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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 121

11 February 2005



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 05, Education, Training and Development, invites public comment **with respect to the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups** listed as SGB applicants below.

In addition, the NSB invite submissions from interested parties wishing to serve on such an SGB. Interested parties should take note of the section on SGB Information below.

All nominations/ applications should be accompanied by curricula vitae.

More information regarding this application may be obtained on the SAQA website or from the SAQA offices.

Comment should reach the NSB at the address below by not later than **13 March 2005**. All correspondence should be marked **SGB for Educators in Schooling** and be addressed to:

<p>The Director: Standards Setting and Development SAQA <i>Attention: Mr. D Mphuthing</i> Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012 – 431-5144 e-mail: dmphuthing@sqa.co.za</p>

SGB INFORMATION

As a necessary step in the development and implementation of the National Qualifications Framework, The National Standards Bodies are briefed [regulation 19(1)(c) of 28 March 1998] to recognise or establish Standards Generating Bodies (SGBs).

SGBs shall:

- a. generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- b. update and review standards;
- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and

- e. perform such other functions as may from time-to-time be delegated by their National Standards Body.

Any bodies wishing to nominate representatives, make application to serve on, or make any other submission with regard to the above SGB should note the following information.

SGBs should be composed of organisations, which shall be key education and training stakeholder interest groups and experts in the sub-field. The NSB, when making its final decisions will have due regard for, among other things, *the need for representativeness and equity, redress and relevant expertise in terms of the work of the SGBs.*

Organisations proposing to nominate persons to SGBs should be sensitive to the need for **equity** and **redress**, and shall nominate persons who-

- (a) will be able to consider issues of productivity, fairness, public interest and international comparability as related to education and training in the sub-field;
 - (b) enjoy credibility in the sub-field in question, who enjoy respect; have the necessary expertise and experience in the sub-field and have the support or backing of the nominating body;
 - (c) are able to advocate and mediate the needs and interests of all levels within the sub-field covered by the Standards Generating Body;
 - (d) are able to exercise critical judgement at a high level; and
 - (e) are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.
-

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Established in terms of Act 58 of 1995

INTERNAL MEMORANDUM

Attention:	Dugmore Mphuthing	Date:	21 January 2005
CC:		From:	Joe Pitt

SUBJECT: COMPLIANCE DECLARATION

Please receive the attached being a:

- | | | |
|----|--|-------------------------------------|
| 1. | proposed SGB Brief | <input checked="" type="checkbox"/> |
| 2. | proposed new SGB membership list | <input type="checkbox"/> |
| 3. | proposed new membership list to join an existing SGB | <input checked="" type="checkbox"/> |

SGB NAME: Educators in Schooling

(tick where appropriate)

I declare that I have taken cognisance of the relevant Regulations & Directorate policy with regards to:

- Redress** (I confirm that the composition of the SGB meets the composition criteria in terms of race and gender)
- Titles** (I confirm that the title is consistent with established practice)
- CVs** (I confirm that the CVs of prospective members are in my possession)
- Domino.doc / QMS** (I have all the SGB documents and these have been filed in the document system)
- Duplication** (To the best of my knowledge there is no possibility of duplication in the brief in terms of likely outcome)

Yours sincerely

NAME:

J. H. PITT

DATE: 21 January 2005

SIGNATURE:

J. H. Pitt

NSB 05: (SGB: Educators in Schooling)

Declaration for SGB submissions May 2004
DSSD/Corina2004/

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."

**PUBLIC NOTICE BY NSB 05, EDUCATION, TRAINING AND DEVELOPMENT OF THE
REREGISTRATION OF THE SGB FOR EDUCATORS IN SCHOOLING**

NSB05 hereby reregisters the SGB for Educators in Schooling for a period of three years from 1 February 2005 to 31 January 2008.

BRIEF OF THE SGB

1. Identify the integration, quality and equity priorities in Schooling ETD practice.
[Regulation 24 (1) (e)]
2. Identify the competence necessary to produce ETD practice outcomes addressing 1, above, and distinguish the competencies that will be generic to the field from those specific to schooling ETD practice.
[Regulation 24 (1) (e)].
3. Design learning pathways for Schooling ETD practice within the learning pathways for the field.
[Regulation 24 (1) (e)]
4. Generate qualifications in accordance with the Authority requirements for competencies in Schooling ETD practice that complement and/or supplement the already-existing qualifications: Higher Certificate in Education, Diploma in Education, Further Diploma in Education, and Bachelor of Education (Honours) and align them with Higher Education Qualifications requirements.
[Regulation 24 (1) (a)]
5. Recommend the qualifications generated under 4, above, to the NSB.
[Regulation 24 (1) (c)]
6. Review qualifications, taking into account recommendations from stakeholders and legislative changes.
[Regulation 24 (1) (d)]
7. Recommend criteria for the registration of assessors and moderators or moderating bodies for schooling ETD.
[Regulation 24 (1) (d)]

PROPOSED MEMBERSHIP

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS/ EXPERIENCE
Blunt, Richard John Scawen	Nelson Mandela Metropolitan University (NMMU)	Nelson Mandela Metropolitan University	D Ed, M Ed, BA Hons, BA, B Ed, NHED, Director of Academic Development; Associate Professor
Bruggeman, Andriesa	Services Sector Education and Training Authority	Services Sector Education and Training Authority	BA Ed, BA Ed Hons, Materials Developer, Curriculum Design, Lecturer, OBE Trainer/Facilitator
Davin, Reda Johanna	University of South Africa	University of South Africa	D Ed, M Ed, FDE, HNED, BA, Senior Lecturer
Euvrard, George (Prof)	Rhodes University	Rhodes University	D Litt, MA, BA Hons, BA, HDE, Dean of Faculty, Head of Department, Lecturer, School Counsellor, Teacher
Gerber, Robert Eugene (Dr)	Nelson Mandela Metropolitan University	Nelson Mandela Metropolitan University	BA, BA Hons, B Ed, M Ed, D Tech, STD, Acting Head of Department: Education Studies, Senior Lecturer, Lecturer, Teacher
Greyling, Laetitia (Dr)	Nelson Mandela Metropolitan University	Nelson Mandela Metropolitan University	D Ed, M Ed, B Ed, BA Ed, STD, Special Diplomas: Junior Primary, School Librarianship, Remedial Teaching, Gifted Education, Academic Campus Manager, Lecturer, Researcher, Teacher
Harcombe, Elaine (Ms)	University of the Witwatersrand	University of the Witwatersrand	M Ed (Ed Psychology), HDE, Lecturer, Teacher, Materials Developer, Research supervisor
Hibbert, Liesel (Dr)	University of the Western Cape	University of the Western Cape	Ph D, M Phil, BA Hons, BA, PTD, Senior Lecturer, Lecturer, Teacher
Hodges, Merle H (Mrs)	Peninsula Technikon	Peninsula Technikon	B Sc, B Sc Hons, B Ed, M Ed, Ph D candidate, Coordinator of International Affairs, Tertiary Education Linkages Manager, Lecturer, Teacher, Materials Developer
May, Basil F (Mr)	Lexia International	Lexia International	M Sc, B Ed, BA, PHTC, PTC, Executive Director of Committee of College of Education Rectors of South Africa, Rector, Principal, Teacher

