#### No. 1547

#### 24 October 2003



# SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

#### Plastics Manufacturing

Registered by NSB 06, Manufacturing, Engineering and Technology, publishes the following unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standard. The unit standard can be accessed via the SAQA web-site at <u>www.saqa.org.za</u>. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address **below and no later than 16 November 2003.** All correspondence should be marked **Standards Setting – SGB for Plastics manufacturing** and addressed to

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

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DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



Established in terms of Act 58 of 1995

QUALIFICATION:

# National Certificate (GETC): Manufacturing, Engineering and Related Activities

SAQA QUAL ID	QUALIFICATION TITLE				
23253	National Cert	ificate (GETC): Manufact	uring, Engineering and Related Activities		
SGB NAME	SGB Plastics	Manufacturing			
ABET BAND	PROVIDER NAME				
Undefined					
QUALIFICATION	CODE	QUAL TYPE	SUBFIELD		
MET-1-National (	Certificate	National Certificate	Manufacturing and Assembly		
MINIMUM CRED	ITS	NQF LEVEL	QUALIFICATION CLASS		
124		Level 1	Regular-Unit Stds Based		
SAQA DECISIOI	N NUMBER	REGISTRATION START	DATE REGISTRATION END DATE		

### PURPOSE OF THE QUALIFICATION

This qualification specifies the key skills, knowledge and values required to access engineering and manufacturing qualifications in the Further Education and Training Band. It describes the learning outcomes required to participate in workplace-based learning programmes for occupationally focused qualifications in the manufacturing, engineering and assembly sectors.

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

> Recognise prior learning.

> Identify gaps, and

> Structure learning programmes to close those gaps.

The learning required for these learners would be what is typically included in ABET learning programmes.

For learners who have formal school qualifications but no work experience, this qualification specifies the necessary knowledge, skills and values required to participate learning processes within a formal work environment. Typically, these outcomes reflect the learning outcomes that would be achieved at the end of an extensive induction and orientation process.

This qualification would enable both kinds of learners to establish an understanding of, and to make some preliminary choices about:

> A career and learning pathways.

> The content and requirements of the qualifications and unit standards which would form the basis of their learning, as well as have

> A knowledge and understanding of assessment processes, including Recognition of Prior Learning.

The qualifications specify:

> Fundamental skills in communication and mathematical literacy.

> Skills in working with basic communication and information technology systems.

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> Core skills in measurement, use of common tools and instruments and an understanding of the science and technology which underpins these activities.

> Safety, health, environmental and quality issues related to the specific work context.

> Understanding and working with the policies, rules and procedures related to the specific work context, contracts, BCE and the relationship between the employer and the employee.

> Recognising and understanding the purpose, the processes, the materials and the products used within the specific work context, the structure of the workplace, and the purpose of specific departments or sections and the way in which each contributes to the purpose of the organisation.

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> Understanding and explaining the purpose of the company in the context of the industry, sector and economy as a whole.

> Understanding and explaining the basic principles which underpin business in the manufacturing, engineering and assembly field (concepts of cost, adding value, money value of time, profit and loss, customers).

Skills related to, and an understanding of, the options and alternatives in the learning pathway, goal setting, planning work and learning processes, measuring and evaluating progress and outcomes.
Understanding financial issues related to pay, tax and deductions including unemployment insurance, pensions or provident funds and other forms of insurance.

### Rationale

Many technical and occupational qualifications in engineering and manufacturing at NQF Level 2 assume some learning at NQF Level 1. This qualification formalises those assumptions. In doing so, it provides a range of qualifying learners with access to further learning at NQF Levels 2 and beyond in the fields of manufacturing, engineering and assembly.

#### **RECOGNIZE PREVIOUS LEARNING?**

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### LEARNING ASSUMED TO BE IN PLACE

The credits for this qualification assume that learners have demonstrated communication and numeracy competency at ABET level 3.

Recognition of prior learning:

One of the primary purposes of this qualification is to recognise prior learning. The learner should be thoroughly briefed on the mechanisms to be used and provided with sufficient support and guidance to prepare for the assessment process.

