

## APPENDIX A:

### DESCRIPTIONS OF QUALIFICATIONS

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(Note: Minor editorial changes have been made to the descriptions of the qualifications to improve readability)

Acronyms that appear in the description of qualifications:

Acronym	Description
ABET	Adult basic education and training
CHN	Christelijke Hogeschool van Noord-Nederland
ELOAC	Exit Level Outcomes and Assessment Criteria
ETDP SETA	Education Training and Development Practices Sector Education and Training Authority
ISETT	Information Systems Electronics & Telecommunication Technologies Sector Education Training Authority
IT	Information Technology
MBA	Masters of Business Administration
NVQ	National Vocational Qualifications (England, Wales and Northern Ireland)
Qual	Qualification
SAATP	South African Association of Tourism Professionals
SGB	Standards Generating Body
SMMEs	Small-; Medium-; Micro Enterprises
UK	United Kingdom
Unit Stds-Based	Unit standards-based

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
REGISTERED QUALIFICATION:**

**National Certificate: Tourism: Guiding**

SAQA QUAL ID	QUALIFICATION TITLE	
20155	National Certificate: Tourism: Guiding	
SGB NAME	ABET BAND	PROVIDER NAME
SGB Tourism Guiding	Undefined	
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
SRV-4-National Certificate	National Certificate	Hospitality, Tourism, Travel, Gaming and Leisure
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
144	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
SAQA 1036/01	2001-06-13	2004-06-13

#### **PURPOSE OF THE QUALIFICATION**

In the context of the guiding sector, this qualification will enable the creation of innovative and exciting guided experiences. A qualifying learner will be able to contribute positively towards the guiding sector as a part of Southern Africa's tourism industry.

A learner who has achieved this qualification will be capable of combining a range of lifelong learning skills and a knowledge of South African tourism issues, integrating these within a context to produce multi-skilled guiding practices.

In addition they will be positioned to further their learning, practice and career within the guiding sector - either at further levels or in other areas of practice. Expansion into other sectors of tourism is also possible.

#### **LEARNING ASSUMED TO BE IN PLACE**

It is assumed that learners wishing to enter a programme leading to this qualification have literacy, numeracy and communication equivalent to NQF level 3.

Recognition of prior learning:

This qualification may be achieved in part or in whole through the recognition of prior learning.

#### **RECOGNISE PREVIOUS LEARNING?**

Yes

#### **EXIT LEVEL OUTCOMES**

1. Conduct, reflect on and improve a guided experience within a specific area that entertains and educates tourists by interpreting cultural and natural environments.

2. Research, use and plan an itinerary themselves.
3. Present authentic, balanced interpretation of general aspects of South African society as well as specific sites and resources.
4. Apply procedures to protect the social and cultural integrity of the host communities.
5. Supply appropriate alternatives to problems and constraints, taking into account issues such as the constraints of the facilities, tourist expectations, and the requirements of the host community.
6. Apply a range of presentation techniques appropriate to the audience, context and client profile.
7. Monitor and improve their own performance based on critical reviews and evaluation of the event.
8. Reflect on what they have learnt about themselves.

### **ASSOCIATED ASSESSMENT CRITERIA**

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.

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

1. Selecting appropriate sites, and planning routes and activities for both general and special interest tourist groups.
2. Adapting their tour to meet the requirements of clients from diverse backgrounds and with diverse interests and abilities.
3. Finding ways of presenting the happy and the sad, the proud and the painful, the shared and the disputed in recognising that there are aspects of heritage that are painful.
4. Ways to remain sensitive to the requirements, interests and perspectives of culturally diverse tour groups and host communities.

The learner must demonstrate an understanding of:

1. The importance to strive for authenticity and avoid shallow stereotyping - especially in respect of living cultural experiences, such as township tours, theme parks, cultural villages etc, that are constructed as commodities for tourist consumption.

2. The fact that both cultural and natural heritage are not simply `things to be discovered`, but that they are constructed and given meaning by living communities as they continually develop new ways of seeing themselves and the world around them.
3. A set of professional ethics and code of conduct.
4. Different and changing perspectives and how to respect the dignity and integrity of people.
5. The characteristics, complexity, intricacies and diverse nature of the specific area and host community.
6. The importance of the tourism industry as a whole and guiding as part of that system.
7. The legal framework in which tourists and tourist guides operate.

The learner must demonstrate an ability to:

1. Assess client responses to their experiences and adapt and improve their tour to meet client needs.
2. Reflect on information gathered prior to a tour and determine its appropriateness.
3. Assess the success of a tour against expectations of a target client group, with regard to theme, duration, value for money, benefit to the community/ies, accommodation, activities and other services provided.
4. Evaluate own performance as part of a team, but mostly as the leader of the team.

### INTERNATIONAL COMPARABILITY

International comparability

The standards for the guiding industry have been compared against the United Kingdom (UK) standards and show a substantial degree of similarity. This qualification is therefore comparable to the equivalent UK qualification. However, incorporating these unit standards into a tourism qualification, adds a specific South African angle to the qualification, which is an advantage as it enhances portability within the broader tourism industry.

### MODERATION OPTIONS

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

Any institution offering learning that will enable achievement of this qualification, or assessment against this qualification must be accredited as a provider with the relevant ETQA.

Moderation of assessment will be overseen by the relevant ETQA according to agreed ETQA procedures.

Therefore anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution which is accredited by the relevant ETQA.

### NOTES

13 credits must be accumulated from any unit standards from the field of Mathematical Literacy level 4.

**UNIT STANDARDS:**

	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Core	8493	Maintain occupational health and safety	Level 2	2
Core	8535	Acquire an overview of South Africa	Level 4	9
Core	8600	Care for Customers	Level 4	3
Core	8531	Conduct a guided experience with customers	Level 4	10
Core	8555	Contribute to information distribution regarding HIV/AIDS in the workplace	Level 4	4
Core	8490	Contribute to sustainable tourism in South Africa	Level 4	4
Core	8532	Design a guided experience for customers	Level 4	5
Core	8533	Interpret guiding for tourists	Level 4	5
Core	8553	Operate in a business	Level 4	4
Core	8479	Operate within the national and international legal framework	Level 4	5
Core	8551	Oversee arrival and departure of customers	Level 4	3
Core	8550	Weave South African heritage into tourism	Level 4	9
Fundamental	7547	Operate a personal computer system	Level 2	6
Fundamental	8618	Organise oneself in the workplace	Level 2	3
Fundamental	8591	Analyse and understand social issues	Level 4	4
Fundamental	12154	Apply comprehension skills to engage oral texts in a business environment	Level 4	5
Fundamental	12155	Apply comprehension skills to engage written texts in a business environment	Level 4	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	5
Fundamental	8558	Collate, understand and communicate workplace data	Level 4	5
Fundamental	7465	Collect and use data to establish complex statistical and probability models and solve related problems	Level 4	5
Fundamental	8570	Demonstrate an understanding of issues affecting people with special needs	Level 4	4
Fundamental	8612	Demonstrate an understanding of societal values and ethics	Level 4	4
Fundamental	7485	Demonstrate understanding of real and complex number systems	Level 4	3
Fundamental	7484	Describe, represent, analyse and explain changes in shape and motion in 2- and 3-dimensional space with justification	Level 4	4
Fundamental	7482	Find the derivatives and antiderivatives of a range of simple functions and		

## UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
		apply these to problems involving curve sketching, areas under curves, maxima and minima and rates of change	Level 4	3
Fundamental	7481	Find the derivatives and integrals of a range of functions including the trigonometric functions and apply these to problems	Level 4	4
Fundamental	8561	Function in a Team	Level 4	4
Fundamental	8556	Interact orally and in writing in the workplace	Level 4	10
Fundamental	8559	Plan and conduct research	Level 4	6
Fundamental	9016	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4
Fundamental	7466	Represent and operate on complex numbers in non-trivial situations	Level 4	2
Fundamental	7483	Solve problems involving sequences and series in real and simulated situations	Level 4	2
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	2
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	2
Fundamental	12153	Use the writing process to compose texts required in the business environment	Level 4	5
Fundamental	7470	Work with a wide range of patterns and inverses of functions and solve related problems	Level 4	6
Elective	8440	Conduct a guided nature experience in a limited geographical area	Level 2	21
Elective	8456	Conduct a limited guided nature experience	Level 3	20
Elective	8511	Conduct a guided cultural experience	Level 4	20
Elective	8514	Conduct a guided nature experience	Level 4	20
Elective	8518	Track animals and identify spoor using moderately difficult spoor	Level 4	50
Elective	8458	Conduct an advanced guided nature experience	Level 6	20
Elective	8530	Track animals and identify spoor using difficult spoor	Level 6	60
Elective	8459	View potentially dangerous animals	Level 6	30

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
REGISTERED QUALIFICATION:**

**Certificate: Tourism Management**

SAQA QUAL ID	QUALIFICATION TITLE	
36030	Certificate: Tourism Management	
SGB NAME	ABET BAND	PROVIDER NAME
	Undefined	Graduate Academy Of South Africa
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
SRV-5-National Certificate	National Certificate	Hospitality, Tourism, Travel, Gaming and Leisure
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
121	Level 5	Regular-Provider-ELOAC
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
SAQA 0249/03	2003-08-13	2006-08-13

**PURPOSE OF THE QUALIFICATION**

- To promote an understanding of the interrelated nature of the sectors in the tourism industry;
- To enhance learners` knowledge of legal and ethical principles applicable to the tourism industry, e.g. the impact of tourism;
- To develop management supervisory skills;
- To ensure improvement of management and customer service standards in the tourism industry; and
- To develop innovative thinking, leading to entrepreneurial skills, particularly to develop economic growth in developing regions in order to alleviate poverty through tourism SMMEs.

**Rationale**

With recent decline in tourism to western countries, Africa is gaining popularity among tourists. Due to the higher standard of living of a large part of the South African population, domestic tourism has also grown.

Tourism creates employment, generate income and alleviate poverty - this is the most important reason why a qualification like this is necessary. However, this Tourism Management qualification does not intend to train learners for the transport or travel agency sectors, but rather to train practitioners to ensure sustainability in the tourism industry.

**LEARNING ASSUMED TO BE IN PLACE**

Competency in communicating in English, verbally and non-verbally. Open access of learners with a FET Certificate (NQF level 4) or equivalent. There are no other learning or experience pre-requisites

### Recognition of prior learning

In the case of appropriate prior learning or experience, learners can apply to be assessed in up to 40% of complete outcomes. Learners will have to proof competence in the outcomes indicated by them. The assessment of these learners will also be externally moderated to ensure academic quality and credibility.

### RECOGNISE PREVIOUS LEARNING?

Yes

### EXIT LEVEL OUTCOMES

1. Demonstrate verbal and non-verbal communication skills for service excellence.
2. Use technology efficiently.
3. Manage time and resources efficiently.
4. Apply basic entrepreneurial skills.
5. Apply basic knowledge and skills to efficiently manage a business.
6. Implement and produce proper financial management accounts.
7. Demonstrate an understanding of the dynamics of the interrelated sectors of the tourism industry.
8. Demonstrate basic knowledge of legal and ethical principles pertaining to the tourism industry.
9. Demonstrate an understanding of the potential positive and negative physical/ environmental, economical and social/community consequences of tourism.

### Critical Outcome

Problem solving relates to the following outcomes: 2, 3, 4, 5, 7, 9.

Team work relates to the following outcomes: 3, 5, 9.

Self organisation and -management relates to the following outcomes: 3, 4, 5, 6, 9.

Information evaluation relates to the following outcomes: 1, 4, 6, 8.

Communication relates to the following outcomes: 1, 2, 4, 5, 6.

Use of science and technology relates to the following outcomes: 2, 6.

Inter-related systems relates to the following outcomes: 3, 4, 5, 6, 7, 8, 9.

Learner and societal development relates to the following outcomes: 1, 4, 8, 9.

### ASSOCIATED ASSESSMENT CRITERIA

- 1.1 Read to interpret and write to produce common formats of written communication
- 1.2 Listen to interpret and speak to produce common formats of oral communication
- 1.3 Interpret and produce common formats of non-verbal communication
  
- 2.1 Use computer software to produce verbal and non-verbal communication.
- 2.2 Access information through the Internet
- 2.3 Access and use e-mail
- 2.4 Operate technological aids used for office administration and communication.
  
- 3.1 Tourism activity is correctly planned
- 3.2 Organisation of time and resources is outlined

- 3.3 Control measures are indicated
- 3.4 Supervising skills are correctly applied
- 3.5 Apply the basic management functions in a small tourism activity
  
- 4.1 Research feasibility of a business idea
- 4.2 Do basic market research
- 4.3 Produce a basic business plan
  
- 5.1 Demonstrate knowledge of basic economic principles and policies
- 5.2 Assist in the organisation of management functions
  
- 6.1 Compile and process accounting data of a going concern
- 6.2 Financial transactions are correctly recorded in a general ledger
- 6.3 A trail balance is correctly drawn up
- 6.4 Account for assets and liabilities
- 6.5 Compile company annual financial reports
  
- 7.1 Describe the composition of the tourism industry
- 7.2 Describe the different sectors of the tourism industry
- 7.3 Describe the roles and inter-relationship between the tourism sectors
- 7.4 Identify trends in the tourism industry
  
- 8.1 Know and understand the meaning and impact of the Tourism White Paper (1996) on the tourism industry
- 8.2 Demonstrate knowledge of the ethics of the tourism industry, e.g. responsible tourism
- 8.3 Apply the principles of sustainable tourism
  
- 9.1 Explain the physical/environmental impact of tourism
- 9.2 Describe managerial/environmental strategies to protect the physical environment
- 9.3 Explain the economical impact of tourism
- 9.4 Describe strategies to enhance the economic impact
- 9.5 Explain the social impact of tourism on the local community
- 9.6 Interpret statistics and information about regional, national and international tourism trends

#### Integrated assessment

The assessment methods are unique to the different outcomes. Theory tests focus on the knowledge of learners, while the practical assignments focus on the demonstration of skills. Therefore, the two assessment methods cannot be separated as the one complements the other in ensuring that the purpose of the qualification was achieved.

Theory and practice are integrated in the following ways:

Theory: Tests and an externally moderated final examination.

Practice: Projects and assignments, case studies, portfolios containing proof of learning progress.

**INTERNATIONAL COMPARABILITY**

This qualification is on par with similar international qualifications. However, it is focused on the South African tourism industry, legislation and the need to develop entrepreneurship.

The qualification is in line with the educational objectives of the South African Association of Tourism Professionals (SAATP).

The Graduate Academy of South Africa has consulted the Leisure Management qualifications offered by the Christelijke Hogeschool van Noord-Nederland (CHN), a leader in the training of Leisure, Hospitality and Tourism.

The CHN (Leeuwarden, Friesland) is also a pioneer in the application of practical education strategies such as Problem based Learning applied by the Graduate Academy of South Africa.

**ARTICULATION OPTIONS**

Vertical articulation: The completion of this national certificate provides vertical access to the Diploma in Tourism Management.

Horizontal articulation: The completion of this national certificate provides horizontal access to other qualifications in commerce offered by the institution, namely Diploma in Marketing Management and Diploma in Public Relations Management

The horizontal articulation is subject to the completion of outstanding electives. This will be assessed on an individual basis after consultation with the learner.

**MODERATION OPTIONS**

Recommendation of a moderation body or bodies

Moderation includes both internal and external moderation.

All assignments and tests are internally moderated.

Appointed public higher education institution, professional association or industry representative does external moderation. All industry-based projects, portfolios and final examination are moderated externally.

**CRITERIA FOR THE REGISTRATION OF ASSESSORS**

Appointment of external moderators is subject to the approval of the institution's Academic Board.