Mokgalane, Ella (Ms)	South African Council for Educators	South African Council for Educators	M Ed, B Ed, B Prim Ed, Human Resource Management, Professional Development Manager, Deputy Chief Education Specialist, Coordinator for Teacher Appraisal, Junior Lecturer
Odendaal, Rene M	University of South Africa	University of South Africa	D Ed, M Ed, B Ed, BA Hons, BA, HED, Lecturer, Teacher in Primary and Secondary Education
Park, Tom (Prof)	University of Stellenbosch	University of Stellenbosch	D Ed, M Ed, B Ed, HED, BSc, Dean of Education Faculty, Professor, Senior Lecturer, Lecturer, Teacher
Ralenala, Francis (Prof)	University of the North	University of the North	Ph D, M Sc, M Ed, Head of Department, Senior Lecturer, Lecturer, Teacher
Sarpong, Emmanuel (Dr)	Eastern Cape Technikon	Eastern Cape Technikon	D Admin, M Ed, MA, B Ed, BA Hons, Post Graduate Diploma in Adult Education, Lecturer, Teacher
Steyn, H J (Prof)	Potchefstroom University	Potchefstroom University	D Ed, M Ed, B Ed, BA, UED, Dean of Education, Rector, Professor, Senior Lecturer, Teacher
Thomas, Karen (Ms)	University of the Free State	University of the Free State	Ph D candidate, M Comm, B Comm Hons, HDE, B Comm, Lecturer, Coordinator Online and e-Degree Learning Systems
Van Schalkwyk, Alena (Dr)	University of South Africa	University of South Africa	D Ed, M Ed, B Ed, BA Hons, HED, BA, Archivist, Teacher, Lecturer, Senior Lecturer
Wilmot, Pamela Dianne	Rhodes University	Rhodes University	Ph D candidate, M Ed, B Ed, Dip Ed, BA, Lecturer, Head of Department (School), Teacher

No. 122

11 February 2005



Established in terms of Act 58 of 1995

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

Building Construction

Registered by NSB 12, Physical Planning and Construction, publishes the following qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of qualifications. The qualifications 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, 1067 Arcadia Street, Hatfield.

Comment on the unit standards should reach SAQA at the address ***below and no later than 13 March 2005***. All correspondence should be marked **Standards Setting – SGB Building Construction** 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

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

GETC in Construction

SAQA QUAL ID	QUALIFICATION TITLE	
49411	GETC in Construction	
SGB NAME	SGB Building Construction	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
PPC-1-National Certificate	National Certificate	Building Construction
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
123	Level 1	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DAT	REGISTRATION END DATE

PURPOSE AND RATIONALE OF THE QUALIFICATION

Qualifying learners will be competent to execute elementary construction activities in terms of the fields of learning successfully completed.

For those with extensive experience in the workplace, this qualification will serve as entry to the Recognition of Prior Learning processes without prior formal education and training having been undertaken.

For new entrants, this qualification describes the learning outcomes required to effectively participate in a structured workplace.

For education and training providers, this qualification provides guidance for development of appropriate learning programmes and assessment criteria.

For employers, this qualification enables skills gaps to be identified and addressed, ensuring achievement of increased productivity levels and business objectives.

This qualification has been developed to provide flexibility / mobility / portability across the construction industry, thereby allowing for future career advancement across various fields of learning in construction.

Rationale for the qualification

The rationale is to provide an introduction into construction practice with options in various fields of learning at NQF Level 1. This qualification will be awarded on successful completion of the programme. At this level, all work is executed under very close supervision.

Learners will be employed in the construction industry where the combination of practical work and theoretical class room training will empower new entrants to the construction industry and the combination of learning outcomes in this qualification will provide learners with applied competence in the execution of their work.

This qualification serves as a basis for learning towards various qualifications in related construction fields at NQF Level 2.

As a contribution to socio-economic transformation, learners will be able to undergo RPL-assessment, thereby receiving recognition for previous learning and experience. The employability and career prospects of learners holding this qualification will be enhanced.

Benefits to the economy include employment of previously unemployable persons who can offer skills to a

number of different employer bodies, for example construction companies and government departments where, during the construction and maintenance of physical infrastructure, such skills will be in demand.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Prior to embarking on learning towards this qualification, learners should have acquired language competencies and mathematical literacy competencies at ABET Level 3.

Recognition of Prior Learning

The qualification may be obtained through the process of Recognition of Prior Learning (RPL). Learners who have met the requirements of any unit standard in this qualification may apply to the relevant Education and Training Quality Assurance Body (ETQA) for recognition of prior learning, and will be assessed against the assessment criteria and specific outcomes for the relevant unit standard/s. ETQA bodies are responsible for facilitating the implementation of the RPL, and must register trained assessors against specific unit standards. Learners are prepared for assessment and assessed against the unit standard by such registered assessors. Moderation and appeals processes must be implemented. Learners declared competent against a specific unit standard, receive ETQA certificates indicating their achievements and this information is also recorded on the National Learner Registration Database (NLRD).

QUALIFICATION RULES

The qualification is composed of **fundamental, core and elective learning** components: **Fundamental - 59 credits. Core - 28 credits.**

In order to be awarded the qualification, learners have to prove competence in all the fundamental and core unit standards, as well as a minimum of 36 credits from the elective list provided in Annexure C.

EXIT LEVEL OUTCOMES

Generic:

On completion of this qualification learners are able to demonstrate the following generic competencies:

- > An understanding of sexuality and sexually transmitted infections including HIV/AIDS. Organisational policies and norms will be used to evaluate this.
- > A basic understanding of the construction industry. The organisation's role in industry and the learner's role in the organisation will be used to evaluate this.
- > Ability to identify and use protective clothing and equipment. Relevant sections of the Occupational Health and Safety Act will be used to evaluate this.
- > Ability to use of hand tools on a construction site. The learner will be required to demonstrate proper and safe use of tools during assessment, in compliance with manufactures' instructions and Safety Regulations.

Electives:

Specific elective exit level outcomes and assessment criteria for the different proposed fields of learning are the following:

1. Bricklaying fields of learning
 - > Basic competence in building masonry superstructures with solid and hollow units, under supervision.
2. Plastering fields of learning
 - > Basic competence in applying plaster and screeds to surfaces, under supervision.
3. Reinforcing fields of learning
 - > Basic competence in assembling and tying reinforcing cages under supervision, bending and cutting steel.
4. Formwork fields of learning
 - > Basic competence in fabricating, erecting and stripping of steel and timber formwork, under supervision.
5. Timber roof erection fields of learning
 - > Basic competence in constructing roofs, under supervision.

6. Carpentry finishing components fields of learning
> Basic competence in executing all carpentry finishing work in buildings, under supervision.
7. Ceiling and timber frame partitioning fields of learning
> Basic competence in installing ceilings and framed partitioning, under supervision.
8. Plumbing fields of learning
> Basic competence in installing and maintaining drainage and water supply systems, under supervision.
9. Structural fields of learning
> Basic competence in executing structural construction, under supervision.
10. Plant operator fields of learning
> Competence in operating basic (or easy-to-operate) plant, under supervision.
11. Water and waste water fields of learning
> Competence in constructing water and waste water reticulation, under supervision.
12. Painting fields of learning
> Competence in preparing, priming and painting new and previously coated surfaces.
13. Tiling fields of learning
> Competence in applying tiles to plastered surfaces.
14. Labour intensive construction fields of learning : roads and stormwater
> Competence in applying labour intensive construction techniques in a roads and stormwater construction environment.
15. Labour intensive construction fields of learning : structures
> Competence in applying labour intensive construction techniques in a structural construction environment.
16. Labour intensive construction fields of learning : water and waste water
> Competence in applying labour intensive construction techniques in a water and waste water construction environment.

