qualification has been developed to assist with professionalisation across the conservation industry.

Rationale of the Qualification:

Fisheries managers and fisheries scientists around the world are relying to an ever greater extent on information gathered aboard fishing vessels while they are at sea. Scientifically trained observers can collect data from catches as they are made, and can provide information with regard to fishing methods, by-catch and discards. This information leads to improved management of marine resources as well as a better understanding of the dynamics of fishing and the interaction between fish and fishers.

Observers are stationed aboard fishing vessels, often those of foreign countries, to observe the fishing practices on board and to collect scientific samples and data on an ongoing basis. The presence of observers aboard these vessels is often required by international agreements or as a condition of a fishing licence. Although observers, by definition do not have law enforcement powers, it has been shown that their presence aboard a vessel reduces infringements. Observers work in isolation, as they are living in a vessel, but are not part of the crew. Because of their work they are often seen as outsiders. Training in human relations and conflict recognition and resolution is a vital part of their personal survival skills, especially in the case where fishing trips last up to six months.

This qualification is designed to provide the learner with the scientific knowledge and skills required to carry out the work effectively, as well as the life skills necessary to survive in the somewhat strange environment that he/she will encounter as an observer aboard a fishing vessel.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that the learner entering a programme leading to this qualification has achieved an Observer Certificate at NQF 4 or the equivalent and has several years' relevant industry experience. The learner will have appropriate levels of written Communication, English proficiency, Numeracy and occupational competence equivalent to grade 12 (NQF4) standards.

Recognition of prior learning

Any learner wishing to be directly assessed may arrange to do so, without attending further training or education. The assessor and learner will decide together on the most appropriate assessment route to be taken.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

On achieving this qualification the learner will be able to:

1. Carry out scientific sampling on board fishing vessels operating within the EEZ of a coastal nation.
2. Evaluate observer practices in order to monitor progress and performance against planned goals.
3. Undertake operational functions while continuously monitoring and adapting own performance as required.
4. Develop a set of values and ethics regarding conservation and environmental issues.
5. Safely function on a fishing vessel.
6. Report pollution.
7. Demonstrate understanding of the history of fishing in and how it influences current practices.
8. Communicate effectively with the public to further conservation awareness.

ASSOCIATED ASSESSMENT CRITERIA

In particular assessors should check for:

Practical Competence:

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

1. Sampling strategies and sample selection.

Foundational Competence:

The learner must demonstrate an understanding of:

1. Advanced sampling techniques.
2. Biological sampling of fish and other marine species.
3. Identification of marine species.
4. The components / elements that require management actions in a fishery.
5. The contextual knowledge that underpins the competent management of a fishery.

Reflexive Competence:

The learner must demonstrate the ability to:

1. Critically evaluate decisions taken on the basis of available information.

2. Justify decisions made with respect to his/her actions on board the vessel in relation to the duties of an observer.
3. Reflect on the soundness of decisions made and on any adjustments that are made.

Integrated assessment

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

Integrated assessment must judge the quality of the observable performance, but also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will be of a more practical nature while others will be of a more theoretical nature. The ratio between action and interpretation is not fixed, but varies according to the type and level of qualification.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

INTERNATIONAL COMPARABILITY

This qualification has been developed to be in line with accepted international standards for scientific observers. The qualification meets the requirements of the Convention for the Conservation of Antarctic marine Living Resources and the European Union as well as the Southern African Development Community.

The qualifications have been compared with those offered in Namibia by NAMFI, the requirements for observers laid down by CCAMLR, and the training given to observers in Australia, Alaska, California and Massachusetts. It should be noted that, with the exception of the course offered in Namibia, observers are required to be in possession of a science degree or equivalent and receive only top up training.

ARTICULATION OPTIONS

This qualification has been developed for fisheries observers across the marine fisheries and marine science industry and it is intended to professionalise and uplift the standards of Observers in South Africa.

The industry can use this qualification for developing learners and enhancing their scientific knowledge base at advanced levels of observation. This qualification will provide articulation with a range of qualifications in conservation and fisheries resource management.

MODERATION OPTIONS

Anyone assessing a learner against these unit standards must be registered as an assessor with the relevant ETQA.

Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA. Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

Therefore anyone wishing to be assessed against these unit standards may apply to be assessed by any assessment agency, assessor or provider institution, which 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 two years practical, relevant occupational experience and relevant qualification at NQF Level 6.