Assessors have to meet any three of the following criteria:

- Assessors have to have 5 (five) years industry experience;
- Assessors have to prove that credible and appropriate academic qualifications have been met;
- Assessors have to have a credible MBA or appropriate Doctorate degree;
- Assessors have to be a member of an appropriate professional body e.g. SAATP; and

- Assessors have to be in appropriate employment of a South African public higher education institution.

**UNIT STANDARDS:**

This qualification is not based on unit standards.

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
REGISTERED QUALIFICATION:**

**Bachelor of Commerce: Tourism Management**

SAQA QUAL ID	QUALIFICATION TITLE	
7113	Bachelor of Commerce: Tourism Management	
SGB NAME	ABET BAND	PROVIDER NAME
	Undefined	University of Pretoria
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
SRV-6-National First Degree	National First Degree	Hospitality, Tourism, Travel, Gaming and Leisure
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
426	Level 6	Regular-Provider-ELOAC
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
SAQA 3133/00	2003-07-01	2006-06-30

**PURPOSE OF THE QUALIFICATION**

The overall purpose of this qualification is to develop future managers and entrepreneurs in the tourism sphere that:

- have a sound background in the economic and business sciences
- think and act within a strategic and systems framework
- have an in-depth knowledge of the operational and management aspects of the key components of tourism
- have had practical and industry exposure to the key facets of tourism

The B Com programme in Tourism Management has the following key focuses, namely:

- To equip learners with a sound strategic foundation that is essential to function effectively in an operational and managerial capacity in the dynamically changing socio-economic environment. To provide learners with a holistic and integrated understanding of the tourism system and the key components of tourism
- To equip learners with the necessary approaches and operational/management tools and techniques to enable them to operate and manage tourism enterprises in the key sectors of the tourism industry
- To provide learners with appropriate practical experience and industry exposure to complement the academic focus and thereby to provide them with a competitive advantage when embarking on a career in tourism industry

### **LEARNING ASSUMED TO BE IN PLACE**

Matriculation certificate

Other:

The student is required to obtain a M-score of 12 as well as a D symbol for standard grade or an E symbol for higher grade mathematics.

### **RECOGNISE PREVIOUS LEARNING?**

No

### **EXIT LEVEL OUTCOMES**

B Com (Tourism Management)

Learning outcomes:

After completion of the B Com (Tourism Management) programme the graduate will have the competence to operate and/or manage any of the key functional areas of a tourism business and be in position to become an entrepreneur in the tourism sphere

Critical cross-field outcomes:

After completing the programme the graduates will be able to:

1. Identify and solve problems and make strategic and operational decisions using critical and creative thinking in the field tourism management.
2. Work effectively with co-workers as members of a team, group organisation and clients and community stakeholders.
3. Organise and manage themselves and their activities responsibly and effectively within the norms and standards of the relevant industry.
4. Collect, analyse, organise and critically evaluate and utilise relevant information for planning and decision making.
5. Communicate effectively within an organisation as well as with external stakeholders using relevant visual, symbolic, and/or language skills.
6. Use relevant technology effectively in operating and managing a tourism business.
7. Demonstrate a commitment to operate in a socially responsible and environmentally sustainable way.
8. Demonstrate an understanding of the tourism system and the inter-relationship and interdependency of its components.

The programme provides theoretical, practical and industry interactive learning opportunities which include:

- The development of a variety of strategies to learn more effectively
- Participating as a responsible citizen in the life of particularly local and regional communities and being culturally and aesthetically sensitive across a range of contexts
- Exploring local and global education and career opportunities
- Identifying and developing entrepreneurial opportunities in the tourism sector

**ASSOCIATED ASSESSMENT CRITERIA**

The student must demonstrate his/her proficiency to:

- deal effectively with the operational and managerial functions and strategic issues in the key sectors of the tourism industry
- conduct a feasibility study, develop and implement a strategic and business plan for a tourism enterprise.

All other listed critical outcomes (NSB Regulations, 1998: 8) will be addressed in the learning programme

Integrated assessment:

Portfolios

Simulations and case studies

Work-place assessments

Written examinations

Oral examinations/evaluations

Other:

The successful completion of industry recognised practical short courses as an integral part of the programme, e.g. Galileo and Fidelio

**ARTICULATION OPTIONS**

Related qualifications:

B Com (Hons) Tourism Management

B Com (Hons) Tourism Management serves as an entry point to the related qualification

**MODERATION OPTIONS**

External assessors are involved for each of the learning fields. These assessors should meet the same requirements than those stated for assessors mentioned in Assessors criteria

**CRITERIA FOR THE REGISTRATION OF ASSESSORS**

Qualifications required:

At least an honours degree in tourism management or in the relevant learning field for which the assessor is appointed or selected.

Career experience required:

At least 3 years management experience in the tourism or related industries

**UNIT STANDARDS:**

This qualification is not based on unit standards.

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
REGISTERED QUALIFICATION:**

**National Certificate: Information Technology: Systems Development**

<b>SAQA QUAL ID</b>	<b>QUALIFICATION TITLE</b>	
24294	National Certificate: Information Technology: Systems Development	
<b>SGB NAME</b>	<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Information Systems and Technology	Undefined	
<b>QUALIFICATION CODE</b>	<b>QUAL TYPE</b>	<b>SUBFIELD</b>
PHY-4-National Certificate	National Certificate	Information Technology and Computer Sciences
<b>MINIMUM CREDITS</b>	<b>NQF LEVEL</b>	<b>QUALIFICATION CLASS</b>
178	Level 4	Regular-Unit Stds Based
<b>SAQA DECISION NUMBER</b>	<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>
SAQA 2352/04	2004-02-11	2007-02-11

**PURPOSE OF THE QUALIFICATION**

The purpose of this qualification is to build a foundational entry into the field of Computer Sciences and Information Technology, specifically into the field of Systems Development, covering basic knowledge needed for further study in the field of Systems Development at Higher Education Levels.

The qualification can be acquired in the traditional way of formal study as well as in the workplace, through learnerships. Acquiring the qualification through learnerships has the potential of addressing the problems of the past, where newly qualified people getting into the industry struggled to get employment, because they were required to have practical experience. The workplace experience can now be gained while acquiring the qualification through the various learnership schemes that are planning to use this qualification.

A qualifying learner at this level will be a well-rounded entry-level Systems Developer with a good fundamental knowledge of the Information Technology field, coupled with interpersonal and business skills, preparing for later specialisation in Systems Development fields.

The qualification is designed to:

- provide learners with an entry level for further study in Information Technology and related fields, as well as for initial employment in the computer industry.
- allow many of the listed unit standards to be used in Learnership Schemes in the Information Systems and Technology sector, as well as other sectors where Information Technology is a key requirement.
- provide a foundational qualification for people who are pursuing a career in the computer

industry, or related fields. People with this qualification have an introductory level of understanding about computer industry concepts and/or are able to work in areas of Information Technology with little technical complexity, for example entry-level computer programming, as junior project team member.

- allow the credits achieved in the National Certificates in Information Technology (level 2 and 3) to be used as foundation (i.e. learning assumed to be in place) for the requirements of this qualification.
- have a flexible structure to allow for changing requirements in the computer industry, and to allow providers to create learning programmes with a predominantly Information Technology component but tailored to meet local, national or international needs.

Rationale of the qualification:

This qualification has been formulated such that it reflects the workplace-based needs of the Information Technology Industry as expressed by its stakeholders.

The input has been used to ensure that the qualification provides the learner with accessibility to be employed within the IT Industry.

The introduction of national qualifications in Information Technology based on unit standards will allow learners to qualify for a national qualification by accumulating the required credits via short learning programmes or workplace practical experience or both. It also allows learners to achieve the qualifications through recognition of prior learning and/or learnerships schemes, overcoming past barriers in the methods of achieving formal qualifications.