ASSOCIATED ASSESSMENT CRITERIA

1.
These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and demonstrate correct scaffolding erection and bricklaying techniques.
2.
These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and demonstrate correct scaffolding erection and plastering techniques.
3.
These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and demonstrate correct tying, cutting and bending techniques.
4.
These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and demonstrate correct scaffolding erection and formwork techniques.
5.
These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and demonstrate correct scaffolding erection and roofing techniques.
6.
These outcomes are assessed by requiring learners to identify and use correct tools and materials, to

demonstrate their knowledge of safety requirements, to maintain productivity, and demonstrate correct scaffolding erection and carpentry finishing techniques.

7.

These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and demonstrate correct scaffolding erection, carpentry ceiling construction and partitioning construction techniques.

8.

These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and demonstrate correct scaffolding erection and plumbing techniques.

9.

These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and demonstrate correct scaffolding erection and structural construction techniques such as placing concrete, fixing steel, formwork and scaffolding erection.

10.

These outcomes are assessed by requiring learners to identify and use correct start up, maintenance and operating techniques.

11.

These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and demonstrate correct trenching, bedding and pipelaying techniques.

12.

These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and demonstrate correct painting techniques.

13.

These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and demonstrate correct tiling, plastering and screeding techniques.

14.

These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and demonstrate correct labour intensive construction techniques

15.

These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and demonstrate correct labour intensive construction techniques

16.

These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and demonstrate correct labour intensive construction techniques

Learners who have completed these learnerships will be awarded the National Certificate in Construction NQF Level 1 and will be able to progress to the National Certificate in Construction NQF Level 2

Integrated Assessment

Formative assessments conducted during the learning process consist of written tests, demonstrations and a number of self-assessments. The purpose of formative assessment is to diagnose learner strengths and weaknesses and to determine readiness for summative assessment.

Summative assessment consists of written tests coupled with assignments, case studies and practical demonstrations and would be conducted only when the learner indicates that he/she is ready to undergo summative assessment.

Before qualifying, learners will be expected to demonstrate competence in practical situations which integrates the assessment of all specific outcomes, for all unit standards.

Integrated assessment provides learners with opportunities to display their ability to integrate practical performance, actions, concepts and theories across unit standards in order to achieve competence related to the purpose of this qualification.

In particular, assessors should monitor and ensure that learners are able to demonstrate an ability to consider a range of options and make decisions about:

- > quality of observed practical performance as well as the theory and knowledge which underpin practical skills,
- > different methods to be used by learners to display thinking and decisionmaking in the demonstration of practical performance, and
- > reflective competencies

INTERNATIONAL COMPARABILITY

The learnership model for the qualification National Certificate in Construction NQF Level 1, is unique to South Africa, but is, however, comparable to the "strand" concept related to qualifications registered on the New Zealand Qualifications Framework.

In New Zealand, no fundamental unit standards are incorporated in the comparable qualification. Unit standards are clustered into appropriate groups with totals as low as 60 credits. This grouping is called a "strand", indicating a limited area of specialisation.

The South African learnership model is more comprehensive because fundamental unit standards in Mathematical and Language Literacy are included, providing learners with an opportunity to achieve these competencies as part of the learning process incorporated in the qualification.

Grouping of elective unit standards comprising a particular learnership is very similar to the New Zealand "strand" concept, but is more comprehensive, leading to a broader learning field.

In Botswana, the Department of Labour has established a Construction Industry Trust Fund for the training of artisan-related skills required in the construction industry. The centre is located at Gaborone and uses competency-based training materials and methodologies for the training of artisans in the construction industries. The qualification levels typify the SAQA NQF Level 3

ARTICULATION OPTIONS

This qualification has been developed to provide mobility across various fields of learning in the construction industry.

Horizontal portability is also possible because the fundamental learning and the core unit are the same for all the various learnerships in this field.

Annexure C (elective unit standards - rules of combination) provides details of different combinations of electives together with fundamental and core learning, formatted according to fields of learning which will deliver the same generic qualification at NQF Level 1, following successful completion.

Vertical articulation permits learners to progress from level 1 to level 7 in the various learnership fields. However, from level 4 onwards, competencies are clustered to make provision for supervising and managing a range of skills.

The following qualifications provide a learning pathway for the construction workers:

- NQF level 1: National Certificate in Construction (generic + various streams)
- NQF level 2: National Certificate in Construction (generic + various streams)
- NQF level 3: National Certificate in Construction (various streams)
- NQF level 4: National Certificate in the Supervision of Construction activities. (generic)
- NQF level 5: National Diploma in the Management of Construction activities (generic)
- NQF level 6: National Degree in Construction Management.
- NQF level 7: National Professional Degree in Construction Management

For the purposes of RPL, holders of qualifications other than those listed above are also eligible for

assessment against this qualification.

MODERATION OPTIONS

Assessment of learner achievements takes place at the premises of training / learning providers accredited by the relevant ETQA or the relevant body (RSA, 1998b) to provide programmes that deliver the outcomes specified for the National Certificates in Construction, NQF Level 1. The relevant ETQA, or other ETQAs who have signed a Memorandum of Understanding with the relevant ETQA, are responsible for moderation of achievements of learners who meet the requirements of this qualification.

Anyone assessing a learner or moderating an assessment of a learner's performance against this qualification must be registered as an assessor and moderator (if appropriate) with the relevant ETQA. Assessors and moderators must be competent in unit standards being assessed or moderated. Any institution offering training or learning that leads to the awarding 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 moderations in terms of agreements reached on assessment and moderation between ETQAs and in terms of moderation guidelines, which must include both internal and external moderation of assessments at exit points in the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of competence described in individual unit standards as well as overall integrated competence described in the qualification.

Anyone wishing to have their skills competence assessed against this qualification may apply to any assessment agency, assessor or provider institution which is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Registration as an assessor requires

- > a recognised assessor qualification
- > compliance with the relevant ETQA's requirements for assessor registration
- > subject matter expertise in the unit standard/s for which assessor registration is sought, as well as an understanding of the context of the qualification to support integrated assessment processes.

NOTES

Supplementary Information:

Acts, Regulations, Specifications and Standards applicable to this qualification:

- (i) Occupational Health and Safety Act 1993
- (ii) GNR 1010 of 18 July 2003: Construction Regulations 2003
- (iii) National Environmental Management Act (No.107 of 1998)
- (iv) South African Bureau of Standards (standards and specifications)
- (v) National Building Regulations
- (vi) Industry Project Specifications, including but not limited to those published by the
 - > Committee of Transport Officials (COTO standard specifications)
 - > National Department of Public Works.

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	12877 Use and maintain Hand tools on a Construction Site	Level 1	4	Registered
Core	13973 Identify and use protective clothing and equipment in general construction	Level 1	4	Registered
Core	13995 Demonstrate an understanding of contracts and their sources	Level 1	2	Reregistered
Core	14445 Frame and implement an individual action plan to improve productivity within an organisational unit	Level 1	3	Registered
Core	14656 Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS	Level 1	5	Registered
Core	9978 Describe the construction industry composition its work procurement systems and communication techniques	Level 2	3	Reregistered
Elective	10567 Transport personnel, material and equipment using Light Delivery Vehicle	Level 1	4	Registered
Elective	12878 Use and maintain Power Hand Tools on a construction Site	Level 1	5	Registered
Elective	12916 Batch and mix concrete by volume	Level 1	5	Registered

