

No. 749

31 May 2002

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

Human Resources Management and Practices

Registered by NSB 03, Business, Commerce & Management Studies, publishes the following qualifications and unit standard for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standard upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at www.saqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar street, Brooklyn, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 30 June 2002*. All correspondence should be marked **Standards Setting – SGB for Human Resources Management and Practices** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

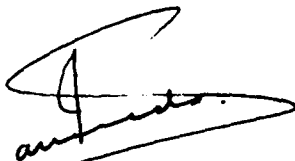
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ff **SAMUEL B.A. ISAACS**
EXECUTIVE OFFICER

NATIONAL CERTIFICATE IN LABOUR RECRUITMENT CONSULTANCY: NQF L4

- 1. Field:** Business, Commerce and Management Studies
- 2. Sub-Field:** Human Resources Management and Practices
- 3. Level:** 4
- 4. Credits:** 121
- 5. Rationale for the qualification:**

Employment agencies provide a crucial service for both employers and work seekers. They present a marketplace for hiring and selling of skills and labour. A wide spectrum of employment services is currently being offered in South Africa by the state and local government and by the private sector. The type of service varies from agency to agency in terms of nature and quality.

Currently the only formal training for the labour recruitment industry in South Africa is the accreditation examination of the Institute for Personnel Service Consultants (IPSC). The IPSC accreditation examination is voluntary and, therefore, not a requirement for practitioners in the labour recruitment field. The IPSC examination cannot therefore be said to give practitioners in the recruitment industry national recognition. It also does not offer practitioners international recognition. Pending employment services legislation will require private and public employment services to be licensed and the licensing will require a professional qualification.

The new Labour Acts have created a need for trained individuals who are able to interpret and implement the requirements relating to the recruitment and appointment of labour as they apply to the institutions/organisations/companies for which the labour consultant is providing a service.

There is thus a clear need for a qualification for the labour recruitment industry that would ensure consistency of practice, a high quality of service throughout the industry and labour recruitment and appointment practices that are in line with current legislation.

The National Certificate in Labour Recruitment : Level 4 should produce knowledgeable and skilled labour recruitment workers who will be able to perform a consultative role, which would include providing assistance to jobseekers, giving advice on potential employees and employers and performing marketing activities for clients.

This qualification brings together all aspects of recruitment and marketing principles. The proposed qualification will professionalise the industry and is applicable to all sectors of labour broking. The proposed qualification will provide articulation with other service industries.

6. Purpose of the qualification:-

The purpose of this qualification is to build the knowledge and skills required by practitioners in the labour recruitment industry so as to enable them to provide a quality recruitment service to both job seekers and employers. The qualification is intended to empower learners to acquire the skills, knowledge, insights and attitudes to enable them to operate confidently in the labour recruitment industry and to be able to respond positively to changing demands in the labour industry. The qualification should enrich the learner who should gain status and recognition in the workplace through completion thereof. They will be informed workers in the industry.

The qualification supports the objectives of the National Qualifications Framework in the following ways:

- it provides entry into an integrated learning pathway in labour recruitment as a sub-field of human resources management and practices, which gives recognition to holders for learning achievements in this field
- it facilitates access to education and training and a career path in labour recruitment as the qualification may be obtained through the recognition of prior learning and thus accelerates the redress of past unfair discrimination in education, training and employment opportunities
- it contributes to the full personal development of each learner and the social and economic development of the nation at large through the inclusion of the specified unit standards in the fundamental and elective categories.

7. Access to the qualification:

Access to the qualification is open.

8. Learning assumed to be in place:

Learners should be competent in Communication and Mathematical Literacy at NQF Level 3.

9. Exit Level Outcomes

On completion of this qualification, the learner will be able to:

1. Apply business principles, recruitment practices and legislative requirements within the people acquisition functions
2. Develop relationships with an external client base in order to provide recruitment services
3. Recruit and select candidates to match specified job criteria
4. Operate within a team environment
5. Identify strengths and areas for improvement in own learning through self-reflection and reflection on support for organisational human resources management and practices.