Academically this National Certificate is intended to be an entry-level qualification in the area of Systems Development. The qualification builds on knowledge areas covered in National Certificates and short learning programmes at NQF level 2 to 4, and it facilitates entry into the Systems Development field. It aims to enhance readiness for further study in Information Technology and related fields at the Further Education level, provides a pathway into further study at Higher Education level, as well as providing for initial employment in the computer industry.

One of the most important needs for this qualification is to provide for the recognition of prior learning. There are currently no unit standard-based registered qualifications for Software Development. However, programmes are written, installed, maintained and upgraded on a daily basis in a number of different industry sectors. People with workplace experience in the areas covered by this qualification will now be allowed to request assessment and get recognition for prior learning.

The qualification provides the learner with the flexibility to articulate in the Telecommunications, Information Technology and Electronic Industries and other industries where IT is a key component, like the Financial Services Industry.

#### **LEARNING ASSUMED TO BE IN PLACE**

It is assumed that the learner is competent in skills gained at the further education and

training band, with exposure to computing as an advantage, but not a requirement. A learning assumption of this qualification is foundational skills in English and Mathematics at NQF level 3. Further learning assumed is the ability to use a personal computer competently, and competence in the unit standard, "Participate in formal meetings", NQF level 2 (ID 14911).

The assumed learning can be acquired in the traditional way of formal study as well as in the workplace. Acquiring the competencies in a workplace (either via formal learnerships or normal on-the-job training) has the potential of addressing the problems of the past, where formal qualifications were only obtainable by way of formal study.

Recognition of prior learning:

Many of the competencies used in the Information Technology profession have traditionally been acquired through short courses and on-the-job training, which did not provide formal recognition of the knowledge and skills acquired. These competencies are still today viewed by most industries as invaluable, with the sad reality that there is no formal recognition. The nature of the Information Technology field means that competence is developed experientially, therefore the assessment processes should recognise experience versus theoretical knowledge. Recognition of prior learning will now allow people with these valuable competencies to be assessed and recognised formally.

Any learner wishing to be assessed may arrange to do so without having to attend further education or training. For recognition of prior learning the learner will be required to submit a portfolio of evidence of relevant experience, in a prescribed format, to be assessed for formal recognition. The assessor and learner will decide jointly on the most appropriate assessment procedures, subject to the assessment rules of the relevant ETQA. Learning assumed to be in place must be assessed by the assessor prior to any assessment relating to this qualification.

#### **RECOGNISE PREVIOUS LEARNING?**

Yes

#### **QUALIFICATION RULES**

Learners undertaking this Qualification will be required to do all 86 Fundamental credits and all 56 Core credits. For the achievement of the minimum 178 credits required, they will be required to do at least 36 credits in the elective component.

#### **EXIT LEVEL OUTCOMES**

A learner will be able to:

1. Communicate effectively with fellow IT staff and users of information systems.
2. Demonstrate an understanding of different types of computer systems and the use of computer technology in business.
3. Demonstrate an understanding of problem solving techniques, and how to apply them in a technical environment.
4. Demonstrate an understanding of Computer Technology Principles.

5. Demonstrate an understanding of Computer Programming Principles.
6. Work effectively as a team member within a development project environment.
7. Carry out, under supervision, a small size task to demonstrate an understanding of the knowledge, techniques and skills needed to understand the fundamentals of Computer Programming.

#### ASSOCIATED ASSESSMENT CRITERIA

In particular, assessors should check that the learner is able to demonstrate an ability to consider a range of options and make decisions, meeting the following criteria:

1. Effective Communication is demonstrated with fellow IT staff and with users of information systems, in the form of written and verbal communication.
2. An understanding of different types of computer systems and the use of computer technology in business is demonstrated, being able to describe the different computers systems and associated hardware and network configurations and investigate (sometimes under supervision) its use within organisations.
3. The ability to identify different problem solving techniques, and when and how to apply them, is demonstrated.
4. A fundamental understanding of Computer Technology Principles are demonstrated by explaining computer architecture, networking and operating systems concepts, as well as different data storage methods.
5. An understanding of Computer Programming Principles is demonstrated by producing program segments explaining various programming principles.
6. Working effectively as a team member within a development project environment, taking part in team activities and understanding different roles within different support teams.
7. Knowledge of the techniques and skills needed to understand fundamental programming principles are demonstrated by creating a computer program that combines the assessed outcomes in fundamental programming.

Integrated Assessment:

Development of the competencies may be through a combination of formal and informal learning, self-learning, training programmes and work-based application.

The practical, applied, foundational and reflective competencies demonstrated for the group of assessment criteria in this qualification, must prove that the whole competence is more than the sum of the parts of the competencies.

Providers should conduct diagnostic and formative assessment. Formative, continuous and diagnostic assessments should also take place in the work place, if applicable. The learner should also be able to assess him or herself and determine readiness for a summative assessment against this qualification.

During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflective competencies. Input to completing the Integrated Assessment typically make use of combinations of the following assessment methods:

1. Time-constrained written examinations

2. Coursework Evaluations
3. Continuous Evaluation
4. Practical Evaluation.

#### **INTERNATIONAL COMPARABILITY**

The concept of qualifications based on unit standards is not unique to South Africa. This qualification and unit standards have been evaluated against, and are comparable to core knowledge and specialised knowledge elements found in the following International Qualifications Frameworks:

- New Zealand NQF,
- Australian NQF,
- British NVQs.

Furthermore input to the development of the qualification has been benchmarked against the following International sources, where the outcomes and assessment criteria, degree of difficulty and notional learning time has been compared:

- City and Guilds Certificate and Diploma for Programmers (refer 7261 IT Scheme administered by ISETT),
- NCC Education's International Certificate and Diploma in Computer Studies for IT Professionals,
- Microsoft MCSD certification
- E-Skills

This qualification combines the NQF principles and requirements, with Internationally accepted Knowledge Areas required in a System Development Qualification.

#### **ARTICULATION OPTIONS**

This qualification has been developed for professional practice across the industry and is intended to ensure professionalism within junior positions in the industry ensuring the upliftment of the standards in general. It is applicable to small and large businesses alike, and builds on other certificates from a range of sub-sectors and will provide articulation with a range of qualifications.

Upon successful completion of the qualification, the learner will be a Systems Developer able to carry out competently the exit level outcomes in a business environment. The purpose of this qualification is stated as being a foundational qualification at the Further Education band, allowing for further study in Information Technology and related fields at Higher Education entry level (National Certificate). This will allow the qualified learner to progress to further qualifications either in Systems Development or other IT domains, or in other related industries where IT is a key component.

In particular, this qualification has been designed to allow entry into either the National Certificates in Systems Support at NQF level 5 or the National Certificate in Systems Development at NQF level 5, but can also be used as foundational to other IT qualifications that will be defined in future.

**MODERATION OPTIONS**

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor or moderator with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the 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 the integrated competence described in the qualification.
- Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited for assessment by the relevant ETQA.

To ensure that national standards are maintained, the final assessment should be conducted on the following basis, which will be under the control of the relevant ETQAs (ISETT SETA or other relevant ETQAs):

- National assessment of written papers and/or practical assignments needs to be undertaken, by the relevant ETQA. This must include the necessary assessment tools (e.g. marking schemes) to ensure consistent assessment. This function can be performed by the ETQA itself or a nominated body or bodies.
- Assessment can be institutional or workplace based and must be done by a registered assessor.
- External moderation will be undertaken as required, to ensure that the quality of NQF standards is maintained nationally.

**CRITERIA FOR THE REGISTRATION OF ASSESSORS**

The criteria to register as an assessor include the following:

- Assessors should be registered as assessors with the relevant ETQA, in accordance with the policies and procedures defined by the ETQA.
- Have a relevant academic qualification or equivalent recognition, at a level higher than the qualification being assessed.
- All registered assessors must have met the requirements of the generic assessor standard, and should be certificated by the ETDP SETA or by the relevant ETQA in agreement with the ETDP SETA in this regard.

