



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Housing

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1065 Arcadia Street, Hatfield.

Comment on the unit standards should reach SAQA at the address ***below and no later than 16 February 2004***. All correspondence should be marked **Standards Setting – SGB Housing** and addressed to

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ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

General Education and Training Certificate Housing: Housing Consumer Education

SAQA QUAL ID	QUALIFICATION TITLE	
48642	General Education and Training Certificate Housing: Housing Consumer Education	
SGB NAME	SGB Housing	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
PPC-1-National Certificate	National Certificate	Physical Planning, Design and Management
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
120	Level 1	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification is for persons who are about to become homeowners or are already homeowners or intend to rent or are already renting an accommodation. The primary purpose of the qualification is to provide a firm foundation of skills for further learning to enable learners to pursue a possible career in housing. Learners with this qualification will gain introductory knowledge of key issues, principles and general practices in housing delivery. It seeks to develop the full potential of the learners thus giving them the confidence and independence within the housing environment to enable them to participate as informed housing consumers in their respective communities as critical and active individuals.

Through the elective component of this qualification, learners will be able to select a possible pathway or related sector where they could begin to apply housing skills in a specific context. This qualification is therefore a key stage for those learners with limited formal education. It serves as a bridge between General Education & Training Certificate (GETC) and Adult Basic Education & Training (ABET) and Further Education and Training (FET) thus laying the foundation or solid ground for individuals to move into and within numerous career pathways in the housing sector. Learners will have achieved a GETC level both in general education areas such as literacy and numeracy and in a range of life skills that will provide them with a platform to proceed toward the FET band.

The attainment of this qualification will also attract future learners, especially those who are likely to access housing through various tenure options and consider to make a career in the housing sector by requiring the basic knowledge on housing general. It will also provide for recognition of prior learning to allow learners who wish to obtain further education and training in this field thus gaining credits towards higher qualifications.

Rationale for the qualification

This qualification has been developed for consumers within the housing sector. The rationale for the introduction of this unit standard based qualification is to empower the housing consumers to effectively and meaningfully engage in the housing market and be familiar with the housing delivery processes through training and development.

In the past, many housing consumers especially the majority of black people did not have any exposure or understanding of homeownership issues. During recent years, the low-income housing market has experienced exploitation by unscrupulous builders and/or service providers who take advantage of the inability of housing consumers to understand housing delivery systems, processes and procedures.

Through the initial research and broad consultation process with relevant stakeholders, a need was clearly identified for housing consumer education. This qualification therefore meets the need to ensure that homeowners and tenants are equipped with the necessary knowledge through housing consumer education and training to enable them to avoid unnecessary exploitation and vulnerability by unscrupulous service providers. It will therefore focus on educating homeowners on their rights, responsibilities, duties and obligations as well as housing options, housing finance and other housing related matters to enable them to make appropriate and informed housing decisions and choices. It seeks to contribute towards the integration of housing education that is currently fragmented and being addressed by many interest groups in many different ways.

This qualification has therefore been developed to provide flexibility and mobility and/or progression to both vertical and horizontal articulated qualifications in terms of the generic core unit standards as well as the context of unit standards for professionalism in the housing sector. It is aimed at preparing those who wish to enter formal training programmes on housing and/or other related disciplines. This qualification is critical because it comprises Unit Standards and related specific outcomes of Adult Basic Education and Training (ABET) at NQF Level 1 which substantially bridge the gaps that exist.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The learning assumed to be in place should be the knowledge, comprehension and application of fundamentals of literacy, communications and numeracy skills at ABET Level 3 as well as perceived basic knowledge of housing delivery.

Recognition of prior learning

This qualification may be achieved in part or completely through the recognition of what learners currently know in the context of housing and related matters. This includes formal, informal and non-formal learning and housing experience acquired by the learner. Learners who believe that they already possess the competencies to enable them to meet all the outcomes listed in the unit standards will therefore present themselves for assessment against such unit standards for recognition purposes. This will therefore be used as a tool to enable learners to acquire credits towards this qualification.

QUALIFICATION RULES

Rules of combination

In order to be in line with the SAQA principle of avoiding duplication, existing unit standards were used where possible. The fact that this qualification provides the learner with an introductory overview of housing, especially housing consumer education in South Africa, it is imperative that learners wishing to achieve this qualification must obtain 60 credits from the core unit standards. Also, given the fact that the key purpose of this qualification is to provide a foundation for further education and training in the field of housing, 39 credits from the fundamental units standards should be obtained.

A number of elective unit standards that reflect specific sub-sectors and contexts for housing have been provided for learners. Learners therefore need to achieve at least a minimum of 21 credits from the elective learning component in order to achieve a certificate at this level. In the selection of electives, the following example is provided that shows a meaningful combination of the unit standards to be elected if the learner is to strike a meaningful combination to achieve the qualification:

a) Community house building:

- > Read and interpret construction drawings and specifications
- > Construct on site- sanitation facilitation
- > Set out, excavate, cast concrete strip foundations, build foundation walling and cast concrete slaps
- > Render basic first aid
- > Procure materials, tools and equipment

b) Life Skills: Unit Standards:

- > Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution
- > Demonstrate skills that relate to a safe and secure environment
- > Demonstrate knowledge of self in order to understand one's identity and role within the immediate community and South African society
- > Demonstrate an understanding of HIV/AIDS and its implications
- > Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on business, sub-sector, on organisation and a specific workplace

c) Business, Commerce and Management:

- > Demonstrate an understanding of the principles of supply and demand, and the concept: production
- > Identify, analyse and select business opportunities

d) Finances:

- > Manage personal finances
- > Plan and manage personal finances
- > Examine the costs and benefits of using banking institutions for the managing of personal finances

e) Environmental Sciences:

- > Recognise and describe environmental issues and activities that affect the quality of the environment
- > Maintain basic safety, health and environmental issues
- > Practice environmental awareness

f) Social Housing: To be generated.

g) Real Estate: To be identified.