- > Meet all the requirements of the NQF Level 5 Assessor unit standard.
- > Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence).
- > Meet any other stipulated requirements by the relevant ETQA.

NOTES

N/A

UNIT STANDARDS*(Note: A blank space after this line means that the qualification is not based on Unit Standards.)*

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	12399 Demonstrate a basic knowledge of fisheries resource management	Level 5	10	Registered
Core	12400 Demonstrate a working knowledge of marine organisms	Level 5	10	Registered
Core	12402 Utilise knowledge of fishing techniques to ensure legal compliance	Level 5	3	Registered
Core	110006 Apply a working knowledge of fisheries law and conventions	Level 5	10	Recommended
Core	110014 Apply observer protocols and observation techniques	Level 5	3	Recommended
Core	110017 Demonstrate knowledge of practical offshore navigation and chartwork	Level 5	8	Recommended
Elective	8559 Plan and conduct research	Level 4	6	Registered
Elective	8561 Function in a Team	Level 4	4	Registered
Elective	10192 Work with Marine Ecosystems	Level 5	15	Registered
Elective	110004 Report on fish catches	Level 5	8	Recommended
Fundamental	8591 Analyse and understand social issues	Level 4	4	Registered
Fundamental	8647 Apply workplace communication skills	Level 5	10	Registered
Fundamental	8648 Demonstrate an understanding of professional values and ethics	Level 5	4	Registered
Fundamental	8662 Analyse and communicate workplace data	Level 5	5	Registered
Fundamental	8663 Plan and conduct a research project	Level 5	6	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Demonstrate knowledge of observer protocols, seamanship and navigation

SAQA US ID	UNIT STANDARD TITLE		
13570	Demonstrate knowledge of observer protocols, seamanship and navigation		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Nature Conservation		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Nature Conservation	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-NAC-0-SGB NATCON	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Use knowledge of the protocols governing observers to carry out scientific observation duties.

SPECIFIC OUTCOME 2

Use valid sample selection techniques.

SPECIFIC OUTCOME 3

Use basic navigational techniques.

SPECIFIC OUTCOME 4

Demonstrate knowledge of nautical nomenclature.

SPECIFIC OUTCOME 5

Demonstrate the standard procedures for using radiotelephone equipment.

SPECIFIC OUTCOME 6

Demonstrate a knowledge of basic seamanship.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Display an understanding of basic physical oceanography and meteorology

SAQA US ID	UNIT STANDARD TITLE		
109993	Display an understanding of basic physical oceanography and meteorology		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Nature Conservation		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Nature Conservation	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-NAC-0-SGB NATCON	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the main physical features governing the oceanographic environment around South Africa.

SPECIFIC OUTCOME 2

Demonstrate a working knowledge of practical meteorology.

SPECIFIC OUTCOME 3

Describe coastal processes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Identify and report on important fish, crustacean, marine mammal and bird species

SAQA US ID	UNIT STANDARD TITLE		
109997	Identify and report on important fish, crustacean, marine mammal and bird species		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Nature Conservation		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Nature Conservation	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-NAC-0-SGB NATCON	Regular	Level 4	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Use visual field guides & other aids to accurately identify common commercial fish, molluscs.

SPECIFIC OUTCOME 2

Use visual field guides and other aids to accurately identify the major pelagic bird species.

SPECIFIC OUTCOME 3

Use visual field guides & other aids to accurately identify the important marine mammal species.

SPECIFIC OUTCOME 4

Use visual field guides and other aids to identify marine turtle species.

SPECIFIC OUTCOME 5

Report on incidental mortality of birds, turtles and mammals.

SPECIFIC OUTCOME 6

Report on distribution & behaviour of birds, turtles & mammals in relation to fishing operations.

SPECIFIC OUTCOME 7

Report on commercial catches and discards.

SPECIFIC OUTCOME 8

Report data to relevant authorities and databases.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Demonstrate knowledge of personal survival at sea

SAQA US ID		UNIT STANDARD TITLE	
109998		Demonstrate knowledge of personal survival at sea	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Nature Conservation		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Nature Conservation	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-NAC-0-SGB NATCON	Regular	Level 4	4

Specific Outcomes:**SPECIFIC OUTCOME 1**

Demonstrate a knowledge of emergency signals used aboard a vessel.

SPECIFIC OUTCOME 2

Describe the actions to be taken in the event of an emergency.