**NOTES**

Knowledge Areas covered by the qualification

This qualification addresses the following knowledge areas being developed for the IT qualifications framework, inter alia:

- Competence in creating program segments with no supervision or complete programs with limited supervision and direction from others

- Contributing to solving user application problems and meeting their support needs
- Investigating customer requirements and creating program designs
- Apply problem solving techniques to given customer requirements in creating program designs
- Analysing data and contributing to system testing, over a variety of application areas
- Understand the structure of a typical systems development project team, knowing the different roles and knowing when to ask for assistance in performing the above tasks.

#### Level Description of the qualification

The above knowledge areas listed display competences that are complex and non-routine, which are appropriate at this level. They involve the application of knowledge and skills in a limited range of varied work activities, performed in a wide variety of contexts. Some level of responsibility and autonomy is allowed, where control or guidance of others is often required, although complete responsibility is assumed for the quantity and quality of the individuals own outputs. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.

This also supports the SAQA approved level descriptors at this level, as listed below:

#### Foundational Competence

- Possession of wide-ranging scholastic/technical skills.
- Possession of a broad knowledge base incorporating some theoretical concepts.
- Demonstrate the ability to access, analyse and evaluate information independently.
- Employ a range of responses to well defined but often unfamiliar or unpredictable problems.

#### Practical Competence

- Operate in a variety of familiar and unfamiliar contexts under broad guidance and evaluation.
- Select from a considerable choice of procedures.
- Give presentations to an audience.

#### Reflexive Competence

- Complete responsibility for quantity and quality of output.
- Possible responsibility for the quantity and quality of output of others.

Foundational Competence: Progression is manifested by the change from routine responses at level 3 to generation of responses at level 4.

Practical Competence: There is evidence of progression in terms of the range of skills, choice of actions and the ability to present information to others.

Reflexive Competence: Progression is marked by a significant increase in responsibility for individual outputs and the need to interact with others. At level 4, the learner can assume leadership roles of a limited nature.

#### Qualification Naming and Specialisation Description:

The Information Technology sub-field has been broken into various domains, of which

Systems Development is one. Qualification names will be linked to these domains, with specialisation descriptions attached to the qualification certification document being produced. The reason for this is firstly to reduce the number of qualifications needed to be registered to a manageable level, and secondly to have the qualification linked to the typical structure of the Information Technology industry. Finally we want to have the qualification certification document to reflect fields of specialisation, for unit standards that has been achieved within listed fields of specialisation. These specialisation fields are defined as part of the elective unit standards for the qualification, which will allow flexibility in future to add new specialisation fields without having to redefine the whole qualification. This is very important to the IT industry which is a very dynamic and fast changing industry.

UNIT STANDARDS:				
	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	14918	Describe the principles of Computer Programming	Level 3	5
Core	14913	Explain the principles of computer networks	Level 3	5
Core	14910	Apply the principles of Computer Programming	Level 4	8
Core	14933	Demonstrate an understanding of creating multimedia/web-based computer applications with scripting	Level 4	6
Core	14924	Demonstrate an understanding of information systems analysis	Level 4	3
Core	14930	Demonstrate an understanding of the principles of developing software for the internet	Level 4	3
Core	14909	Describe the difference between programming in Object Orientated and Procedural Languages	Level 4	4
Core	14915	Design a computer program according to given specifications	Level 4	8
Core	14917	Explain computer architecture concepts	Level 4	7
Core	14944	Explain how data is stored on computers	Level 4	7
Fundamental	9302	Access information in order to respond to client enquiries in a financial services environment	Level 3	2
Fundamental	8968	Accommodate audience and context needs in oral communication	Level 3	5
Fundamental	9303	Communicate verbally with clients in a financial environment	Level 3	3
Fundamental	8969	Interpret and use information from texts	Level 3	5
Fundamental	8970	Write texts for a range of communicative contexts	Level 3	5
Fundamental	12154	Apply comprehension skills to engage		

<b>UNIT STANDARDS:</b>				
	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
		oral texts in a business environment	Level 4	5
Fundamental	12155	Apply comprehension skills to engage written texts in a business environment	Level 4	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	5
Fundamental	14927	Apply problem solving strategies	Level 4	4
Fundamental	8974	Engage in sustained oral communication and evaluate spoken texts	Level 4	5
Fundamental	14920	Participate in groups and/or teams to recommend solutions to problems	Level 4	3
Fundamental	8975	Read analyse and respond to a variety of texts	Level 4	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4
Fundamental	8979	Use language and communication in occupational learning programmes	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	2
Fundamental	8976	Write for a wide range of contexts	Level 4	5
Elective	114636	Demonstrate an understanding of preventative maintenance, environmental and safety issues in a computer environment	Level 3	6
Elective	14912	Investigate the use of computer technology in an organisation	Level 3	6
Elective	10313	Comply with service levels as set out in a Contact Centre Operation	Level 4	10
Elective	14908	Demonstrate an understanding of testing IT systems against given specifications	Level 4	6
Elective	14926	Describe information systems departments in business organisations	Level 4	3
Elective	14921	Describe the types of computer systems and associated hardware configurations	Level 4	6
Elective	10025	Handle a range of customer complaints	Level 4	4
Elective	14919	Resolve computer user's problems	Level 4	5
Elective	10135	Work as a project team member	Level 4	8

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
REGISTERED QUALIFICATION:**

**National Certificate: Generic Project Management**

SAQA QUAL ID	QUALIFICATION TITLE	
21160	National Certificate: Generic Project Management	
SGB NAME	ABET BAND	PROVIDER NAME
SGB Project Management	Undefined	
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-4-National Certificate	National Certificate	Project Management
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
146	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
SAQA 0641/02	2002-04-10	2005-04-10

**PURPOSE OF THE QUALIFICATION**

The primary purpose of the qualification is to provide learners with:

- A foundation of basic project management skills which can be used to build further project management related competencies
- Competence to be an effective project team member
- Competence to execute small, simple projects
- Competence to provide assistance to a project manager of large projects

Project level will include working as a leader in the context of a small project / sub-project involving few resources and having a limited impact on stakeholders and the environment or working as a contributing team member on a medium to large project when not a leader.

Rationale for the qualification:

This qualification reflects the needs of the project management sector, both now and in the future, for a general (not sector specific) skills pool.

This qualification is intended for a Project level that will include working as a leader in the context of a small project / sub-project involving few resources and having a limited impact on stakeholders and the environment or working as a contributing team member on a medium to large project when not a leader. Once having gained this competence they may continue into further project management competence and complexity or into management within an organisation or of their own organisation.

This qualification is intended for those with prior work experience or the NQF level 3 qualification in project management or an equivalent. The learners accessing this standard will be working in or with project management teams or using a project approach. These projects may be technical projects, business projects or developmental projects and will cut across a range of economic sectors. This standard will also add value to learners who are running their own business and recognise that project management forms an integral

component of any business.

The prospective candidate for this qualification may be a person who is entering the work place or has been working in the workplace and has limited formal project management training / competence. Such a person may be working part time or full time with projects. They may be a team member or in a specialised support role such as Project Secretary, Project Administrator, procurement or cost support, planner - estimator support. For the specialist roles there will be a growth in competence gained with experience.

The learners may be from any sector, working in formal business, government, in the community or in rural areas. They may be working as supervisors of small projects or teams on a project, or they may be team members, providing administrative support or specialised procedure support such as procurement.

The qualification gives accessibility and flexibility to the learner and to the employed. The level of flexibility reflects the multiple job roles, organisational requirements and changing technological nature of the industry and at the same time it allows the individual to work towards a nationally recognised qualification.

#### **LEARNING ASSUMED TO BE IN PLACE**

Learners accessing this qualification will have demonstrated competence against standards in project management practices or equivalent of NQF level 3.

Recognition of prior learning:

Historically project management has been an `accidental` profession. A large number of practitioners have experience but no formal underpinning knowledge. It is therefore essential to recognise prior learning and the application in the work place. The nature of project management means that competence is developed experientially, therefore the assessment processes will recognise experience versus theoretical knowledge. Portfolios of evidence will be important contributions to the assessment process.