Care should be taken that the mechanism used for RPL provides the learner with the opportunity to demonstrate competence and is not so onerous as to prevent learners from taking up the RPL option to gain this qualification. This qualification will also allow for the design of top-up courses, or additional experience based on gaps established during an initial assessment process.

### **QUALIFICATION RULES**

These are spelled out in the matrix.

#### **EXIT LEVEL OUTCOMES**

1. Describe and explain a specific manufacturing, engineering or assembly process, relate the tools and materials to the process and explain the science and technology which underpins the conversion processes.

2. Demonstrate in the process of assessment the use of appropriate numeracy and communication skills.

3. Describe and explain, in the context of a specific workplace environment, the procedures and policies which govern that specific working environment.

4. Describe and explain the purpose of a specific business.

5. Describe and explain how the NQF enables the learner to select a learning path and identify the skills and qualifications that will enable him/her to achieve his/her goals and targets.

### ASSOCIATED ASSESSMENT CRITERIA

1.

(Note: assessment must be carried out in situ)

1.1 The applicable manufacturing, engineering or assembly process is described in terms of a range of key elements including materials, stages, tools, machinery and equipment, services, information management and communication structures, final product produced.

1.2 The learner is able to physically demonstrate his/her understanding of the applicable process by

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providing his/her explanations on site/location, by means of a guided visual tour.

1.3 Clear links are drawn between the process and the scientific and technological concepts underpinning it, drawing on insights gained by the learner during his/her work experience.

### 2.

2.1 Appropriate verbal and written communication skills, including sketches, drawings and diagrams, are selected and used to explain concepts and processes during assessment.

2.2 Aspects of the processes and the associated concepts are represented and explained in numerical form.

### 3.

3.1 The procedures and policies that impact on the learner's job/task are identified and their impact on his/her job/task is explained, drawing from the learner's own work experience.3.2 The purpose and the need for such policies and procedures is illustrated.

#### 4.

4.1 The markets, suppliers, customers, employers and shareholders are described.

4.2 Generic business concepts are described and explained.

4.3 Generic concepts are related to the learner's own work experience, demonstrating a critical reflection of their applicability and benefit to stakeholders within the learner's own workplace.

### 5.

5.1 The learner's goals and learning targets are identified.

5.2 Clear links are drawn between NQF principles and functioning, and the learning path, skills and qualifications the learner has identified.

5.3 Enabling mechanisms as well as potential barriers to learning are identified and critically discussed.

#### Integrated assessment

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

The integrated assessment must specifically evaluate the learner's ability to:

> Implement and apply procedures.

> Understand, use and care for basic tools and technology.

> Explain and discuss issues, aspects and principles and relate them to the specific workplace context.

This will require assessment methodologies which will include demonstration and oral and written responses, both summative and formative, and evidence of these in the form of portfolios or projects.

Since this is a foundational qualification, the learner must show sufficient evidence to apply the fundamental learning skills both in the workplace and in other contexts.

The assessment should also ensure that learners are assessed for the critical outcomes.

### INTERNATIONAL COMPARABILITY

This qualification represents a response to the unique needs of this country in terms of redressing imbalances of the past and providing stepping stones for the previously and currently disadvantaged persons. This made it difficult to find a comparable outcomes-based qualification elsewhere. Reference was then made to the assumptions underlying entry into qualifications in the field of manufacturing, engineering and assembly in other, similar, outcomes-based qualifications, certifications or skills standards in New Zealand and Australia. Reference was also made to the generic manufacturing and engineering skills standards proposed in the United States when constructing this qualification, to ensure the relevance of the qualification content and benchmarking with best practice world wide.

### ARTICULATION OPTIONS

This qualification has been designed as a foundation for a wide range of occupational and work-place based qualifications. It has also been designed to allow learners to gain access to formal learning opportunities.

### **MODERATION OPTIONS**

Moderation of the assessment will be determined by the requirements of the MERSETA ETQA.

### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

Anyone assessing a learner against this qualification must be registered as an assessor with a relevant ETQA / MERSETA ETQA or an ETQA that has a Memorandum of Understanding with the MERSETA ETQA.

Assessors should have a technical knowledge of an engineering occupation or manufacturing context. They should also have sufficient expertise to assess communication, numeracy, technology and business processes.