SPECIFIC OUTCOME 3

Describe the correct procedures of deploying, using and boarding lifesaving equipment.

SPECIFIC OUTCOME 4

Identify the parts of a ship.

SPECIFIC OUTCOME 5

Identify the International Maritime Organisation signs.

SPECIFIC OUTCOME 6

Explain his/her role in contributing to effective human relationships onboard.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Demonstrate a basic knowledge of applicable fisheries legislation and regulations

SAQA US ID	UNIT STANDARD TITLE		
110015	Demonstrate a basic knowledge of applicable fisheries legislation and regulations		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Nature Conservation		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Nature Conservation	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-NAC-0-SGB NATCON	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate a working knowledge of national fisheries legislation.

SPECIFIC OUTCOME 2

Access and interpret provincial and local legislation.

SPECIFIC OUTCOME 3

Demonstrate a working knowledge of the permit conditions & regulations applicable to the learner's

SPECIFIC OUTCOME 4

Interpret the above legislation in context and submit reports through the relevant channels.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Apply a working knowledge of fisheries law and conventions

SAQA US ID	UNIT STANDARD TITLE		
110006	Apply a working knowledge of fisheries law and conventions		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Nature Conservation		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Nature Conservation	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-NAC-0-SGB NATCON	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Apply a working knowledge of the Marine Living Resources Act.

SPECIFIC OUTCOME 2

Apply a working knowledge of international conventions.

SPECIFIC OUTCOME 3

Apply a working knowledge of other legislation affecting marine organisms or the marine environment.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Apply observer protocols and observation techniques

SAQA US ID	UNIT STANDARD TITLE		
110014	Apply observer protocols and observation techniques		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Nature Conservation		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Nature Conservation	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-NAC-0-SGB NATCON	Regular	Level 5	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Report on shipboard activities in an accurate, unbiased way.

SPECIFIC OUTCOME 2

Communicate with ship's personnel through correct and acceptable channels.

SPECIFIC OUTCOME 3

Function within the ship's community in an acceptable manner.

SPECIFIC OUTCOME 4

Cope with and manage personal psychological stress.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Demonstrate knowledge of practical offshore navigation and chartwork

SAQA US ID	UNIT STANDARD TITLE		
110017	Demonstrate knowledge of practical offshore navigation and chartwork		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Nature Conservation		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Nature Conservation	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-NAC-0-SGB NATCON	Regular	Level 5	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Explain the use of nautical charts and their properties.

SPECIFIC OUTCOME 2

Use navigational aids to determine the position of a vessel at sea.

SPECIFIC OUTCOME 3

Plot the position of a vessel on a nautical chart.

SPECIFIC OUTCOME 4

Use navigational aids to determine the position of other vessels in relation to one's own.

SPECIFIC OUTCOME 5

Use knowledge of navigation, fishing operations, relative positions & the course & speed of vessels.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Report on fish catches

SAQA US ID		UNIT STANDARD TITLE	
110004		Report on fish catches	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Nature Conservation		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Nature Conservation	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-NAC-0-SGB NATCON	Regular	Level 5	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Select a statistically valid sub-sample from a fish catch.

SPECIFIC OUTCOME 2

Accurately assess the size of the catch.

SPECIFIC OUTCOME 3

Assess the size composition and species composition of the catch.

SPECIFIC OUTCOME 4

Report on fishing and post harvest practices.

SPECIFIC OUTCOME 5

Report on discards, by-catch and incidental mortality.

No. 1600

31 October 2003

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

Life Skills

Registered by NSB 07, Human and Social Studies, publishes the following unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards upon which qualifications are based. The 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, Hatfield Forum West, 1069 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 30 November 2003***. All correspondence should be marked **Standards Setting – SGB for Life Skills** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail dmphuthing@saqa.co.za


DUGMORE MPHUTHING
DEPUTY DIRECTOR: STANDARDS SETTING



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Identify security, safety and environmental risks in the local environment

SAQA US ID	UNIT STANDARD TITLE		
113966	Identify security, safety and environmental risks in the local environment		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Life Skills	ABET Level 4		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		People/Human-Centred Development	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB LS	Regular	Level 1	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify potential exposures to personal safety risk.

SPECIFIC OUTCOME 2

Identify potential exposure to fire risks.

SPECIFIC OUTCOME 3

Identify potential exposures and ways of responding to security related risks.