Elective	14014 Read and interpret construction drawings and specifications	Level 1	3	Registered
Elective	119056 Identify, describe and utilise materials in construction	Level 1	4	Draft - Prep for P Comment
Elective	119064 Install and maintain basic plumbing components	Level 1	12	Draft - Prep for P Comment
Elective	119069 Build masonry superstructures using hollow units	Level 1	12	Draft - Prep for P Comment
Elective	119073 Build masonry superstructures using solid units	Level 1	12	Draft - Prep for P Comment
Elective	119076 Use and maintain small plant and equipment on a construction site	Level 1	4	Draft - Prep for P Comment
Elective	9965 Render basic first aid	Level 2	3	Registered
Elective	9986 Apply quality principles on a construction site	Level 2	12	Registered
Elective	9988 Apply surveying techniques on a construction contract	Level 2	10	Recommended
Elective	12875 Use and maintain small plant and equipment on a construction site	Level 2	10	Registered
Elective	14557 Conduct routine site tests to fresh and hardened concrete	Level 2	6	Registered
Elective	14565 Use a concrete dumper to haul and dump material	Level 2	2	Registered
Elective	14566 Use a sideboom to lift, lower and carry material	Level 2	5	Registered
Elective	14567 Use a small self propelled compactor to compact material	Level 2	7	Registered
Elective	14884 Build masonry superstructures using solid and hollow units	Level 2	12	Registered
Elective	15034 Work in confined spaces on construction sites	Level 2	2	Registered
Elective	114219 Demonstrate an understanding and implement environmental initiatives on a construction activity	Level 2	4	Registered
Elective	114916 Use labour intensive construction methods to construct and maintain roads and stormwater drainage	Level 2	8	Registered
Elective	114917 Apply labour intensive construction methods to construct and maintain water and sanitation services	Level 2	8	Registered
Elective	114921 Apply labour intensive construction systems and techniques to work activities	Level 2	12	Registered
Elective	114930 Use labour intensive construction methods to construct, repair and maintain structures	Level 2	8	Registered
Elective	116152 Demonstrate mechanical awareness and plant appreciation	Level 2	5	Registered
Elective	116177 Operate a tractor	Level 2	6	Registered
Elective	116573 Assemble, tie and fix reinforcing cages	Level 2	3	Recommended
Elective	116578 Read and interpret reinforcing materials documentation	Level 2	3	Recommended
Elective	119041 Erect and strip steel formwork for straight walls, columns and bases	Level 2	8	Draft - Prep for P Comment
Elective	119042 Erect, alter/reposition and dismantle access scaffolding	Level 2	13	Draft - Prep for P Comment
Elective	119045 Fabricate, erect and strip timber formwork for straight walls, columns and bases	Level 2	8	Draft - Prep for P Comment
Elective	119050 Erect ceilings and timber frame partitions	Level 2	18	Draft - Prep for P Comment
Elective	119057 Install, test and maintain above ground drainage systems	Level 2	10	Draft - Prep for P Comment
Elective	119059 Install and maintain a below ground drainage system	Level 2	10	Draft - Prep for P Comment
Elective	119061 Erect, alter/reposition and dismantle load bearing scaffolding	Level 2	13	Draft - Prep for P Comment
Elective	119062 Install and maintain a water supply system	Level 2	10	Draft - Prep for P Comment
Elective	119065 Apply plaster and screeds to surfaces	Level 2	11	Draft - Prep for P Comment
Elective	119066 Install carpentry finishing components	Level 2	15	Draft - Prep for P Comment
Elective	119067 Build masonry superstructures using solid units	Level 2	12	Draft - Prep for P Comment
Elective	119068 Install roof covering	Level 2	12	Draft - Prep for P Comment
Elective	119070 Prepare and apply tiles to plastered surfaces, and apply plaster and screeds to walls and floors	Level 2	11	Draft - Prep for P Comment
Elective	119071 Prepare, manufacture and erect roof trusses	Level 2	15	Draft - Prep for P Comment
Elective	119072 Prepare, prime and paint new and previously coated surfaces	Level 2	18	Draft - Prep for P Comment

Elective	119074 Erect and dismantle scaffolding	Level 2	4	Draft - Prep for P Comment
Elective	119075 Understand and describe basic plumbing principles	Level 2	8	Draft - Prep for P Comment
Elective	119077 Install control valves	Level 2	3	Draft - Prep for P Comment
Elective	119079 Install pressure pipes	Level 2	5	Draft - Prep for P Comment
Elective	116566 Operate and maintain a steel cutting machine	Level 3	5	Recommended
Elective	116569 Operate and maintain a steel bending machine	Level 3	5	Recommended
Fundamental	12449 Engage in a range of speaking and listening interactions (Revised)	Below Level 1	6	Registered
Fundamental	12453 Use reading skills to respond to defined texts	Below Level 1	8	Registered
Fundamental	12460 Write defined texts	Below Level 1	6	Registered
Fundamental	14080 Describe routes and locations and draw simple maps	Below Level 1	1	Registered
Fundamental	7461 Use maps to access and communicate information concerning routes, location and direction	Level 1	1	Reregistered
Fundamental	7463 Describe and represent objects and the environment in terms of shape, space, time and motion	Level 1	2	Reregistered
Fundamental	7464 Analyse cultural products and processes as representations of shape, space and time	Level 1	2	Reregistered
Fundamental	12462 Engage in a range of speaking and listening interactions for a variety of purposes	Level 1	6	Registered
Fundamental	12469 Read and respond to a range of text types	Level 1	6	Registered
Fundamental	12470 Write for a variety of different purposes	Level 1	6	Registered
Fundamental	12471 Explore and use a variety of strategies to learn (revised)	Level 1	5	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Construction

SAQA QUAL ID	QUALIFICATION TITLE	
49410	National Certificate: Construction	
SGB NAME	SGB Building Construction	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
PPC-2-National Certificate	National Certificate	Building Construction
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
120	Level 2	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DAT	REGISTRATION END DATE

PURPOSE AND RATIONALE OF THE QUALIFICATION

Qualifying learners will be competent to execute semi-skilled construction activities in terms of the fields of learning successfully completed.

For those with extensive experience in the workplace, this qualification will serve as entry to the Recognition of Prior Learning processes, without prior formal education and training having been undertaken.

For new entrants, this qualification describes the learning outcomes required to effectively participate in a structured workplace.

For education and training providers, this qualification provides guidance for development of appropriate learning programmes and assessment criteria.

For employers, this qualification enables skills gaps to be identified and addressed, ensuring achievement of increased productivity levels and business objectives.

This qualification has been developed to provide flexibility/mobility/portability across the construction industry, thereby allowing for future career advancement across various fields of learning in construction.

Rationale:

The rationale is to provide a continuation of the NQF Level 1 training in various construction fields of learning. This will deliver competent semi-skilled workers, working under supervision in a particular Construction field.

This qualification will be awarded on successful completion of the programme.

Learners will be employed in the construction industry where the combination of practical work and theoretical class room training, thereby empowering new entrants to the Construction Industry.

The combination of learning outcomes in this qualification provides learners with applied competence in the execution of work in the Construction Industry, and serves as a basis for learning towards various other qualifications in Construction at NQF Level 3.

As a contribution to socio-economic transformation, learners will be able to undergo RPL-assessment, thereby receiving recognition for previous learning and experience. The employability and career prospects of learners holding this qualification will be enhanced.

Benefits to the economy include employment of previously unemployable persons who can offer skills to a number of different employer bodies, for example construction companies and government departments where, during the construction and maintenance of physical infrastructure, such skills will be in demand.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Prior to embarking on learning towards this qualification, learners should have acquired language competencies and mathematical literacy competencies at NQF Level 1.

Recognition of Prior Learning:

The qualification may be obtained through the process of Recognition of Prior Learning (RPL). Learners who have met the requirements of any unit standard in this qualification may apply to the relevant Education and Training Quality Assurance Body (ETQA) for recognition of prior learning and will be assessed against the assessment criteria and specific outcomes for the relevant unit standard/s. ETQA bodies are responsible for facilitating the implementation of the RPL, and must register trained assessors against specific unit standards. Learners are prepared for assessment and assessed against the unit standard by such registered assessors. Moderation and appeals processes must be implemented. Learners declared competent against a specific unit standard, receive ETQA certificates indicating their achievements and this information is also recorded on the National Learner Registration Database (NLRD).