### NOTES

N/A

### **UNIT STANDARDS**

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	CREDITS STATUS		
Core	12537 Identify personal values and ethics in the workplace	Level 1	4	Registered		
Core	13159 Care for, select and use hand and measuring tools	Level 1	4	Public Comment		
Core	13162 Identify and describe inputs, outputs, stages and quality indicators of the manufacturing, assembly or engineering process	Level 1	10	Public Comment		
Core	13165 Describe the properties of materials found in the workplace and describe their impact on the environment	Level 1	6	Public Comment		
Core	13167 Identify potential hazards and critical safety issues in the workplace	Level 1	2	Public Comment		
Core	13169 Describe and discuss issues relating to HIV-AIDS, TB and sexually transmitted illnesses and their impact on the workplace	Level 1	4	Public Comment		
Core	13171 Describe and show how the NQF can help me to plan a learning and career pathway	Level 1	5	Public Comment		
ore	13172 Understand the employer/employee relationship	Level 1	3	Public Comment		
ore	13174 Identify and discuss inappropriate behaviours in the workplace	Level 1	2	Public Comment		
Core	13176 Describe and discuss basic issues relating to the nature of business, the stakeholders in a business and business profitability	Level 1	3	Public Comment		
Core	13995 Demonstrate an understanding of contracts and their sources	Level 1	2	Registered		
Core	13996 Identify, discuss, describe and compare major economic systems, with emphasis on the South African economy	Level 1	2	Registered		
ore	13998 Demonstrate an understanding of the principles of supply and demand, and the concept: production	Level 1	2	Registered		
lective	7452 Describe, represent and interpret mathematical models in different contexts	Level 1	6	Registered		
lective	7511 Analyse how scientific skills and knowledge contribute to sustainable use of resources	Level 1	2	Registered		
lective	9357 Develop and use keyboard skills to enter text	Level 1	3	Registered		
undamental	7447 Working with numbers in various contexts	Level 1	6	Registered		
undamental	7448 Work with patterns in various contexts	Level 1	4	Registered		
undamental	7449 Critically analyse how mathematics is used in social, political and economic relations	Level 1	2	Registered		
undamental	7450 Work with measurement in a variety of contexts	Level 1	2	Registered		
undamental	7451 Collect, analyse, use and communicate numerical data	Levei 1	2	Registered		
undamental	7461 Use maps to access and communicate information concerning routes, location and direction	Levei 1	1	Registered		
undamental	7463 Describe and represent objects and the environment in terms of shape, space, time and motion	Level 1	2	Registered		
undamental	7489 Show, explain, discuss and analyse the relationship between society and natural environment	Level 1	4	Registered		
fundamental	7507 Demonstrate an understanding of the concept of science	Level 1	2	Registered		
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# GOVERNMENT GAZETTE, 24 OCTOBER 2003

Fundamental	7508 Conduct an investigation in the natural science	Level 1	4	Registered
Fundamental	7509 Apply basic concepts and principles in the natural sciences	Level 1	5	Registered
Fundamental	7513 Assess the impact of scientific innovation on quality of life	Level 1	2	Registered
Fundamental	7526 Engage with aesthetic, affective, cultural and social values in texts	Level 1	3	Registered
Fundamental	7528 Identify, access, analyse, use and present information	Level 1	4	Registered
Fundamental	7530 Use appropriate communication skills, conventions and structures for specific purposes and situations	Level 1	4	Registered
Fundamental	10229 Discuss development, utilisation and management of human and natural resources	Level 1	4	Registered
Fundamental	12462 Engage in a range of speaking and listening interactions for a variety of purposes	Level 1	6	Registered
Fundamental	12469 Read and respond to a range of text types	Level 1	6	Registered
Fundamental	12471 Explore and use a variety of strategies to learn (revised)	Level 1	5	Registered
Fundamental	13157 Read, interpret and understand information on a payslip	Level 1	2	Public Comment

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# SOUTH AFRICAN QUALIFICATIONS AUTHORITY