SPECIFIC OUTCOME 4

Identify potential exposures and ways of responding to community and environmental risks.

SPECIFIC OUTCOME 5

Investigate security, safety and environmental risks and ways of responding in the local environment.

No. 1601

31 October 2003

**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

Public Administration and Management

Registered by NSB 03, Business, Commerce and Management Studies, 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 qualification and unit standards can be accessed via the SAQA web-site at www.saqg.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1069 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 30 November 2003*. All correspondence should be marked **Standards Setting – SGB for Public Administration and Management** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: mmphuthing@saqa.co.za

DUGMORE MPHUTHING
DEPUTY DIRECTOR: STANDARDS SETTING



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Public Administration

SAQA QUAL ID	QUALIFICATION TITLE	
48513	National Certificate: Public Administration	
SGB NAME	SGB Public Administration and Management	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-3-National Certificate	National Certificate	Public Administration
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
131	Level 3	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The qualification recognises the generic skills, knowledge, understanding, attitudes and values expected of a competent person in a wide range of contexts in Public Sector Administration and the wider public sector.

As well as recognising competencies in relation to the Public sector context, this qualification develops information technology, communications, writing, and service delivery competencies.

It provides learners who have no formal qualification with an opportunity through formal assessment to

- > Have their prior learning formally recognised,
- > Identify gaps in their skills and knowledge, and
- > Structure learning programmes to close those gaps.

The qualifying learner will:

- > Be competent in core administration and data capturing skills
- > Understand and be able to apply public sector policies, procedures and processes
- > Recognise and understand the purpose and structure of their own workplace, and the purpose of specific departments or sections and the way in which each contributes to the objectives and purpose of the public sector in the country
- > Understand the role that the public sector plays in the South African economy as a whole
- > Be able to plan his/her work to meet deadlines and performance standards demanded by the department.
- > Be able to measure and evaluating his/her level of performance against performance standards and plan improvement strategies.
- > Be able to develop a skills development plan for him/herself and apply it so improving productivity levels

Rationale for the qualification

Effective and efficient administration in the public sector is key to a successful economy. This qualification is a blend of administration skills that are generic across most sectors, and skills relevant in the context of the public sector.

The Public sector is unique in its position of requiring the building of effective and efficient administration due to the inequities of the past. This qualification is aimed at rapidly building the skills base within the

public sector.

The qualification reflects the skills and competencies required of people employed, or seeking employment in the Public Sector, in a role where they would provide administration services. The importance of the ethical base on which public sector service delivery is based, is reflected in this qualification.

The National Certificate in Public Administration: Level 3 is designed to meet the needs of those learners who are already involved, or wish to become involved, in Administration in the Public sector. It is applicable to employed and unemployed learners.

The National Certificate in Public Administration: Level 3 is the first qualification in a learning pathway that leads directly to the National Certificate in Public Administration: Level 4, which has a specialisation in administration in a particular branch of the public sector.

The National Certificate in Public Administration: Level 3 supports the objectives of the NQF in that it gives the learner access to a registered qualification. It will ensure that the quality of education and training in the public sector is enhanced and of a world-class standard. The qualification will allow learners not only to develop their knowledge and skills but will also enable them to benchmark their competence against international standards and contribute to building an effective and efficient public sector for all South Africans.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners accessing this qualification are assumed to be competent in:

- > Communication at NQF Level 2
- > Mathematical Literacy at NQF level 2
- > Computer Literacy at NQF level 1

Recognition of Prior Learning

One of the primary purposes of this qualification is to recognise prior learning. The learner should be thoroughly briefed on the mechanisms to be used and provided with sufficient support and guidance to prepare for the assessment process. Care should be taken that the mechanism used for RPL provides the learner with the opportunity to demonstrate competence and is not so onerous as to prevent learners from taking up the RPL option to gain this qualification. This qualification will also allow for the design of top-up courses based on gaps established during an initial assessment process.

Recognition of Prior Learning may allow for:

- > Accelerated access to further learning at this or higher levels on the NQF
- > Gaining of credits towards a Unit Standard in this Qualification
- > Obtaining of this Qualification in part or in whole

QUALIFICATION RULES

Level, Credits and Learning Components assigned to The Qualification

The Certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training. It is a building block for a National Certificate in Public administration at Level 4.