#### **RECOGNISE PREVIOUS LEARNING?**

Yes

#### **EXIT LEVEL OUTCOMES**

On achieving this qualification a learner will be able to:

- Contribute and provide assistance to a project's scope, life cycle activities and the effective execution of the project plan by applying the correct range of project management tools and ensuring project work is carried out according to plan.
- Support the implementation of the project plan in response to outcomes evaluated and assessed and provide related inputs to keep the project on track.
- Perform administrative duties related to the project and documentation requirements and administer project meetings and workshops.
- Contribute to project financial management issues related to cost budgets for an element of work.

- Work with and support team project members working on the designated project.
- Perform procurement duties related to the project undertaken.
- Supervise a project team and implement a range of procedures and systems related to one of the following types of projects; developmental, technical or business.

Unit standards will be utilised to provide depth of specification of the outcomes, ranges and the assessment criteria and processes.

### ASSOCIATED ASSESSMENT CRITERIA

Integrated Assessment:

Development of the competencies may be through a combination of informal and formal learning, self-learning, training programmes and work-based application. Providers should conduct diagnostic and formative assessment. Formative, continuous and diagnostic assessments should also take place in the work place. The learner should be able to assess him or herself and determine readiness for a summative assessment against this qualification.

### INTERNATIONAL COMPARABILITY

Project Management is a discipline with globally recognised best practices and qualifications. This qualification and set of unit standards utilises international and local recognised best practice and standards in project management. The UK level NVQ 3 in Project Management has been referred to in development of the qualification.

This qualification will provide an entry point to further learning for NQF level 5 and above qualifications and international qualifications, which are at that higher level.

International institutions that have been referenced include:

- Project Management Institute (Global)
- Association for Project Management (UK)
- International Project Management Association (Europe)
- Australian Institute for Project Management (Australia)

### MODERATION OPTIONS

The summative assessment will be directed through an ETQA. Professional Institutes, locally and internationally can also act as independent referees. Local institutes include PMISA and CEASA. Both have been active in the development of standards and qualifications and have strong working relations with the leading international project management institutes.

### NOTES

Total credits for qualification without second language: 146

Total credits for qualification with second language: 166

<b>UNIT STANDARDS:</b>				
	<b>ID</b>	<b>UNIT STANDARD TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>
Core	10150	Provide assistance in implementing and assuring project work is conducted in accordance with the project quality plan	Level 3	6
Core	10140	Apply a range of project management tools	Level 4	8
Core	10137	Conduct project documentation management to support project processes	Level 4	6
Core	13835	Contribute to project initiation, scope definition and scope change control	Level 4	9
Core	10141	Contribute to the management of project risk within own field of expertise	Level 4	5
Core	10142	Fulfill procurement activities and supervise procurement administration	Level 4	8
Core	10131	Identify, organise and co-ordinate project life cycle phases for control purposes	Level 4	5
Core	10144	Identify, suggest and implement corrective actions to improve quality	Level 4	6
Core	10139	Implement project administration processes according to requirements	Level 4	5
Core	10143	Monitor, evaluate and communicate project schedules	Level 4	4
Core	10134	Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget	Level 4	6
Core	10136	Plan, organise and support project meetings and workshops	Level 4	4
Core	10133	Schedule project activities to facilitate effective project execution	Level 4	8
Core	10135	Work as a project team member	Level 4	8
Core	14214	Evaluate and improve the project team`s performance	Level 5	8
Fundamental	8968	Accommodate audience and context needs in oral communication	Level 3	5
Fundamental	8969	Interpret and use information from texts	Level 3	5
Fundamental	8973	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	8970	Write texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	5

UNIT STANDARDS:				
	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	8974	Engage in sustained oral communication and evaluate spoken texts	Level 4	5
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
Fundamental	8975	Read analyse and respond to a variety of texts	Level 4	5
Fundamental	8979	Use language and communication in occupational learning programmes	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	2
Fundamental	8976	Write for a wide range of contexts	Level 4	5
Elective	10148	Supervise a project team of a business project to deliver project objectives	Level 5	14
Elective	10146	Supervise a project team of a developmental project to deliver project objectives	Level 5	14
Elective	10147	Supervise a project team of a technical project to deliver project objectives	Level 5	14
Elective	10149	Support the project environment and activities to deliver project objectives	Level 5	14

## **APPENDIX B:**

Level descriptors NQF level 1 - 4

STAATSKOERANT, 26 SEPTEMBER 2003 • No. 25501

### GOVERNMENT NOTICE

## **SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

**No. 1348**

**26 September 2003**

The South African Qualifications Authority has, under section 14 of the South African Qualifications Authority Act, 1995 (No. 58 of 1995), with the approval of the Minister of Education and in consultation with the Minister of Labour, made the regulations in the Schedule.

### **SCHEDULE**

#### **Definitions**

1. In these regulations any word or expression to which a meaning has been assigned in the Act shall have such meaning and, unless the context indicates otherwise -

“applied competence” means the ability to put into practice in the relevant context the learning outcomes required in obtaining a qualification;

“autonomy of learning” means the capacity of a learner for lifelong learning and includes the extent to which a learner can undertake action for learning independently, the extent to which a learner takes responsibility for his or her own learning and the extent to which a learner is self-reflexive about and can evaluate the quality of his or her learning and eventually that of others;

“field” means a particular area of learning used as an organizing mechanism for the NQF;

“level descriptor” means that statement describing learning achievement at a particular level of the NQF;

“National Qualifications Framework” (NQF) means the National Qualifications Framework as already in the Act;

“operational literacy” means an ability to use basic procedures and operations to complete complex tasks;

“unit standard” means registered statements of desired education and training outcomes and their associated assessment criteria together with administrative and other information as specified in the National Standards Bodies Regulations, 1998.

### Purpose

2. Level descriptors for levels 1 to 4 of the NQF shall ensure coherence across fields of learning in the allocation of qualifications and standards to particular levels, and shall facilitate the assessment of the international comparability of standards and qualifications.

### Level descriptors, NQF level 1

3. A learning programme leading to the award of a qualification or unit standards at NQF level 1 shall develop learners who demonstrate with regard to:
  - (a) applied competence –
    - (i) a general knowledge of one or more areas or fields of study, in addition to the fundamental areas of study;
    - (ii) an understanding of the context within which the learner operates;
    - (iii) an ability to use key common tools and instruments;
    - (iv) sound listening, speaking, reading and writing skills;
    - (v) basic numeracy skills including an understanding of the symbolic systems;
    - (vi) an ability to recognise and solve problems within a familiar, well-defined context;
    - (vii) an ability to recall, collect and organise given information clearly and accurately;  
and
    - (viii) an ability to report information clearly and accurately in spoken and written form;
  - (b) autonomy of learning –
    - (i) a capacity to apply themselves to a well-defined task under direct supervision;
    - (ii) an ability to sequence and schedule learning tasks;
    - (iii) an ability to access and use a range of learning resources; and
    - (iv) an ability to work as part of a group.

### **Level descriptors, NQF level 2**

4. A learning programme leading to the award of a qualification or unit standards at NQF level 2 shall develop learners who demonstrate with regard to:
- (a) applied competence –
    - (i) a basic operational knowledge of one or more areas or fields of study, in addition to the fundamental areas of study;
    - (ii) an understanding of the context within which the learner operates in a wider context;
    - (iii) an ability to use a variety of common tools and instruments;
    - (iv) the ability to apply literacy and numeracy skills to a range of different but familiar contexts;
    - (v) an ability to use their knowledge to select and apply known solutions to well-defined routine problems;
    - (vi) a basic ability to collect, organise and report information clearly and accurately and
    - (vii) an ability to express an opinion on given information clearly in spoken and written form;
  - (b) autonomy of learning –
    - (i) a capacity to work and learn in a disciplined manner in a well-structured and supervised environment;
    - (ii) an ability to manage their time effectively; and
    - (iii) an ability to develop sound working relationships and an ability to work effectively as part of a group.