# UNIT STANDARD:

### Care for, select and use hand and measuring tools

SAQA US ID	UNIT STANDAR	NIT STANDARD TITLE				
13159	Care for, select a	are for, select and use hand and measuring tools				
SGB NAME			ABET BANL	PROVID	ER NAME	
SGB Plastics	Manufacturing	•	Undefined			
FIELD DESCR	RIPTION		SUBFIELD DESCRIPTION			
Manufacturing	Engineering and	Technology	Manufactu	ing and Asse	mbly	
UNIT STANDA	ARD CODE	UNIT STAND	ARD TYPE	NQF LEVEL	•	CREDITS
MET-MNA-0-S	GB MAP	Regular		Level 1		4

# Specific Outcomes:

## SPECIFIC OUTCOME 1

Select the appropriate hand or measuring tool/tools for a variety of tasks

# SPECIFIC OUTCOME 2

Inspect and prepare hand tool/tools for use (if required)

### SPECIFIC OUTCOME 3

Use hand or measuring tools to perform a variety of tasks

# SPECIFIC OUTCOME 4

Maintain, care for and store tools

# SPECIFIC OUTCOME 5

Report damaged or worn tools

# SPECIFIC OUTCOME 6

Work safely with due care for self, others, equipment, materials and the environment



UNIT STANDARD:

2

### Identify and describe inputs, outputs, stages and quality indicators of the manufacturing, assembly or engineering process

SAQA US ID	UNIT STANDARD TITLE				
13162	Identify and describe inputs, outputs, stages and quality indicators of the manufacturing, assembly or engineering process				
SGB NAME	ABET BAND PROVIDER NAME				
SGB Plastics	Plastics Manufacturing U				
FIELD DESCR	RIPTION		SUBFIELD	DESCRIPTION	
Manufacturing, Engineering and Technology			Manufactur	ng and Assembly	
UNIT STANDARD CODE UNIT STANDA		ARD TYPE	NQF LEVEL	CREDITS	
MET-MNA-0-S	GB MAP	Regular		Level 1	10

# Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the role of my company within its supply chain

### SPECIFIC OUTCOME 2

Identify and describe the various stages of the manufacturing, assembly or engineering process

# SPECIFIC OUTCOME 3

Describe each phase of the process

## SPECIFIC OUTCOME 4

Identify and describe the inputs and outputs of each phase of the process

### SPECIFIC OUTCOME 5

Identify and describe the power sources, control systems and services required by the process

# SPECIFIC OUTCOME 6

Define quality in terms of customer requirements and product specifications

### SPECIFIC OUTCOME 7

Describe the implications for the workers, internal and external customers and the company



UNIT STANDARD:

3

# Describe the properties of materials found in the workplace and describe their impact on the environment

SAQA US ID	UNIT STANDARD TITLE				
13165	Describe the properties of materials found in the workplace and describe their impact on the environment				
SGB NAME ABET BAND PROVIDER NAME					
SGB Plastics N	Manufacturing		Undefined		
FIELD DESCR	RIPTION		SUBFIELD	DESCRIPTION	
Manufacturing, Engineering and Technology			Manufacturing and Assembly		
UNIT STANDARD CODE UNIT STANDA		RD TYPE	NQF LEVEL	CREDITS	
MET-MNA-0-SGB MAP Regular			Level 1	6	

# Specific Outcomes:

SPECIFIC OUTCOME 1

Recognise the various materials related to the work process

### SPECIFIC OUTCOME 2

Understand the physical properties of the materials, relate them to the way the materials are used.

### SPECIFIC OUTCOME 3

Describe and discuss the handling and storage of materials in the workplace

## SPECIFIC OUTCOME 4

Describe the environmental impact of the materials in terms of



UNIT STANDARD:

4

### Identify potential hazards and critical safety issues in the workplace

SAQA US ID	UNIT STANDARD TITLE					
13167	Identify potential	dentify potential hazards and critical safety issues in the workplace				
SGB NAME	ABET BAN			PROVIDER NAME		
SGB Plastics	Manufacturing Undefi					
FIELD DESCR	RIPTION		SUBFIELD	DESCRIPTION		
Manufacturing	, Engineering and	Technology	Manufactur	ing and Assembly	· · · · · · · · · · · · · · · · · · ·	
UNIT STANDA	ARD CODE	UNIT STAND	ARD TYPE	NQF LEVEL	CREDITS	
MET-MNA-0-S	GB MAP	Regular		Level 1	2	