The Qualification is made up of Unit Standards classified as Fundamental, Core and Elective. A minimum of 132 credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows

Fundamental	36 credits	27%
Core	91 credits	70%
Electives	4 credits	13%
Total	131 credits	100%

Motivation for number of credits assigned to Fundamental, Core and Elective Components

Fundamental Component

Unit Standards to the value of 20 credits are allocated to Communication at NQF Level 3 and Unit Standards to the value of 16 credits to Mathematical Literacy.

These Unit standards will help the learner to become a literate and numerate worker who is able to function competently in the global community of which South Africa is a part.

All the Unit Standards are Compulsory.

Core Component

The Unit standards in the Core Component will equip the learner with the essential administration skills and knowledge required to effectively perform an administrative function in a Public Administration office so improving service delivery to the customer. The Core Unit Standards are grouped under topics, which consist of generic competencies to facilitate effective service delivery in the public sector. They promote the personal development of the learner.

All the Unit Standards in the Core Component are compulsory.

Elective Component

Candidates may select standards from the list of electives below that reflect a personal career development interest or equip them with the building blocks of knowledge and skills required for learning at the next level on the NQF. Candidates may also select any other Unit Standards at NQF level 3 or above, in which they are interested, or which will enhance their capabilities to provide effective public sector delivery.

EXIT LEVEL OUTCOMES

1. Provide an effective administration service at practitioner level in the public sector at national, provincial or local government level.
2. Demonstrate a knowledge of the legal, regulatory and policy frameworks that regulate and control the work of the learner's department and its function in the public sector.
3. Deliver and make informed judgements about the quality of the administration service that they offer their clients.
4. Take responsibility for managing their own performance and growth as administrative practitioners in the context of public sector human resource development policies and procedures.
5. Use and maintain the physical and/or electronic information records system in the public sector context in which they are operating.
6. Use and maintain computers and workplace equipment relevant to their public administration role in their operating context.
7. Communicate effectively in terms of the requirements of a public sector administrator at the practitioner level.

8. Compute the necessary figures and totals accurately and correctly in terms of the requirements for effective public administration.

9. Maintain health, safety and security of the work community and environment.

ASSOCIATED ASSESSMENT CRITERIA

1.1 Administrative tasks are performed at a service level determined by the particular government service sector office or by an equivalent performance agreement

1.2 Client satisfaction with qualitative and quantitative outputs of administration service functions is ensured through effective client interaction and provision of service according to realistic client expectation

1.3 Administrative policies and procedures are known and applied to ensure the provision of an effective and efficient administrative service

2.1 Batho Pele principles are evident in interactions with colleagues, supervisors, internal clients and customers, in the manner in which work is undertaken and in the quality of work produced.

2.2 The Code of Conduct is known and applied by the learner in relation to his/her own work, systems and interactions with internal and external clients.

2.3 Public service ethics and their implication for the learner's work role are explained with examples.

2.4 The main roles and responsibilities of each level of government in South Africa are known and an explanation given of how each learner's work role contributes to the objectives of each.

2.5 The statutory regulations governing the learner's department, section and division are known and can be explained with examples and are applied to the learner's work procedures.

3.1 Customer and client feedback is obtained and used to make decisions on improving customer service where necessary

3.2 Error rates in processing roles are measured to assess the attainment of benchmarks and set performance development objectives.

3.3 Repeat work and complaints are used to review performance in administration roles.

4.1 Individual development plans agreed in performance reviews are used as the basis for planning and implementing personal development programs.

4.2 Individual growth is demonstrated in the follow up documentation used to monitor the implementation of IDPs and reviewed in the performance enhancements achieved.

5.1 Departmental records are maintained in a manner that expedites the storage of information according to departmental requirements

5.2 Departmental records are handled a manner that expedites the retrieval of information on demand

6.1 Computer and software use meets organisation and functional standards

6.2 Computer peripherals are used and maintained in accordance with the procedures and conditions laid down in the equipment manual and in compliance with the organisation's usage and safety procedures and requirements.

6.3 Workplace equipment is used and maintained in accordance with the procedures and conditions laid down in the equipment manual and in compliance with the organisation's usage and safety procedures and requirement

7.1 Communication with clients, colleagues and customers achieves the purposes for which it is used.

8.1 Computation for work purposes is accurate and can be used for its intended purpose

9.1 Security of people and the workplace is maintained by the rigorous application of the organisation's security procedures

9.2 Safety and health of people in the workplace is maintained by the rigorous application of the organisation's safety and health procedures.