### **Level descriptors, NQF level 3**

5. A learning programme leading to the award of a qualification or unit standards at NQF level 3 shall develop learners who demonstrate with regard to:
- (a) applied competence –
    - (i) a basic understanding of one or more fields' or disciplines' key concepts and knowledge, in addition to the fundamental areas of study;
    - (ii) an understanding of the organization or operating environment as a system;
    - (iii) application of skills in measuring the environment using key instruments and equipment;
    - (iv) an ability to use their knowledge to select appropriate procedures to solve problems within given parameters;
    - (v) a basic ability to summarise and interpret information relevant to the context from a range of sources;

- (vi) an ability to take a position on available information, discuss the issues and reach a resolution; and
  - (vii) produce a coherent presentation and report, providing explanations for positions taken;
- (b) autonomy of learning –
- (i) a capacity to operate within clearly defined contexts;
  - (ii) an ability to work and learn within a managed environment; and
  - (iii) capacity to actively contribute to team effectiveness.

#### Level descriptors, NQF level 4

6. A learning programme leading to the award of a qualification or unit standards at NQF level 4 shall develop learners who demonstrate with regard to:

- (a) applied competence –
- (i) a fundamental knowledge base of the most important areas of one or more fields or disciplines, in addition to the fundamental areas of study;
  - (ii) an informed understanding of the key terms, rules, concepts, established principles and theories in one or more fields or disciplines;
  - (iii) an understanding of the organization or operating environment as a system within a wider context;
  - (iv) an ability to apply essential methods, procedures and techniques of the field or discipline;
  - (v) an ability to apply and carry out actions by interpreting information from text and operational symbols or representations;
  - (vi) an ability to use their knowledge to solve common problems within a familiar context;
  - (vii) an ability to adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context;
  - (viii) an ability to motivate the change by using relevant evidence;
  - (ix) a basic ability in gathering relevant information, analysis and evaluation skills; and
  - (x) an ability to communicate and present information reliably and accurately in writing and verbally;
- (b) autonomy of learning –
- (i) a capacity to take responsibility for their own learning within a supervised environment;
  - (ii) a capacity to take decisions about and responsibility for actions;
  - (iii) a capacity to evaluate their own performance against given criteria;

- (iv) a capacity to take the initiative to address any shortcomings they find.

**Short title**

7. These Regulations shall be called the Level Descriptor Regulations (NQF levels 1 to 4), 2003.

**APPENDIX C:**Draft level descriptors NQF level 5 – 8

These draft level descriptors incorporate the four sub-levels on NQF level 8 (Post-graduate 1 – 4) as published in the Government Gazette in the period between December 2001 and February 2002. The level descriptors above level 5 of the NQF have not been finalised and are included in this publication to be used as an example only.

NQF level	Applied competence	Autonomy of learning
Typically, a learning programme leading to the award of a qualification or unit standards at this level should develop learners who demonstrate:		
5	<ul style="list-style-type: none"> <li>a. a fundamental knowledge base of the main areas of one or more fields or disciplines<sup>11</sup></li> <li>b. an informed understanding of the important terms, rules, concepts, principles and theories in one or more fields or disciplines</li> <li>c. an understanding of the organisation or operating environment as a system within a wider context and in relation to the society</li> <li>d. an ability to effectively apply essential methods, procedures and techniques of the field or discipline</li> <li>e. an ability to interpret, convert and evaluate text<sup>12</sup> and operational symbols or representations</li> <li>f. an ability to use their knowledge to solve well-defined problems both routine and unfamiliar within a familiar context</li> <li>g. an ability to adjust an application of a solution within relevant parameters to meet the needs of changes in the problem or operating context;</li> <li>h. an ability to evaluate the change using relevant evidence<sup>13</sup></li> <li>i. efficient information-gathering, analysis and synthesis, and evaluation skills</li> <li>j. presentation skills using appropriate technological skills;</li> <li>k. an ability to communicate information coherently using basic conventions of an academic / professional<sup>14</sup> discourse reliably in writing and verbally</li> </ul>	<ul style="list-style-type: none"> <li>l. a capacity to take responsibility for their own learning within a supervised environment</li> <li>m. take decisions about and responsibility for actions</li> <li>n. evaluate their own performance against given criteria</li> </ul>

<sup>11</sup> The purpose of the qualification will determine whether one or more fields is covered.

<sup>12</sup> Text will include operation manuals, written instructions and so forth.

<sup>13</sup> This could include health and safety requirements, operation procedures and so forth.

<sup>14</sup> Professional incorporates what has traditionally been known as vocational.

NQF level	Applied competence	Autonomy of learning
Typically, a learning programme leading to the award of a qualification or unit standard at this level aims to develop learners who demonstrate:		
6	<ul style="list-style-type: none"> <li>a a solid knowledge base in at least one discipline/field</li> <li>b a sound understanding of one or more discipline/field's key terms, rules, concepts, established principles and theories; some awareness of how the discipline/field relates to cognate areas</li> <li>c effective selection and application of the central procedures operations and techniques of a discipline/field</li> <li>d an ability to solve well-defined but unfamiliar problems using correct procedures and appropriate evidence</li> <li>e a critical analysis and synthesis of information; presentation of information using basic information technology</li> <li>f an ability to present and communicate information reliably and coherently, using academic/professional discourse conventions and formats appropriately</li> </ul>	<ul style="list-style-type: none"> <li>a. capacity to evaluate their own learning and identify their learning needs within a structured learning environment</li> <li>b. a capacity to take the initiative to address these needs</li> <li>c. a capacity to assist others with identifying learning needs</li> </ul>

NQF level	Applied competence	Autonomy of learning
Typically, a learning programme leading to the award of a qualification or unit standard at this level should develop learners who demonstrate:		
7	<ul style="list-style-type: none"> <li>a. a well-rounded and systematic knowledge base in one or more disciplines/fields and a detailed knowledge of some specialist areas</li> <li>b. a coherent and critical understanding of one or more discipline/ field's terms, rules, concepts, principles and theories; an ability to map new knowledge onto a given body of theory; and an acceptance of a multiplicity of 'right' answers</li> <li>c. effective selection and application of the essential procedures, operations and techniques of a discipline/ field; an understanding of the central methods of enquiry and research in a discipline/ field; and a knowledge of at least one other discipline/ field's mode of enquiry</li> <li>d. an ability to deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments</li> <li>e. well-developed information retrieval skills; critical analysis and synthesis of quantitative and/ or qualitative data; presentation skills following prescribed formats, using IT skills appropriately</li> <li>f. an ability to present and communicate information and their own ideas and opinions in well-structured arguments, showing an awareness of audience and using academic/ professional discourse appropriately</li> </ul>	<ul style="list-style-type: none"> <li>g. a capacity to operate in variable and unfamiliar learning contexts, requiring responsibility and initiative</li> <li>h. a capacity to accurately self-evaluate and identify and address own learning needs</li> <li>i. an ability to interact effectively in a learning group</li> </ul>

NQF level	Applied competence	Autonomy of learning
Typically, a programme leading to the award of a qualification at this level aims to develop learners who demonstrate:		
8	<ul style="list-style-type: none"> <li>a. a comprehensive and systematic knowledge of one or more disciplines /fields with depth, specialisation and up-to-date knowledge in some areas</li> <li>b. an informed and critical understanding of the theory and research methodology of one or more disciplines/fields and an understanding of how these relate to research problems in the field: an ability to relate theory to practice and vice versa and an ability to think epistemologically</li> <li>c. an ability to select and apply research methods effectively and to undertake a research project in an area of specialisation</li> <li>d. an ability to deal with complex problems using the intellectual, research and technological resources and tools provided by a discipline/profession</li> <li>e. effective information retrieval and processing skills; an ability to critically engage with current research and scholarship in an area of specialisation</li> <li>f. an ability to present and communicate academic/ professional work effectively, using the full resources of an academic/professional discourse appropriately</li> </ul>	<ul style="list-style-type: none"> <li>a. a capacity to operate in complex, unfamiliar contexts, requiring personal responsibility and initiative</li> <li>b. a capacity to accurately self-evaluate and take responsibility and initiative</li> <li>c. a capacity to manage learning tasks independently, professionally and ethically</li> <li>d. a capacity to critically evaluate own and others' work with justification</li> </ul>