# **Specific Outcomes:**

SPECIFIC OUTCOME 1

Explain safety rules related to the specific workplace

# SPECIFIC OUTCOME 2

Recognise and interpret safety signs and colour codes

### SPECIFIC OUTCOME 3

Identify and describe personal protective clothing and equipment for different situations

# SPECIFIC OUTCOME 4

Identify potential hazards in the workplace and describe how to prevent or avoid them

### SPECIFIC OUTCOME 5

Describe my role in maintaining a safe environment

### SPECIFIC OUTCOME 6

Respond appropriately to injuries



Established in terms of Act 58 of 1992

# UNIT STANDARD:

5

### Describe and discuss issues relating to HIV-AIDS, TB and sexually transmitted illnesses and their impact on the workplace

SAQA US ID	UNIT STANDARD TITLE						
13169	Describe and discuss issues relating to HIV-AIDS, TB and sexually transmitted illnesses and their impact on the workplace						
SGB NAME			ABET BAND	PROVIDER NAME			
SGB Plastics Manufacturing			Undefined				
FIELD DESCF	RIPTION		SUBFIELD	DESCRIPTION			
Manufacturing, Engineering and Technology			Manufacturing and Assembly				
UNIT STANDA	ARD CODE	UNIT STAN	DARD TYPE	NQF LEVEL	CREDITS		
MET-MNA-0-S	GB MAP	Regular		Level 1	4		

# **Specific Outcomes:**

# SPECIFIC OUTCOME 1

Describe the natur of HIV-Aids, TB and sexually transmitted illnesses

# SPECIFIC OUTCOME 2

Describe how transmission of HIV-Aids, TB and STIs occurs

# SPECIFIC OUTCOME 3

Describe measures to prevent transmission of HIV-Aids and STIs

### **SPECIFIC OUTCOME** 4

Describe support and treatment available to people with HIV-Aids, TB and/or STIs

### SPECIFIC OUTCOME 5

Explain the impact on the workplace of HIV-Aids, TB and STIs

### **SPECIFIC OUTCOME** 6

Discuss attitudes in the workplace towards HIV-Aids, TB and STIs



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# SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

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### Describe and show how the NQF can help me to plan a learning and career pathway

SAQA US ID	UNIT STANDARD TITLE						
13171	Describe and st	Describe and show how the NQF can help me to plan a learning and career pathway					
SGB NAME			ABET BANK	PROVIDER NAME			
SGB Plastics Manufacturing			Undefined				
FIELD DESCH	RIPTION		SUBFIELD DESCRIPTION				
Manufacturing, Engineering and Technology			Manufacturing and Assembly				
UNIT STAND	ARD CODE	UNIT STAND	OARD TYPE	NQF LEVEL	CREDITS		
MET-MNA-0-S	GB MAP	Regular		Level 1	5		

### Specific Outcomes:

# SPECIFIC OUTCOME 1

Describe relevant occupational qualifications in the field of manufacturing, engineering, assembly

### SPECIFIC OUTCOME 2

Describe how learning outcomes link to unit standards, qualifications and the NQF

#### SPECIFIC OUTCOME 3

Describe the assessment process and recognition of prior learning

### SPECIFIC OUTCOME 4

Describe and discuss the element of the learning programme for this qualification

#### SPECIFIC OUTCOME 5

Explain how skills programmes and learnerships lead to qualifications

### SPECIFIC OUTCOME 6

Draw up a personal plan with a series of tergets or goals that show a critical pathway

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# SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

### Understand the employer/employee relationship

SAQA US ID	UNIT STANDARD TITLE						
13172	Understand the	Inderstand the employer/employee relationship					
SGB NAME			ABET BANL	PROVIDER NAME			
SGB Plastics Manufacturing			Undefined		·		
FIELD DESCR	RIPTION		SUBFIELD	DESCRIPTION			
Manufacturing	, Engineering and	Technology	Manufacturing and Assembly				
UNIT STANDA	ARD CODE	UNIT STAN	DARD TYPE	NQF LEVEL	CREDITS		
MET-MNA-0-S	GB MAP	Regular		Level 1	3		