9.3 People in the workplace community are supported in a manner that recognises their dignity and upholds their sense of well-being at work.

Integrated Assessment

Integrated assessment at the level of this qualification will evaluate the learner's capacity to integrate concepts, actions and ideas across a range of activities and knowledge domains. The integrated assessment must specifically evaluate the learner's ability to:

- > Implement and apply public sector procedures
- > Use administration systems
- > Understand, use and care for computers and workplace equipment
- > Use resources effectively
- > Comply with behavioural requirements and service orientation of employees in the service of the public
- > Explain and discuss issues relating to their work in the context of the public sector

This will require assessment methods, which take into account evidence generated in on-the-job activities.

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 communication and mathematical literacy should be integrated as far as possible with other aspects and should use authentic administration contexts wherever possible. A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

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

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

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated way.

INTERNATIONAL COMPARABILITY

This qualification was compared with qualifications and standards in public administration in:

- > Australia - Public Sector Traineeships, levels 2, 3 and 4.
- > Scotland - Administration Certificates level 2 and 3
- > New Zealand - National Certificates in Employment Skills and National Certificates in Administration

A direct comparison of the title, specific outcomes, assessment criteria, exit level outcomes and embedded knowledge was undertaken with each. This qualification compares best with the Australian Public Sector Traineeship Level 2 Qualification and the Scottish Administration level 2 certificate.

However, this qualification has been developed for the South African context.

ARTICULATION OPTIONS

This qualification articulates with the following qualifications:

- > The National Certificate in Generic Business Administration: Level 4
- > The National Certificate in Generic Management: Level 4
- > The National Certificate in Public Administration: Level 4

It should also articulate horizontally with any other qualification at level 3 in the following fields:

- > Secretarial services
- > Reception services
- > Switchboard operations
- > Health administration
- > Legal administration
- > Financial administration
- > Banking administration
- > Personal/executive secretarial services
- > Data capturing
- > School administration

MODERATION OPTIONS

- > Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with a 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 ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Moderation of assessment will be overseen by the relevant ETQA 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 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 as well as in the exit level outcomes described in the qualification

CRITERIA FOR THE REGISTRATION OF ASSESSORS

To register as assessors for this qualification, applicants should:

- > hold an administration qualification at NQF level 5 or above
- > be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)

NOTES

There is open access to any learner who is employed in the Public sector, or who is able to arrange for assessment of the Public sector specific Unit Standards and exit level outcomes to be assessed in a Public sector work environment

UNIT STANDARDS**(Note: A blank space after this line means that the qualification is not based on Unit Standards.)**

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	7547 Operate a personal computer system	Level 2	6	Registered
Core	7566 Operate personal computer peripherals	Level 2	3	Registered
Core	7568 Demonstrate knowledge of and produce word processing documents using basic functions	Level 2	3	Registered
Core	8104 Operate and take care of equipment in an office environment	Level 2	2	Registered
Core	14348 Process incoming and outgoing telephone calls	Level 2	3	Registered
Core	110064 Contribute to the health, safety and security of the workplace	Level 2	4	Registered
Core	113954 Answer customer enquiries by mail, facsimile, and e-mail in a wide range of public sector contexts	Level 3	4	Draft - Prep for P Comment
Core	113955 Apply the Batho Pele principles to own work role and context	Level 3	4	Draft - Prep for P Comment
Core	113956 Demonstrate knowledge of and apply the Public Sector Code of Conduct in own work roles and context	Level 3	4	Draft - Prep for P Comment
Core	113957 Use data entry and retrieval skills to input and retrieve computer data	Level 3	4	Draft - Prep for P Comment
Core	113959 Identify basic employment rights and responsibilities and deal appropriately with own grievances and disputes	Level 3	4	Draft - Prep for P Comment
Core	113961 Identify, operate and maintain the records management system in a Public Sector organization	Level 3	6	Draft - Prep for P Comment
Core	113962 Manage own work performance in a public sector workplace	Level 3	6	Draft - Prep for P Comment
Core	113963 Manage own performance improvement process in a public sector context	Level 3	4	Draft - Prep for P Comment
Core	113967 Apply public sector policies and procedures to achieve administration objectives	Level 3	12	Draft - Prep for P Comment
Core	113958 Demonstrate and apply knowledge of role and responsibility of provincial government in South Africa	Level 4	6	Draft - Prep for P Comment
Core	113960 Demonstrate and apply knowledge of the ethical standards in the Public Sector	Level 4	4	Draft - Prep for P Comment
Core	113964 Demonstrate and apply knowledge of role and responsibility of local government in South Africa	Level 4	6	Draft - Prep for P Comment
Core	113965 Demonstrate and apply knowledge of role and responsibility of national government in South Africa	Level 4	6	Draft - Prep for P Comment
Elective	13928 Monitor and control reception area	Level 3	4	Registered
Elective	13929 Co-ordinate meetings, minor events and travel arrangements	Level 3	3	Registered
Elective	13930 Monitor and control the receiving and satisfaction of visitors	Level 3	4	Registered
Elective	13935 Plan and conduct basic research in an office environment	Level 3	6	Registered
Elective	13937 Monitor and control office supplies	Level 3	2	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	9011 Use mathematics to investigate and monitor the financial aspects of personal and business issues	Level 3	5	Registered
Fundamental	9012 Investigate life and work related problems using data and probabilities	Level 3	5	Registered
Fundamental	11241 Perform Basic Business Calculations	Level 3	6	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Answer customer enquiries by mail, facsimile, and e-mail in a wide range of public sector contexts