11. Associated Assessment Criteria

1. Elements of the recruitment industry and recruitment roles are correctly described
2. Empathy and equity in dealings with colleagues, job seekers and clients are demonstrated
3. Basic business principles are appropriately and correctly applied to given situations

4. Verbal and written communication skills are adequate and appropriate for the task at hand
5. Needs of client are correctly determined, interpreted and recorded
6. Current legislation is adhered to
7. Appropriate interview and selection techniques are used
8. Relationships with client companies are established at multiple levels to achieve higher sales productivity
9. Basic marketing principles are applied to client targeting
10. Good relationships with colleagues are established to improve performance
11. Administrative duties are correctly identified and interpreted
12. Administrative duties are performed within agreed time frames in accordance with instructions and requirements
13. Obstacles to performing administrative duties are identified and appropriate action is taken to remove obstacles oneself or with the help of others.
14. Accountability, strengths and areas for improvement in own learning are correctly identified and adequately evaluated

12. Learning components:

Credit composition:

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Totals
Fundamental		2		36			38
Core	19		3	58			80
Elective			7	17	8	5	Min. 3
TOTALS	19	2	10	111	8	5	Min 121

The following depicts the rules of combination for this qualification

Fundamental:

At least 20 (twenty) credits shall be compulsory from the field of Communication Studies and Language, and at least 16 (sixteen) credits shall be compulsory from the sub-field of Mathematics to meet SAQA requirements. In addition, at least 2 (two) credits shall be compulsory from the sub-field of End-User Computing.

Core:

All unit standards in the core section, totalling 80 credits, are compulsory.

Elective:

Unit standards with a total weighting of 37 credits are listed in this category below.

Learners are required to select unit standards with enough credits from the list of elective unit standards to achieve at least the required 121 credits. At least one unit standard has to be elected from this list.

Learners who have elected to specialise in working with the placement of a team of temporary workers in temporary positions are required to achieve the two unit standards titled "Institute disciplinary action" and "Conduct a disciplinary hearing", totalling 13 credits.

Fundamental unit standards:

The learner will have to achieve at least all of the compulsory unit standards, totalling 20 (twenty) credits, from the field of Communication Studies and Language, and at least all of the of the compulsory unit standards, totalling 16 (sixteen) credits, from the sub-field of Mathematics. In addition, the learner will have to achieve at least the End User Computer unit standard listed below:

Title	Level	Credits
Demonstrate a knowledge of and produce word processing documents using base functions	2	2

Total Credits for Fundamental: 38

Core unit standards

The learner has to achieve all of the following:

Title	Level	Credits
Explain diversity, change and development in societies	1	4
Demonstrate a critical awareness of the self as a physical, mental, intellectual and social being with particular belief systems	1	2
Explain human mental and physical development, health, and sexuality and their consequences	1	2
Identify and discuss different types of business and their legal implications	1	4
Demonstrate an understanding of contracts and their sources	1	2
Demonstrate an understanding of the principles of supply and demand, and the concept production	1	2
Frame and implement an individual action plan to improve productivity within an organisational unit	1	3
Demonstrate understanding of individual role in an organisation and relate to the world of work (<i>To be generated by the Generic Management SGB</i>)	4	4
Instil in myself a personal marketing culture	4	4
Describe features, advantages and benefits of a range of products	4	6
Identify customers of the business	4	4
Work as a member of a marketing team	4	4
Meet marketing performance standards	4	2
Take orders from customers to fulfil a need for goods and services	4	10
Conduct follow-up with customers to evaluate satisfaction levels	4	14
Recruit and select candidates to fill defined positions	4	10
Demonstrate understanding of employment relations in an organisation]	3	3
Total Credits		80

Elective unit standards (the learner must select at least one from the list below):

Title	Level	Credits
Induct new employees	3	4
Supervise work unit to achieve work unit objectives	4	12
Represent stakeholder(s) in consultations and discussions	3	3

Title	Level	Credits
on matters that arise at shop floor level		
Participate in the implementation and utilisation of equity related processes	4	5
Institute disciplinary action	5	8
Conduct a disciplinary hearing	6	5
Total Credits		37

Learners are required to select at least one unit standard with enough credits from the list of elective unit standards to achieve at least the required 121 credits.

Learners who have elected to specialise in working with the placement of a team of temporary workers in temporary positions are required to achieve the two unit standards titled "Institute disciplinary action" and "Conduct a disciplinary hearing", totalling 13 credits

13. International comparability

This qualification and the component unit standards have been compared with similar qualifications from the following countries:

- New Zealand
- United Kingdom of Britain
- Australia.