# **Specific Outcomes:**

# SPECIFIC OUTCOME 1

Describe the roles and contribution of the employee and the employer

### SPECIFIC OUTCOME 2

Describe the rights and responsibilities of the employee and the employer

# SPECIFIC OUTCOME 3

Demonstrate a basic knowledge of the relevant portions of company rules, policies and procedures

### SPECIFIC OUTCOME 4

Explain employment contracts and their purpose



UNIT STANDARD:

Identify and discuss inappropriate behaviours in the workplace

SAQA US ID	UNIT STANDARD TITLE							
13174	Identify and discuss inappropriate behaviours in the workplace							
SGB NAME			ABET BAND	PROVIDER NAME	PROVIDER NAME			
SGB Plastics Manufacturing			Undefined					
FIELD DESCRIPTION			SUBFIELD DESCRIPTION					
Manufacturing, Engineering and Technology			Manufacturing and Assembly					
UNIT STANDARD CODE UNIT STANDA		ARD TYPE	NQF LEVEL	CREDITS				
MET-MNA-0-S	GB MAP	Regular		Level 1	2			

# **Specific Outcomes:**

SPECIFIC OUTCOME 1

Describe the effects of various types of drugs and the implications of their use for the individual

# SPECIFIC OUTCOME 2

Describe various inappropriate behaviours

# SPECIFIC OUTCOME 3

Explain how to respond to and report inappropriate behaviour

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UNIT STANDARD:

9

# Describe and discuss basic issues relating to the nature of business, the stakeholders in a business and business profitability

SAQA US ID	UNIT STANDARD TITLE							
13176	Describe and discuss basic issues relating to the nature of business, the stakeholders in a business and business profitability							
SGB NAME			ABET BAND	PROVIDER NAME	PROVIDER NAME			
SGB Plastics Manufacturing			Undefined					
FIELD DESCRIPTION			SUBFIELD DESCRIPTION					
Manufacturing, Engineering and Technology			Manufacturing and Assembly					
UNIT STANDARD CODE UNIT STAN			ARD TYPE	NQF LEVEL	CREDITS			
MET-MNA-0-SGB MAP Regular			Level 1	3				

# Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the reasons for starting or running a business.

# SPECIFIC OUTCOME 2

Explain the role assets play in carrying out business.

# SPECIFIC OUTCOME 3

List the sources of money required to establish and run the business.

## SPECIFIC OUTCOME 4

List the areas of expenditure in a business (where the money goes to).

### SPECIFIC OUTCOME 5

Describe how profit is generated and how it might be increased.

### SPECIFIC OUTCOME 6

Describe the benefits to each stakeholder group of making a profit in the business.

### SPECIFIC OUTCOME 7

Identify and explain the role of the bookkeeping and accounting function of the business.

### SPECIFIC OUTCOME 8

Identify and explain the role of the human resource function of the business.



### UNIT STANDARD:

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# Read, interpret and understand information on a payslip

SAQA US ID	UNIT STANDARD TITLE							
13157	Read, interpret and understand information on a payslip							
SGB NAME			ABET BANL	PROVIDER NAME	PROVIDER NAME			
SGB Plastics Manufacturing			Undefined					
FIELD DESCH	RIPTION		SUBFIELD	DESCRIPTION				
Manufacturing, Engineering and Technology			Manufacturing and Assembly					
UNIT STANDARD CODE UNIT STAND			DARD TYPE	NQF LEVEL	CREDITS			
MET-MNA-0-SGB MAP Regular			Level 1	2				

### **Specific Outcomes:**

### SPECIFIC OUTCOME 1

Identify and explain the income and the work-related and personal deductions

### SPECIFIC OUTCOME 2

Explain any other information that appears on the payslip

### SPECIFIC OUTCOME 3

Verify payslip calculations

### SPECIFIC OUTCOME 4

Describe how to obtain help if a mistake is suspected

### SPECIFIC OUTCOME 5

Discuss the concept of confidentiality with regard to payslip information