SAQA US ID	UNIT STANDARD TITLE		
113954	Answer customer enquiries by mail, facsimile, and e-mail in a wide range of public sector contexts		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Public Administration and Management	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Public Administration	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-PBA-0-SGB PAM	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify customer needs and expectations.

SPECIFIC OUTCOME 2

Analyse customer needs and expectations, and identify options to meet them.

SPECIFIC OUTCOME 3

Write reply by mail, facsimile, and/or e-mail.

SPECIFIC OUTCOME 4

Complete documentation and follow-up procedures.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Apply public sector policies and procedures to achieve administration objectives

SAQA US ID	UNIT STANDARD TITLE		
113967	Apply public sector policies and procedures to achieve administration objectives		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Public Administration and Management		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Public Administration	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-PBA-0-SGB PAM	Regular	Level 3	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify functions of administration.

SPECIFIC OUTCOME 2

Identify and use organisational policies and procedures.

SPECIFIC OUTCOME 3

Identify and use work unit systems to achieve work objectives.

SPECIFIC OUTCOME 4

Operate office communication systems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Apply the Batho Pele principles to own work role and context

SAQA US ID	UNIT STANDARD TITLE		
113955	Apply the Batho Pele principles to own work role and context		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Public Administration and Management		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Public Administration	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-PBA-0-SGB PAM	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain how the Batho Pele principles apply to own work roles.

SPECIFIC OUTCOME 2

Explain how the application of Batho Pele principles determines the way in which work is done.

SPECIFIC OUTCOME 3

Identify and describe successful examples of application of Batho Pele principles.

SPECIFIC OUTCOME 4

Explain why the Batho Pele principles are so important to government.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Demonstrate knowledge of and apply the Public Sector Code of Conduct in own work roles and context

SAQA US ID	UNIT STANDARD TITLE		
113956	Demonstrate knowledge of and apply the Public Sector Code of Conduct in own work roles and context		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Public Administration and Management	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Public Administration	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-PBA-0-SGB PAM	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the contents of the South African Public Sector Code of Conduct.

SPECIFIC OUTCOME 2

Explain the implications of the Public Sector Code of Conduct for a Public Sector organisation.

SPECIFIC OUTCOME 3

Describe the implications of the Public sector Code of Conduct for a Public Sector employee.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Identify basic employment rights and responsibilities and deal appropriately with own grievances and disputes

SAQA US ID	UNIT STANDARD TITLE		
113959	Identify basic employment rights and responsibilities and deal appropriately with own grievances and disputes		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Public Administration and Management	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Public Administration	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-PBA-0-SGB PAM	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify employment rights and responsibilities.

SPECIFIC OUTCOME 2

Identify sources of information & assistance for employees in relations to their employment rights.

SPECIFIC OUTCOME 3

Identify grounds for personal grievances or disputes, & identify sources of assistance for employee.

SPECIFIC OUTCOME 4

Identify courses of action for dealing with personal grievances.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Identify, operate and maintain the records management system in a Public Sector organization

SAQA US ID	UNIT STANDARD TITLE		
113961	Identify, operate and maintain the records management system in a Public Sector organization		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Public Administration and Management		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Public Administration	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-PBA-0-SGB PAM	Regular	Level 3	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify legislative and policy and procedure requirements that determine records management.