QUALIFICATION RULES

The qualification is composed of fundamental, core and elective learning components:

- > Fundamental: 36 credits.
- > Core: 37 credits.

In order to be awarded the qualification, learners have to prove competence in all fundamental and core unit standards, as well as a minimum of 47 credits from the elective list.

EXIT LEVEL OUTCOMES

Generic:

On completion of this qualification learners are able to demonstrate the following generic competencies:

- > Application of Health and Safety standards to a work area. Relevant sections of the Occupational Health and Safety Act will be used to evaluate this.
- > Application of productivity principles on a construction site. Industry norms will be used to evaluate this.
- > Application of quality principles on a construction site. Industry norms will be used to evaluate this.
- > Basic understanding of the Construction Industry. The organizations role in Industry and the learner's role in the organization will be used to evaluate this.
- > Application of environmental initiatives to comply with National Environmental Management Act.
- > Ability to establish and prepare a work area in accordance with project specifications.
- > Ability to maintain records on a construction site according to organisational requirements and policies.

Electives:

Specific elective exit level outcomes and assessment criteria for the different proposed fields of learning are the following:

1. Bricklaying fields of learning:

- > Basic competence of building masonry superstructures with solid and hollow units, under supervision.

2. Plastering fields of learning:

- > Basic competence of applying plaster and screeds to surfaces, under supervision.

3. Reinforcing fields of learning:

- > Basic competence of assembling and tying reinforcing cages under supervision, bending and cutting steel.

4. Formwork fields of learning:

- > Basic competence in fabricating, erecting and stripping steel and timber formwork, under supervision.

5. Timber roof erection fields of learning:
 - > Basic competence in constructing roofs, under supervision.
6. Carpentry finishing component fields of learning:
 - > Basic competence in executing all carpentry finishing work in buildings, under supervision.
7. Ceiling and timber frame partitioning fields of learning:
 - > Basic competence in installing ceilings and framed partitioning, under supervision.
8. Structural fields of learning:
 - > Basic competence in executing structural construction, under supervision.
9. Water and waste water fields of learning:
 - > Competence in constructing water and wastewater reticulation, under supervision.
10. Painting fields of learning:
 - > Competence in preparing, priming and painting new and previously coated surfaces.
11. Tiling fields of learning:
 - > Competence in applying tiles to plastered surfaces.
12. Labour intensive construction fields of learning: roads and stormwater:
 - > Competence in applying labour intensive construction techniques in a roads and stormwater construction environment.
13. Labour intensive construction fields of learning: structures:
 - > Competence in applying labour intensive construction techniques in a structural construction environment.
14. Labour intensive construction fields of learning: water and wastewater:
 - > Competence in applying labour intensive construction techniques in a water and waste water construction environment.
15. Stormwater drainage fields of learning:
 - > Competence in installing stormwater drainage systems together with associated inlet and outlet structures.
16. Concreting fields of learning:
 - > Competence in mixing, transporting, placing, testing and curing concrete.
17. Scaffolding fields of learning:
 - > Competence in erecting and dismantling scaffolding.
18. Supervisory fields of learning:
 - > Competence in supervising construction teams in a construction environment.

ASSOCIATED ASSESSMENT CRITERIA

1. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate correct scaffolding erection and bricklaying techniques according to project specifications, standards and relevant legislation.
2. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate correct scaffolding erection and bricklaying techniques according to project specifications, standards and relevant legislation.
3. These outcomes are assessed by requiring learners to identify and use correct tools and materials, demonstrate their knowledge of safety requirements, to maintain productivity and to demonstrate correct tying, cutting and bending techniques in accordance with project specifications, standards and relevant legislation.
4. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate correct scaffolding erection and formwork techniques according to project specifications, standards and relevant legislation.

5. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate correct scaffolding erection and roofing techniques according to project specifications, standards and relevant legislation.

6. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate correct scaffolding erection and carpentry finishing techniques according to project specifications, standards and relevant legislation.

7. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate correct scaffolding erection, carpentry ceiling construction and partitioning construction techniques according to project specifications, standards and relevant legislation.

8. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate correct scaffolding erection and structural construction techniques such as placing concrete, fixing steel, formwork and scaffolding erection, according to project specifications, standards and relevant legislation.

9. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate trenching, bedding and pipe laying techniques according to project specifications, standards and relevant legislation.

10. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate painting techniques according to project specifications, standards and relevant legislation.

11. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate tiling, plastering and screeding techniques according to project specifications, standards and relevant legislation.

12. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate labour intensive construction techniques according to project specifications, standards and relevant legislation.

13. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate labour intensive construction techniques according to project specifications, standards and relevant legislation.

14. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate labour intensive construction techniques according to project specifications, standards and relevant legislation.

15. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate construction techniques according to project specifications, standards and relevant legislation.

16. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate construction techniques according to project specifications, standards and relevant legislation.

17. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate construction techniques according to project specifications, standards and relevant legislation.

18. These outcomes are assessed by evaluating supervisory skills and relevant technical skills against industry and organisational norms.

Learners who have successfully completed the foregoing fields of learning will be awarded the National Certificate in Construction NQF Level 2 and will be able to progress to the National Certificate in Construction NQF Level 3.

Integrated assessment:

Formative assessments conducted during the learning process consist of written tests, demonstrations and a number of self-assessments. The purpose of formative assessment is to diagnose learner strengths and weaknesses and to determine readiness for summative assessment.

Summative assessment consists of written tests coupled with assignments, case studies and practical demonstrations and would be conducted only when the learner indicates that he/she is ready to undergo summative assessment.

Before qualifying, learners will be **expected to demonstrate competence in practical situations which integrate the assessment of all specific outcomes, for all unit standards.**

Integrated assessment provides learners with opportunities to display their ability to integrate practical performance, actions, concepts and theories across unit standards in order to achieve competence related to the purpose of this qualification.

In particular, assessors should monitor and ensure that **learners** are able to demonstrate an ability to consider a range of options and make decisions about:

- > Quality of observed practical performance as well as the theory and knowledge which underpin practical skills.
- > Different methods to be used by learners to display thinking and decision making in the demonstration of practical performance.
- > Reflective competencies.

INTERNATIONAL COMPARABILITY

The learnership model for the qualification National Certificate in Construction NQF Level 2, is unique to South Africa., but is, however, comparable to the "strand" concept related to qualifications registered on the New Zealand Qualifications Framework.

In New Zealand, no fundamental unit standards are incorporated in the comparable qualification. Unit standards are clustered into appropriate groups with totals as low as 60 credits. This grouping is called a "strand", indicating a limited area of specialisation.

The South African learnership model is more comprehensive because fundamental unit standards in Mathematical and Language Literacy are included, providing learners with an opportunity to achieve these competencies as part of the learning processes incorporated in the qualification.

Grouping of elective unit standards comprising a particular learnership is very similar to the New Zealand "strand" concept, but is more comprehensive, leading to a broader learning field.

In Botswana, the Department of Labour has established a Construction Industry Trust Fund for the training of artisan-related skills required in the construction industry. The centre is located at Gaborone and uses competency-based training materials and methodologies for the training of artisans in the construction industry. The qualification typify the SAQA NQF Level 3.

ARTICULATION OPTIONS

This qualification has been developed to provide mobility across various fields of learning in the construction industry.