In addition, the competencies described in the unit standards have also been compared with the findings of the research commissioned by the World Federation of Personnel Management Associations (WFPMA) as contained in the report by Chris Brewster, Elaine Farndale and Jos van Ommeren, **HR Competencies and Professional Standards** (Cranfield University, June 2000).

This qualification and its component unit standards compare well with their international counterparts. The only differences are in formatting and focus. The qualification found to be the most comparable to this one is the Level 3 UK National Vocational Qualification/Scottish Vocational Qualification in Recruitment Consultancy (SVQ code G47S). It must be borne in mind that NVQ/SVQ Level 3 seems to be more comparable to the South African NQF Level 5 and that the NVQ/SVQ qualification is consequently at a somewhat higher level. The differences between the NVQ/SVQ and NQF level structures make direct equivalation difficult.

14. Integrated Assessment:

To be awarded the qualification, a candidate must demonstrate competence in all unit standards listed for the qualification.

In addition, candidates must demonstrate the ability to provide recruitment services in an integrated way, dealing with divergent and random demands effectively.

All the exit level outcomes, critical cross-field outcomes, and essential embedded knowledge required by the component unit standards are to be assessed. Evidence of achievement of the critical cross-field outcomes should be found both in performance and in explaining and applying the essential embedded knowledge.

Table showing the spread of critical cross-field outcomes across unit standards in
The qualification

Unit Standard Title	Critical Cross-field outcomes supported by the Unit Standard							
	Solve problems/ Team work	Organisation	Information	Communication	Technology	Related systems	Personal development	
Fundamental								
Demonstrate a knowledge of and produce word processing documents using base functions	*		*	*		*		
Core								
Explain diversity, change and development in societies			*	*	*		*	
Explain human mental and physical development, health and sexuality and their consequences			*	*	*		*	
Identify and discuss different types of business and their legal implications			*	*	*		*	
Demonstrate an understanding of contracts and their sources			*	*	*		*	
Demonstrate an understanding of the principles of supply and demand and the concept production			*	*	*		*	
Represent stakeholder(s) in consultations and discussions on matters that arise at shop floor level	*		*		*		*	
Frame and implement an individual action plan to improve productivity within an organisational unit	*	*	*	*	*		*	
Instil in myself a personal marketing culture		*	*	*			*	
Describe features, advantages and benefits of a range of products			*	*	*		*	
Identify customers of the business			*	*			*	
Work as a member of a marketing team		*			*		*	
Meet marketing performance standards							*	
Take orders from customers to fulfil a need for goods and services			*	*	*			
Conduct follow-up with customers to evaluate satisfaction levels			*	*	*			
Recruit and select candidates to fill defined positions	*	*	*	*	*		*	
Demonstrate understanding of employment relations in an organisation			*	*	*		*	

Unit Standard Title	Critical Cross-field outcomes supported by the Unit Standard							
	Solve problems/ Team work	Organisation	Information	Communication	Technology	Related systems	Personal development	
Elective								
Induct new employees	*	*	*	*	*		*	
Supervise work unit to achieve work unit objectives	*	*	*					
Represent stakeholder(s) in consultations and discussions on matters that arise at shop floor level	*		*		*		*	
Participate in the implementation and utilisation of equity related processes	*		*		*		*	
Institute disciplinary action		*	*	*	*		*	
Conduct a disciplinary hearing		*	*	*	*		*	

15. Criteria for the registration of assessors:

Assessors shall have the technical competence to achieve the qualification themselves and shall have achieved an assessor qualification as required by the relevant ETQA.

Notes for assessors:

Assessors should keep the following general principles in mind when designing and conducting assessments:

- Assessment activities should focus on gathering evidence of competence of each unit standard as a whole in an integrated way, rather than looking at each of the specific outcomes of the unit standards individually. Where appropriate, knowledge, skills, attitude and values indicated in the various unit standards should be assessed in an integrated way.
- Evidence should be gathered across the entire range of outcomes. Assessment activities should be as authentic as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.
- Assessment activities should be: appropriate, fair, manageable, authentic, valid, direct, formative, sufficient, systematic, open and consistent as defined below:

Principles of assessment::

- Appropriate:* The method of assessment is suited to the performance being assessed.
- Fair:* The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- Manageable:* The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
- Authentic:* Evidence collection is carried out in authentic real world situations in the HRMP field where appropriate and feasible.