SPECIFIC OUTCOME 2

Explain the purpose of a records management system in the context of a Public Sector organisation.

SPECIFIC OUTCOME 3

Operate a records storage and retrieval system in a Public Sector organisation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Manage own performance improvement process in a public sector context

SAQA US ID	UNIT STANDARD TITLE		
113963	Manage own performance improvement process in a public sector context		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Public Administration and Management		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Public Administration	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-PBA-0-SGB PAM	Regular	Level 3	4

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify opportunities to develop own performance.

SPECIFIC OUTCOME 2

Plan own development.

SPECIFIC OUTCOME 3

Implement development plan.

SPECIFIC OUTCOME 4

Actively participate in development or performance appraisals.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Manage own work performance in a public sector workplace

SAQA US ID	UNIT STANDARD TITLE		
113962	Manage own work performance in a public sector workplace		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Public Administration and Management		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Public Administration	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-PBA-0-SGB PAM	Regular	Level 3	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Develop work plans approved by supervisor.

SPECIFIC OUTCOME 2

Monitor own work performance under guidance of supervisor.

SPECIFIC OUTCOME 3

Demonstrate initiative, flexibility and accountability within allocated responsibilities.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Use data entry and retrieval skills to input and retrieve computer data

SAQA US ID	UNIT STANDARD TITLE		
113957	Use data entry and retrieval skills to input and retrieve computer data		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Public Administration and Management		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Public Administration	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-PBA-0-SGB PAM	Regular	Level 3	4

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare data for computer data entry or retrieval.

SPECIFIC OUTCOME 2

Enter and retrieve data using a computer software program.

SPECIFIC OUTCOME 3

Develop data entry and retrieval speed and accuracy.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Demonstrate and apply knowledge of role and responsibility of national government in South Africa

SAQA US ID	UNIT STANDARD TITLE		
113965	Demonstrate and apply knowledge of role and responsibility of national government in South Africa		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Public Administration and Management	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Public Administration	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-PBA-0-SGB PAM	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the main objectives of the Constitution of South Africa in terms of its implications.

SPECIFIC OUTCOME 2

Define the different elements of national government.

SPECIFIC OUTCOME 3

Demonstrate how own work roles and accountabilities contribute to the achievement of the roles.

SPECIFIC OUTCOME 4

Explain the main challenges facing national government in one field of government.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Demonstrate and apply knowledge of role and responsibility of local government in South Africa

SAQA US ID	UNIT STANDARD TITLE		
113964	Demonstrate and apply knowledge of role and responsibility of local government in South Africa		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Public Administration and Management		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Public Administration	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-PBA-0-SGB PAM	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the main objectives of the Constitution of South Africa in terms of its implications.

SPECIFIC OUTCOME 2

Define the different elements of local government.

SPECIFIC OUTCOME 3

Demonstrate how own work roles and accountabilities contribute to the achievement of the roles.

SPECIFIC OUTCOME 4

Explain the main challenges confronted by local government in one field of government.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Demonstrate and apply knowledge of role and responsibility of provincial government in South Africa

SAQA US ID	UNIT STANDARD TITLE		
113958	Demonstrate and apply knowledge of role and responsibility of provincial government in South Africa		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Public Administration and Management		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Public Administration	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-PBA-0-SGB PAM	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the main objectives of the Constitution of South Africa in terms of its implications.

SPECIFIC OUTCOME 2

Define the different elements of provincial government.

SPECIFIC OUTCOME 3

Demonstrate how own work roles and responsibilities contribute to the achievement of the roles.

SPECIFIC OUTCOME 4

Explain the main challenges confronted by provincial government in one field of government.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Demonstrate and apply knowledge of the ethical standards in the Public Sector

SAQA US ID	UNIT STANDARD TITLE		
113960	Demonstrate and apply knowledge of the ethical standards in the Public Sector		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Public Administration and Management		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Public Administration	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-PBA-0-SGB PAM	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the core ethical values and standards which apply to the Public Sector.

SPECIFIC OUTCOME 2

Outline ethical values and standards contained in legislation and codes.

SPECIFIC OUTCOME 3

Describe areas of ethical conflict for Public Sector employees.

SPECIFIC OUTCOME 4

Explain the importance of ethical values and standards in relation to the Public Sector.

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