Horizontal portability is also possible because the fundamental learning and core units are the same for all the learnerships in this field.

Annexure C (elective unit standards - rules of combination) provides details of different combinations of electives together with fundamental and core learning, formatted according to fields of learning which will deliver the same generic qualification at NQF Level 2 following successful completion.

Vertical articulation permits learners to progress from level 1 to level 7 in the various learnership fields. However, from level 4 onwards, competencies are clustered to make provision for supervising and managing a range of skills.

The following qualifications provide a learning pathway for the construction worker:

- > NQF level 1: National Certificate in Construction (generic + various streams)
- > NQF level 2: National Certificate in Construction (generic + various streams)
- > NQF level 3: National Certificate in Construction (various streams)
- > NQF level 4: National Certificate in the Supervision of Construction activities. (generic)
- > NQF level 5: National Diploma in the Management of Construction activities (generic)
- > NQF level 6: National Degree in Construction Management
- > NQF level 7: National Professional Degree in Construction Management

For the purposes of RPL, holders of qualifications other than those listed above are also eligible for assessment against this qualification.

MODERATION OPTIONS

Assessment of learner achievements takes place at the premises of training/learning providers accredited by the Construction Education Training Authority (CETA) (RSA, 1998b) to provide programmes that deliver the outcomes specified for the National Certificate in Construction NQF Level 2. The CETA, as an ETQA, or other ETQA's who have signed a Memorandum of Understanding with the CETA as ETQA, are responsible for moderation of achievements of learners who meet the requirements of this qualification.

Anyone assessing a learner or moderating an assessment of a learner's performance against this qualification must be registered as an assessor and moderator (if appropriate) with the relevant ETQA. Assessors and moderators must be competent in unit standards being assessed or moderated. Any institution offering training or learning that leads to the awarding of this qualification must be accredited as a provider with the relevant ETQA.

Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation in terms of agreements reached on assessment and moderation between ETQA's and in terms of moderation guidelines, which must include both internal and external moderation of assessments at exit points in the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of competence described in individual unit standards as well as overall integrated competence described in the qualification.

Anyone wishing to have their skills competence assessed against this qualification may apply to any assessment agency, assessor or provider institution which is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Registration as an assessor requires:

- > A recognised assessor qualification.
- > Compliance with the relevant ETQA's requirements for assessor registration.
- > Subject matter expertise in the unit standard/s for which assessor registration is sought, as well as an understanding of the context of the qualification to support integrated assessment processes.

NOTES

Supplementary Information:

Acts, Regulations, Specifications and Standards applicable to this qualification:

- > Occupational Health and Safety Act 1993
- > GNR 1010 of 18 July 2003: Construction Regulations 2003
- > National Environmental Management Act (No.107 of 1998)
- > South African Bureau of Standards (standards and specifications)
- > National Building Regulations
- > Industry Project Specifications including but not limited to those published by the:
 - > Committee of Transport Officials (COTO standard specifications)
 - > National Department of Public Works

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	13971 Describe and interpret the composition, roleplayers, processes and role of the construction industry	Level 1	3	Registered
Core	9964 Apply health and safety to a work area	Level 2	3	Reregistered

Core	9966 Establish and prepare a work area	Level 2	4	Reregistered
Core	9986 Apply quality principles on a construction site	Level 2	12	Registered
Core	14054 Read and interpret construction drawings and specifications	Level 2	3	Registered
Core	14336 Maintain records on a construction site	Level 2	2	Registered
Core	14556 Apply productivity principles on a construction site	Level 2	6	Registered
Core	114219 Demonstrate an understanding and implement environmental initiatives on a construction activity	Level 2	4	Registered
Elective	10567 Transport personnel, material and equipment using Light Delivery Vehicle	Level 1	4	Registered
Elective	12877 Use and maintain Hand tools on a Construction Site	Level 1	4	Registered
Elective	12878 Use and maintain Power Hand Tools on a construction Site	Level 1	5	Registered
Elective	12916 Batch and mix concrete by volume	Level 1	5	Registered
Elective	9672 Erect and dismantle scaffolding	Level 2	5	Registered
Elective	9965 Render basic first aid	Level 2	3	Registered
Elective	9988 Apply surveying techniques on a construction contract	Level 2	10	Recommended
Elective	12875 Use and maintain small plant and equipment on a construction site	Level 2	10	Registered
Elective	12903 Install precast concrete pipes	Level 2	5	Registered
Elective	13972 Identify describe and use materials in civil engineering construction	Level 2	4	Registered
Elective	14557 Conduct routine site tests to fresh and hardened concrete	Level 2	6	Registered
Elective	14565 Use a concrete dumper to haul and dump material	Level 2	2	Registered
Elective	14566 Use a sideboom to lift, lower and carry material	Level 2	5	Registered
Elective	14567 Use a small self propelled compactor to compact material	Level 2	7	Registered
Elective	15034 Work in confined spaces on construction sites	Level 2	2	Registered
Elective	15182 Install manholes and chambers on a civil construction site	Level 2	5	Registered
Elective	114916 Use labour intensive construction methods to construct and maintain roads and stormwater drainage	Level 2	8	Registered
Elective	114917 Apply labour intensive construction methods to construct and maintain water and sanitation services	Level 2	8	Registered
Elective	114921 Apply labour intensive construction systems and techniques to work activities	Level 2	12	Registered
Elective	114930 Use labour intensive construction methods to construct, repair and maintain structures	Level 2	8	Registered
Elective	116152 Demonstrate mechanical awareness and plant appreciation	Level 2	5	Registered
Elective	116573 Assemble, tie and fix reinforcing cages	Level 2	3	Recommended
Elective	116578 Read and interpret reinforcing materials documentation	Level 2	3	Recommended
Elective	119046 Apply on-site corrosion protection of pipes	Level 2	4	Draft - Prep for P Comment
Elective	119049 Demonstrate and apply knowledge of pipes, associated fittings and valves	Level 2	5	Draft - Prep for P Comment
Elective	119063 Monitor and control cost and production of a construction work activity and implement productivity improvements	Level 2	10	Draft - Prep for P Comment
Elective	119080 Lead and supervise construction teams	Level 2	8	Draft - Prep for P Comment
Elective	9962 Calculate construction quantities to develop a work plan	Level 3	8	Reregistered
Elective	116562 Demonstrate knowledge of and apply basic concrete construction practice	Level 3	10	Recommended
Elective	116566 Operate and maintain a steel cutting machine	Level 3	5	Recommended
Elective	116569 Operate and maintain a steel bending machine	Level 3	5	Recommended
Elective	119060 Install ARMCO pipes	Level 5	5	Draft - Prep for P Comment
Fundamental	7469 Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2	Reregistered
Fundamental	7480 Demonstrate understanding of rational and irrational numbers and number systems	Level 2	3	Reregistered
Fundamental	8962 Maintain and adapt oral communication	Level 2	5	Reregistered
Fundamental	8963 Access and use information from texts	Level 2	5	Reregistered
Fundamental	8964 Write for a defined context	Level 2	5	Reregistered
Fundamental	8967 Use language and communication in occupational learning programmes	Level 2	5	Reregistered
Fundamental	9007 Work with a range of patterns and functions and solve problems	Level 2	5	Reregistered

Fundamental	9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	3	Reregistered
Fundamental	12444 Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts	Level 2	3	Reregistered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify, describe and utilise materials in construction

SAQA US ID	UNIT STANDARD TITLE		
119056	Identify, describe and utilise materials in construction		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 1	4

SPECIFIC OUTCOME 1

Identify, describe and use natural building materials.