- *Valid:* The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- *Direct:* The activities in the assessment mirror the conditions of actual performance as closely as possible
- *Formative:* Assessment shows where gaps exist in the learner's knowledge and skills and give an indication where expanded opportunities are appropriate
- *Sufficient:* The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- *Systematic:* Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- *Open:* Learners can contribute to the planning and accumulation of evidence. Learners understand the assessment process and the criteria that apply.
- *Consistent:* The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

16. Moderation Options:

Moderation will be carried out by a moderator registered by the relevant ETQA or by a moderator who is registered with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

17. Articulation possibilities:

The relatively large number of Marketing and Generic Business unit standards allows for portability into other qualifications in the fields of Business, Commerce and Management Studies.

18. Recognition of Prior Learning

This qualification can be achieved wholly or in part through the recognition of prior learning.

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

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

19. Unit Standard Titles and Specific Outcomes

FUNDAMENTAL UNIT STANDARDS LEVEL 2

1. **Title:** Demonstrate knowledge of and produce word processing documents using base functions
 - Specific outcome 1:** Demonstrate basic knowledge of the uses and features of a word processing
 - Specific outcome 2:** Adjust Basic Settings and document setup
 - Specific outcome 3:** Manipulate data in word processing document
 - Specific outcome 4:** Format document and text in word processing document
 - Specific outcome 5:** Print document,

CORE UNIT STANDARDS LEVEL 1

- 1. Title:** Explain diversity, change and development in societies

Specific outcome 1: Demonstrate an understanding of society and its key features

Specific outcome 2: Describe, analyse & evaluate different types of social systems

Specific outcome 3: Demonstrate an understanding of different types of organisations, and their role within societies

Specific outcome 4: Examine key areas of change and development in societies over time

Specific outcome 5: Develop a critical understanding of change and development in South African society
- 2. Title:** Demonstrate a critical awareness of the self as a physical, mental, intellectual and social being with particular belief systems

Specific outcome 1: Describe the physical; intellectual, emotional, social aspects and belief systems of the self

Specific outcome 2: Analyse the interrelationship between the physical, intellectual, emotional, belief systems, social aspects of human life

Specific outcome 3: Demonstrate recognition of the uniqueness of others
- 3. Title:** Explain human, mental and physical development, health and sexuality and their consequences

Specific outcome 1: Describe the physical; intellectual, emotional, social aspects and belief systems of the self

Specific outcome 2: Analyse the interrelationship between the physical, intellectual, emotional, belief systems, social aspects of human life

Specific outcome 3: Demonstrate recognition of the uniqueness of others

- 4. Title:** Identify and discuss different types of business and their legal implications
- Specific outcome 1:** Identify, discuss and compare types of business
- Specific outcome 2:** Discuss procedures and essentials in starting a business
- Specific outcome 3:** Identify, discuss and explain, the legal implications of types of business
- 5. Title:** Demonstrate an understanding of contracts and their sources
- Specific outcome 1:** Explain and discuss contracts
- Specific outcome 2:** Discuss and compare kinds of contracts and the role of government
- Specific outcome 3:** Identify and discuss institutional sources of contracts
- 6. Title:** Demonstrate an understanding of the principles of supply and demand, and the concept production
- Specific outcome 1:** Demonstrate an understanding of the principles of supply and demand.
- Specific outcome 2:** Demonstrate an understanding of the factors of production.
- Specific outcome 3:** Demonstrate an understanding of the impact of the factors of production on the South African Economy.
- 7. Title:** Frame and implement an individual action plan to improve productivity within an organisational unit
- Specific outcome 1:** Demonstrate understanding how individual actions affect the productivity of an organisational unit.
- Specific outcome 2:** Identify opportunities to optimise productivity improvement in an organisational unit.
- Specific outcome 3:** Frame an individual activity plan to improve productivity.
- Specific outcome 4:** Implement individual action plan to optimise productivity within an organisational unit.
- Specific outcome 5:** Review and evaluate individual action plan to optimise productivity within an organisational unit

CORE UNIT STANDARDS LEVEL 3

1. **Title:** Demonstrate understanding of employment relations in an organisation
- Specific outcome 1:** Demonstrate understanding of the various stakeholders and their roles in an organisation.
- Specific outcome 2:** Demonstrate understanding of organisational policies and procedures related to employment.
- Specific outcome 3:** Demonstrate understanding of employment related agreements.