NQF level	Applied competence	Autonomy of learning
Typically, a programme leading to the award of a qualification at this level aims to develop learners who demonstrate:		
8 PG 1	<ul style="list-style-type: none"> <li>a. a comprehensive and systematic knowledge base in one or more disciplines/ fields and a depth of knowledge in some specialist areas, informed by current developments in the field</li> <li>b. an informed and critical understanding of the principles and theories of one or more disciplines/fields and of emerging issues and debates in an area of specialisation; acceptance of the provisional nature of knowledge and of the boundaries and limitations of a discipline/field</li> <li>c. effective application of a discipline/field's basic methods of enquiry, research and technology</li> <li>d. an ability to identify, analyse and deal with concrete and abstract problems using evidence-based solutions and theory-driven arguments</li> <li>e. an ability to identify information needs and retrieve information accordingly; critical analysis, synthesis and evaluation of quantitative and/or qualitative data; an ability to engage with journal articles, scholarly reviews and primary sources</li> <li>f. an ability to present and communicate academic/professional work effectively, catering for a range of audiences and using academic/professional discourse appropriately</li> </ul>	<ul style="list-style-type: none"> <li>a. a capacity to operate in unfamiliar contexts, requiring personal responsibility and initiative</li> <li>b. a capacity to accurately self-evaluate and take responsibility for continuing professional /academic development</li> <li>c. a capacity to maintain professional working relationships</li> <li>d. an awareness of the social and ethical implications of applying knowledge to particular contexts</li> </ul>

NQF level	Applied competence	Autonomy of learning
Typically, a programme leading to the award of a qualification at this level aims to develop learners who demonstrate:		
8 PG 2	<ul style="list-style-type: none"> <li>a. a comprehensive and systemic knowledge base in a discipline/field and a depth of knowledge in some areas of specialisation</li> <li>b. a coherent and critical understanding of the principles and theories of a discipline/field; and ability to critique current research and advanced scholarship in an area of specialisation; an ability to make sound theoretical judgements based on evidence and an ability to think epistemologically</li> <li>c. an understanding of a range of research methods, techniques and technologies and an ability to select these appropriately for a particular research problem in an area of specialisation</li> <li>d. an ability to identify, analyse and deal with complex and/or real world problems and issues using evidence-based solutions and theory-driven arguments</li> <li>e. efficient and effective information retrieval and processing skills; the identification, critical analysis, synthesis and independent evaluation of quantitative and/or qualitative data; an ability to engage with current research and scholarly or professional literature in a discipline/field</li> <li>f. an ability to present and communicate academic/professional work effectively, catering for a range of audiences by using a range of different genres appropriate to the context</li> </ul>	<ul style="list-style-type: none"> <li>a. a capacity to operate effectively in complex, ill-defined contexts</li> <li>b. a capacity to self-evaluate exercising personal responsibility and initiative</li> <li>c. a capacity to continue to learn independently for continuing academic/professional development</li> </ul>

NQF level	Applied competence	Autonomy of learning
Typically, a programme leading to the award of a qualification at this level aims to develop learners who demonstrate:		
8 PG 3	<ul style="list-style-type: none"> <li>a. a comprehensive and systematic knowledge base in a discipline/field with specialist knowledge in an area at the forefront of the discipline/field or area of professional practice</li> <li>b. a coherent and critical understanding of the theory, research methodologies and techniques relevant to a discipline/field; an ability to rigorously critique and evaluate current research and participate in scholarly debates in an area of specialisation; an ability to relate theory to practice and vice versa and to think epistemologically</li> <li>c. mastery of the application of research methods, techniques and technologies appropriate to an area of specialisation; an ability to undertake a research project and write up a research dissertation under supervision</li> <li>d. an ability to identify, analyse and deal with complex and/or real world problems and issues drawing systematically and creatively on the theory, research methods and literature of a discipline/field</li> <li>e. advanced information retrieval and processing skills; identification, critical analysis, synthesis and independent evaluation of quantitative and/or qualitative data; an ability to undertake a study of the literature and current research in an area of specialisation under supervision</li> <li>f. an ability to effectively present and communicate the results of research to specialist and non-specialist audiences using the resources of an academic/professional discourse; the production of a dissertation or research report which meets the standards of scholarly/professional writing</li> </ul>	<ul style="list-style-type: none"> <li>a. a capacity to operate effectively in complex, ill-defined contexts</li> <li>b. a capacity to critically self-evaluate and continue to learn independently for continuing professional development</li> <li>c. a capacity to manage learning tasks autonomously, professionally and ethically</li> <li>d. a capacity to critically evaluate own and others' work with justification</li> </ul>

NQF level	Applied competence	Autonomy of learning
Typically, a programme leading to the award of a qualification at this level aims to develop learners who demonstrate:		
8 PG 4	<ul style="list-style-type: none"> <li>a. a comprehensive and systemic grasp of a discipline/field's body of knowledge with expertise and specialist knowledge in an area at the forefront of the discipline, field or professional practice</li> <li>b. a critical understanding of the most advanced research methodologies, techniques and technologies in a discipline/field; an ability to participate in scholarly debates at the cutting edge of an area of specialisation; an ability to apply knowledge, theory and research methods creatively to complex, practical, theoretical and epistemological problems</li> <li>c. substantial, independent research and advanced scholarship resulting in the (re) interpretation and expansion of knowledge which is judged publishable by peers</li> <li>d. an ability to identify, conceptualise, design and implement research projects that address complex, ill-defined problems at the cutting edge of a discipline/field</li> <li>e. advanced information retrieval and processing skills; an ability to independently undertake a study and evaluation of the literature and current research in an area of specialisation</li> <li>f. an ability to effectively present and communicate the results of research and opinion to specialist and non-specialist audiences using the full resources of an academic/professional discourse; the production of thesis which meets international standards of scholarly/professional writing</li> </ul>	<ul style="list-style-type: none"> <li>a. a capacity to operate autonomously in specialised, complex, ill-defined and unpredictable contexts</li> <li>b. intellectual independence and research leadership through managing advanced research and development in a field professionally and ethically</li> <li>c. a capacity to critically evaluate own and others' work on the basis of independent criteria</li> </ul>

## APPENDIX D:

Description of level descriptors, critical cross-field outcomes  
and the composite components of the qualification

C O M P O N E N T	L E V E L D E S C R I P T O R	T I T L E, P U R P O S E, R A T I O N A L E	E X I T L E V E L O U T C O M E S	C R I T I C A L C R O S S - F I E L D O U T C O M E S	S P E C I F I C O U T C O M E S (for unit standard-based qualifications)	A S S E S S M E N T C R I T E R I A	R A N G E
<b>D E S C R I P T I O N</b>	Level Descriptors are broad generic statements describing learning achievement at a particular level of the NQF, e.g. level 4 or 5 (see Appendix B)	The Title is a coherent and meaningful outcome (milestone/ end point) of learning or training that is formally recognised. The Purpose and Rationale provides a broad description of what holders of the qualification can do	The qualification is further defined by a number of Exit Level Outcomes. These provide a means to organise learning into coherent clusters, thus facilitating integrated assessment	Critical cross-field outcomes are generic outcomes that inform all teaching and learning	The unit standard title, which is broken down into smaller, more manageable outcomes, i.e. into Specific Outcomes	The Assessment Criteria are associated with the standard of performance and are used by the assessor to determine whether the outcome has been met. In line with the rules of combination for the qualification, the composite parts of the qualification are indicated as fundamental, core or elective	The Range refers to the context(s) in which the individual is expected to perform

Description of level descriptors, critical cross-field outcomes and the composite components of the qualification