SPECIFIC OUTCOME 2

Identify, describe and use crushed aggregates.

SPECIFIC OUTCOME 3

Identify, describe and use cement and lime.

SPECIFIC OUTCOME 4

Identify, describe, and use natural gravel materials.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Install and maintain basic plumbing components

SAQA US ID	UNIT STANDARD TITLE		
119064	Install and maintain basic plumbing components		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 1	12

SPECIFIC OUTCOME 1

Understand and describe basic plumbing principles.

SPECIFIC OUTCOME 2

Install and maintain a water supply system under supervision.

SPECIFIC OUTCOME 3

Install and maintain a below ground drainage system under supervision.

SPECIFIC OUTCOME 4

Install and maintain above ground drainage components and sanitary fittings under supervision.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Build masonry superstructures using hollow units

SAQA US ID	UNIT STANDARD TITLE		
119069	Build masonry superstructures using hollow units		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 1	12

SPECIFIC OUTCOME 1

Identify and use masonry tools, materials and protective equipment.

SPECIFIC OUTCOME 2

Set up vertical profiles.

SPECIFIC OUTCOME 3

Position DPC and build walls.

SPECIFIC OUTCOME 4

Clean brickwork and clear building site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Build masonry superstructures using solid units

SAQA US ID	UNIT STANDARD TITLE		
119073	Build masonry superstructures using solid units		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 1	12

SPECIFIC OUTCOME 1

Identify and use masonry tools, materials and protective equipment.

SPECIFIC OUTCOME 2

Set up vertical profiles.

SPECIFIC OUTCOME 3

Position DPC and build walls.

SPECIFIC OUTCOME 4

Clean brickwork and clear building site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Use and maintain small plant and equipment on a construction site

SAQA US ID	UNIT STANDARD TITLE		
119076	Use and maintain small plant and equipment on a construction site		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 1	4

SPECIFIC OUTCOME 1

Identify and select small plant and equipment.

SPECIFIC OUTCOME 2

Prepare small plant and equipment for use.

SPECIFIC OUTCOME 3

Utilise small plant and equipment.

SPECIFIC OUTCOME 4

Maintain small plant and equipment.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Erect and strip steel formwork for straight walls, columns and bases

SAQA US ID	UNIT STANDARD TITLE		
119041	Erect and strip steel formwork for straight walls, columns and bases		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	8

SPECIFIC OUTCOME 1

Identify and use formwork tools, materials and protective equipment.

SPECIFIC OUTCOME 2

Demonstrate a knowledge of steel formwork.

SPECIFIC OUTCOME 3

Prepare for the fabrication and erecting of steel formwork.

SPECIFIC OUTCOME 4

Fabricate and erect steel formwork.

SPECIFIC OUTCOME 5

Strip steel formwork.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Erect, alter/reposition and dismantle access scaffolding

SAQA US ID	UNIT STANDARD TITLE		
119042	Erect, alter/reposition and dismantle access scaffolding		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	13

SPECIFIC OUTCOME 1

Demonstrate knowledge and understanding of different types of access scaffolding, applications, limitations, design and compliance.

SPECIFIC OUTCOME 2

Read and interpret drawings, requirements and specifications.

SPECIFIC OUTCOME 3

Plan resources for erecting, altering/repositioning access scaffolding.

SPECIFIC OUTCOME 4

Assess site risks and accessibility.

SPECIFIC OUTCOME 5

Execute access scaffolding operations.

SPECIFIC OUTCOME 6

Execute dismantling and site clearance procedures.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Fabricate, erect and strip timber formwork for straight walls, columns and bases

SAQA US ID	UNIT STANDARD TITLE		
119045	Fabricate, erect and strip timber formwork for straight walls, columns and bases		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	8

SPECIFIC OUTCOME 1

Identify and use formwork tools, materials and protective equipment.

SPECIFIC OUTCOME 2

Demonstrate a knowledge of timber formwork.

SPECIFIC OUTCOME 3

Prepare for the fabrication and erecting of timber formwork.

SPECIFIC OUTCOME 4

Fabricate and erect timber formwork.

SPECIFIC OUTCOME 5

Strip timber formwork.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply on-site corrosion protection of pipes

SAQA US ID	UNIT STANDARD TITLE		
119046	Apply on-site corrosion protection of pipes		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	4

SPECIFIC OUTCOME 1

Demonstrate an Understanding of the Main Causes of Corrosion.

SPECIFIC OUTCOME 2

The Most Common Methods of Corrosion Prevention are Explained.

SPECIFIC OUTCOME 3

Prepare the Work Area Before Commencing with Corrosion Control.

SPECIFIC OUTCOME 4

Appropriate Corrosion Control Methods are selected and Applied.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate and apply knowledge of pipes, associated fittings and valves

SAQA US ID	UNIT STANDARD TITLE		
119049	Demonstrate and apply knowledge of pipes, associated fittings and valves		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	5

SPECIFIC OUTCOME 1

Identify and explain different pipe sizes, classes and types.

SPECIFIC OUTCOME 2

Identify and explain the characteristics of typical fittings used in pipelaying.

SPECIFIC OUTCOME 3

Identify and explain the types and functions of valves used in pipelaying.

SPECIFIC OUTCOME 4

Explain and demonstrate the storage and handling procedures for pipes, associated fittings and valves.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Erect ceilings and timber frame partitions

SAQA US ID	UNIT STANDARD TITLE		
119050	Erect ceilings and timber frame partitions		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	18

SPECIFIC OUTCOME 1

Identify and use tools, materials and protective equipment used for ceilings and partitioning.

SPECIFIC OUTCOME 2

Prepare the work area.

SPECIFIC OUTCOME 3

Erect ceilings.

SPECIFIC OUTCOME 4

Erect, clad and insulate timber frame partitions.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Install, test and maintain above ground drainage systems

SAQA US ID	UNIT STANDARD TITLE		
119057	Install, test and maintain above ground drainage systems		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	10

SPECIFIC OUTCOME 1

Install a One Pipe above ground drainage system.

SPECIFIC OUTCOME 2

Install a Single Stack above ground drainage system.

SPECIFIC OUTCOME 3

Install sanitary fittings.

SPECIFIC OUTCOME 4

Test and Maintain above Ground Drainage Systems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Install and maintain a below ground drainage system

SAQA US ID	UNIT STANDARD TITLE		
119059	Install and maintain a below ground drainage system		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	10

SPECIFIC OUTCOME 1

Describe a below ground drainage system.

SPECIFIC OUTCOME 2

Install, inspect and maintain below ground drainage systems.

SPECIFIC OUTCOME 3

Build, inspect and maintain drainage access structures.

SPECIFIC OUTCOME 4

Install on-site sanitation systems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Erect, alter/reposition and dismantle load bearing scaffolding

SAQA US ID	UNIT STANDARD TITLE		
119061	Erect, alter/reposition and dismantle load bearing scaffolding		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	13

SPECIFIC OUTCOME 1

Demonstrate knowledge and understanding of different types of load bearing scaffolding, applications, limitations, design and compliance.

SPECIFIC OUTCOME 2

Read and interpret drawings, requirements and specifications.

SPECIFIC OUTCOME 3

Plan resources for erecting, altering/repositioning load bearing scaffolding.

SPECIFIC OUTCOME 4

Assess site risks and accessibility.

SPECIFIC OUTCOME 5

Execute load bearing scaffolding operations.

SPECIFIC OUTCOME 6

Execute dismantling and site clearance procedures.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Install and maintain a water supply system

SAQA US ID	UNIT STANDARD TITLE		
119062	Install and maintain a water supply system		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	10

SPECIFIC OUTCOME 1

Describe hot and cold water pipe systems.