CORE UNIT STANDARDS LEVEL 4

1. **Title:** Instil in myself a personal marketing culture
- Specific outcome 1:** Identify and define what marketing is
- Specific outcome 2:** Identify marketing principles and concepts
- Specific outcome 3:** Identify the benefits of instilling in self a marketing culture
- Specific outcome 4:** Persuade others of the benefits of a marketing Culture
2. **Title:** Describe features, advantages and benefits of a range of products
- Specific outcome 1:** Determine and communicate product features, advantages and benefits
- Specific outcome 2:** Describe physical specifications, features, advantages and benefits
3. **Title:** Identify customers of the business
- Specific outcome 1:** Identify prospective customers and establish their needs
- Specific outcome 2:** Establish and build the customer base
4. **Title:** Work as a member of a marketing team
- Specific outcome 1:** Communicate with all relevant stakeholders to enhance teamwork
- Specific outcome 2:** Report on team progress to appropriate authority and team
- Specific outcome 3:** Display tendencies to work with others as a

member of a marketing team

Specific outcome 4: Handle and resolve areas of conflict

5. Title: Meet marketing performance standards

Specific outcome 1: Demonstrate an understanding of marketing performance standards

Specific outcome 2: Follow instructions to meet standards

Specific outcome 3: Report on marketing objectives progress

6. Title: Take orders from customers to fulfil a need for goods and services

Specific outcome 1: Accept and record customers order verbally

Specific outcome 2: Accept and record customers written order

Specific outcome 3: Complete and administer order procedures and documentation

Specific outcome 3: Confirm and distribute orders

7. Title: Conduct follow-up with customers to evaluate satisfaction levels

Specific outcome 1: Follow-up on orders placed

Specific outcome 2: Maintain customer satisfaction and relationships

8. Title: Recruit and select candidates to fill defined positions

Specific outcome 1: Plan and prepare for recruitment and selection

Specific outcome 2: Recruit applicants

Specific outcome 3: Select staff

ELECTIVE UNIT STANDARDS LEVEL 3

1. Title: Induct new employees

Specific outcome 1: Compile induction plan for new entrant/s

Specific outcome 2: Prepare environment to accommodate new entrant.

Specific outcome 3: Manage general organisational orientation process

Specific outcome 4: Implement and monitor job specific induction

Specific outcome 5: Evaluate effectiveness of induction process.

- 2. Title:** Represent stakeholder/s in consultations and discussions on matters that arise at shop floor level

Specific outcome 1: Identify issues for discussion, consultation or negotiation.

Specific outcome 2: Prepare to participate in relevant forum.

Specific outcome 3: Represent constituency in relevant forum.

Specific outcome 4: Provide feedback to constituency.

ELECTIVE UNIT STANDARDS LEVEL 4

- 1. Title:** Supervise work unit to achieve work unit objectives

Specific outcome 1: Plan, organise and allocate work.

Specific outcome 2: Monitor achievement or required outputs.

Specific outcome 3: Evaluate achievement of work unit objectives.

- 2. Title:** Participate in the implementation and utilisation of equity related processes

Specific outcome 1: Participate in the development of relevant equity related plans and policies.

Specific outcome 2: Communicate equity related plans and policies to stakeholders.

Specific outcome 3: Participate in the implementation of agreed equity related plans and policies.

Specific outcome 4: Contribute to the monitoring and evaluation of equity related plans and policies.

ELECTIVE UNIT STANDARDS LEVEL 5

- 1. Title:** Institute disciplinary action

Specific outcome 1: Identify and classify transgression

Specific outcome 2: Implement procedure to handle non-dismissible offences

Specific outcome 3: Implement procedure to handle dismissible offences

Specific outcome 4: Represent employee at disciplinary hearing

ELECTIVE UNIT STANDARDS LEVEL 6

1. Title: Conduct a disciplinary hearing

Specific outcome 1: Conduct and manage the hearing

Specific outcome 2: Implement procedure to handle non-dismissible offences

Specific outcome 3: Hear pleadings

Specific outcome 4: Take a decision as to sanction

Specific outcome 5: Inform employee of and record decisions

Specific outcome 6: Ensure that proceedings and decisions are recorded