SPECIFIC OUTCOME 2

Install and maintain cold water pipes and fittings.

SPECIFIC OUTCOME 3

Install and maintain hot water systems.

SPECIFIC OUTCOME 4

Describe basic plumbing faults and repair water supply systems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Monitor and control cost and production of a construction work activity and implement productivity improvements

SAQA US ID	UNIT STANDARD TITLE		
119063	Monitor and control cost and production of a construction work activity and implement productivity improvements		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	10

SPECIFIC OUTCOME 1

Measure activity production and resource costs for a construction activity.

SPECIFIC OUTCOME 2

Record production and costs of activity.

SPECIFIC OUTCOME 3

Control cost of construction activity.

SPECIFIC OUTCOME 4

Implement productivity improvement measures on a construction activity.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply plaster and screeds to surfaces

SAQA US ID	UNIT STANDARD TITLE		
119065	Apply plaster and screeds to surfaces		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	11

SPECIFIC OUTCOME 1

Identify and use plastering / screeding tools, materials and protective equipment.

SPECIFIC OUTCOME 2

Prepare surfaces for plastering.

SPECIFIC OUTCOME 3

Apply plaster to surfaces.

SPECIFIC OUTCOME 4

Apply screeds to concrete floors.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Install carpentry finishing components

SAQA US ID	UNIT STANDARD TITLE		
119066	Install carpentry finishing components		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	15

SPECIFIC OUTCOME 1

Identify and use tools, materials and protective equipment used for the installation of finishing components.

SPECIFIC OUTCOME 2

Prepare the work area.

SPECIFIC OUTCOME 3

Install finishing components.

SPECIFIC OUTCOME 4

Prepare components for finishing applications and apply surface touch ups.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Build masonry superstructures using solid units

SAQA US ID	UNIT STANDARD TITLE		
119067	Build masonry superstructures using solid units		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	12

SPECIFIC OUTCOME 1

Identify and use masonry tools, materials and protective equipment.

SPECIFIC OUTCOME 2

Set up vertical profiles and build walls within profiles.

SPECIFIC OUTCOME 3

Set up and install doorframes and window frames and install lintels.

SPECIFIC OUTCOME 4

Mark off, position and build in roof anchors.

SPECIFIC OUTCOME 5

Build of ancillary walls to complete structure.

SPECIFIC OUTCOME 6

Clean brickwork and clear building site.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Install roof covering

SAQA US ID	UNIT STANDARD TITLE		
119068	Install roof covering		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	12

SPECIFIC OUTCOME 1

Identify and use roof covering tools, materials and protective equipment.

SPECIFIC OUTCOME 2

Install battens, purlins and underlay.

SPECIFIC OUTCOME 3

Install cladding of roof structures.

SPECIFIC OUTCOME 4

Complete roof installation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Prepare and apply tiles to plastered surfaces, and apply plaster and screeds to walls and floors

SAQA US ID	UNIT STANDARD TITLE		
119070	Prepare and apply tiles to plastered surfaces, and apply plaster and screeds to walls and floors		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	11

SPECIFIC OUTCOME 1

Identify and use tools, materials and protective equipment for tiling.

SPECIFIC OUTCOME 2

Prepare surfaces for tiling.

SPECIFIC OUTCOME 3

Apply tiles to plastered surfaces.

SPECIFIC OUTCOME 4

Plaster walls and columns.

SPECIFIC OUTCOME 5

Prepare floors and apply screeds to floors and steps.

SPECIFIC OUTCOME 6

Repair cracked and damaged plaster.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Prepare, manufacture and erect roof trusses

SAQA US ID	UNIT STANDARD TITLE		
119071	Prepare, manufacture and erect roof trusses		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	15

SPECIFIC OUTCOME 1

Identify and use roofing tools, materials and protective equipment.

SPECIFIC OUTCOME 2

Prepare timber and manufacture rafters and trusses from instructions or templates.

SPECIFIC OUTCOME 3

Store trusses, materials, equipment and tools before installation.

SPECIFIC OUTCOME 4

Erect and brace trusses.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Prepare, prime and paint new and previously coated surfaces

SAQA US ID	UNIT STANDARD TITLE		
119072	Prepare, prime and paint new and previously coated surfaces		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	18

SPECIFIC OUTCOME 1

Identify and use tools, materials and protective equipment for painting.

SPECIFIC OUTCOME 2

Prepare and prime new surfaces.

SPECIFIC OUTCOME 3

Prepare and prime previously coated surfaces.

SPECIFIC OUTCOME 4

Paint surfaces.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Erect and dismantle scaffolding

SAQA US ID	UNIT STANDARD TITLE		
119074	Erect and dismantle scaffolding		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	4

SPECIFIC OUTCOME 1

Prepare to erect scaffolding.

SPECIFIC OUTCOME 2

Erect scaffolding.

SPECIFIC OUTCOME 3

Dismantle and store scaffolding.

SPECIFIC OUTCOME 4

Demonstrate a knowledge of scaffolds and scaffold components.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Understand and describe basic plumbing principles

SAQA US ID	UNIT STANDARD TITLE		
119075	Understand and describe basic plumbing principles		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	8

SPECIFIC OUTCOME 1

Understand and describe basic plumbing techniques.

SPECIFIC OUTCOME 2

Interpret and describe elements of basic plumbing drawings.

SPECIFIC OUTCOME 3

Identify and describe the uses of plumbing tools, components and materials.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Install control valves

SAQA US ID	UNIT STANDARD TITLE		
119077	Install control valves		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	3

SPECIFIC OUTCOME 1

Control valve installation resources are identified and procured.

SPECIFIC OUTCOME 2

Prepare the work area before installation of control valves.

SPECIFIC OUTCOME 3

Install control valves pipes.

SPECIFIC OUTCOME 4

Finish the installation of control valves.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Install pressure pipes

SAQA US ID	UNIT STANDARD TITLE		
119079	Install pressure pipes		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	5

SPECIFIC OUTCOME 1

Pipelaying resources are identified.

SPECIFIC OUTCOME 2

Identify and apply safety requirements for pipelaying activities.

SPECIFIC OUTCOME 3

Prepare the work area.

SPECIFIC OUTCOME 4

Excavate trenches in accordance with safety procedures.

SPECIFIC OUTCOME 5

Install Pressure pipes.

SPECIFIC OUTCOME 6

Finish installation of pressure pipelines.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Lead and supervise construction teams

SAQA US ID	UNIT STANDARD TITLE		
119080	Lead and supervise construction teams		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-SGB BC	Regular	Level 2	8

SPECIFIC OUTCOME 1

Assist with the recruitment, selection and induction of team members.

SPECIFIC OUTCOME 2

Receive and issue instructions.

SPECIFIC OUTCOME 3

Motivate teams and monitor performance.

SPECIFIC OUTCOME 4

Coach team members.

SPECIFIC OUTCOME 5

Implement disciplinary and grievance procedures.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Install ARMCO pipes

SAQA US ID	UNIT STANDARD TITLE		
119060	Install ARMCO pipes		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Building Construction	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Physical Planning and Construction	Building Construction		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-CEC-5-SGB BC	Regular	Level 5	5

SPECIFIC OUTCOME 1

Pipelaying Resources are Identified.

SPECIFIC OUTCOME 2

Identify and apply safety requirements for pipelaying activities.

SPECIFIC OUTCOME 3

Prepare the work area.

SPECIFIC OUTCOME 4

Excavate trenches in accordance with safety procedures.

SPECIFIC OUTCOME 5

Install Armco pipes.

SPECIFIC OUTCOME 6

Finish installation of Armco pipelines.