> If the learner feels that he/she does not have enough communication and numeracy skills and require upgrading of such identified skills, he/she may consider learning the following Communication and Mathematical Literacy Unit Standards.

- > Use basic speaking and listening skills
- > Write simple defined texts
- > Engage in a range of speaking and listening interactions for a variety of purposes.
- > Identify and respond to selected literacy texts.
- > Read and respond to a range of text types.
- > Write for a variety of different purposes.
- > Describe, represent and interpret mathematical models in different contexts.
- > Work with measurement in a variety of contexts.
- > Work with patterns in various contexts.
- > Working with numbers in various contexts.
- > Working with numbers in various contexts.

> Social Housing Unit Standards that form an integral part of housing are still being generated and will be incorporated onto the qualification as soon as finalised.

EXIT LEVEL OUTCOMES

The outcomes are specified in terms of a combination of specific and critical cross-field outcomes that are defined in the different unit standards. These outcomes are integrated into the assessment criteria of each individual unit standards.

At the end of the qualification, the learner should be able to:

1.

- > Recall, collect and organise information on the various roles and responsibilities of housing consumers and all relevant role-players.
- > Identify and compare the different tenure options and the implications of each.
- > Describe, interpret and apply housing finance knowledge to make an informed decision on the choice of housing finance.

- > Identify, describe and interpret commonly used housing contractual documentation.
- > Specify and explain the key technical features and requirements regarding the construction of a permanent residential structure.
- > Describe and demonstrate knowledge of the various housing delivery options and explain the practical implications of each in the context of housing finance, rights and responsibilities and other relevant housing factors impacting on the individual housing consumer.
- > Communicate with individuals, members of the community, government structures, housing institutions, state enterprises by demonstrating the ability to summarise information on housing and express opinion on the given information in a form of speech and/or writing.
- > Plan, manage and apply basic numeracy skills and use mathematics to work with numbers, number patterns, measurements, ratios and relationships, space, shape and mapping, budgeting and calculations; and to understand the role of maths in the social, cultural, political and economic areas.
- > Plan and manage personal finances in relation to expenses, liabilities and responsibilities by a homeowner.
- > Use language, literacy and communication to show critical awareness of language usage; engage with values of texts, identify, access, use and present information; use appropriate communication skills, conventions and structures for specific purposes and situations; explore and use a variety of strategies to learn, engage with meaning, organisation and structure in texts.
- > Use learning and research methods that will help learners analyse and organise information, utilise efficient time management and study skills; and undertake effective personal planning and self-management.
- > Recall and explain the information acquired on housing concepts, processes, procedures.

Exit level outcomes (electives)

Life Skills:

2.

- > Recall and relate an individual's right to access adequate housing is explained; and state the individual's responsibility for the payment of rates and services.
- > Specify and describe factors contributing to an environment in which homes are safe and secure.
- > Use acquired knowledge and skills to play an important role in organising and deciding on meaningful actions to participate on housing development within the community.
- > Describe the impact of HIV/AIDS in the housing environment.
- > Recall and relate the effects of HIV/AIDS within the housing sector.

Community House Building:

3.

- > Recall, identify and explain construction drawing, housing plans as well as describe specifications.
- > Recall, identify and describe the proper technology to construct sanitation facilities.
- > Identify and describe process of preparing land and building a foundations and casting of slabs for house building purposes.
- > Recall instructions on how to deal with common emergencies on building site until a doctor takes charge of the patient.
- > Identify, list and specify building materials, tools and equipment for building a house.

Business, Commerce and Management:

4.

- > Define the principles of demand and supply in the context of housing as well as list the factors of production for housing.
- > Recall and explain the degree to which housing may be used as a locus for economic activity and investment.

Finances:

5.

- > Recall and explain ways in which personal finances can be managed and improved through effective and efficient budgeting.
- > Plan personal budget and make decisions with respect to saving money for housing purposes.
- > Recall, identify, name and describe the various financial institutions (private or government) that

provides housing finance and applicable interest rates in terms of a loan.

Environmental Sciences:

6.

- > Explain the importance of environmental scanning for housing development purposes.
- > Identify, describe and distinguish safe, harmful, satisfactory and unsatisfactory living conditions in human settlements.
- > State and explain environmental issues and their effects.

ASSOCIATED ASSESSMENT CRITERIA

Assessors are required to check that the learner demonstrates an ability to consider a range of available options and make appropriate decisions related to housing.

1.

- > The roles and responsibilities of the various role-players in housing, especially housing consumers and service providers, are described, explained and demonstrated.
- > The different tenure options are described and explained.
- > The implications of the different tenure options are identified and compared.
- > The different housing financial institutions are identified and the costs and benefits are illustrated and examined.
- > The various business transactions in a form of agreements are identified and explained.
- > Construction drawings, house plans and specifications are specified and explained.
- > The various housing programmes and housing schemes are identified, described and explained.
- > Housing related problems are identified, solved and/or reported using creative and critical thinking.
- > Choices about meeting housing needs and demands are made using numerical and budgeting skills.
- > Priorities are set and budgeted for using knowledge of the housing finance, and judgements are made about housing decisions taken.
- > Accessed housing information is described, explained and applied in the housing context.
- > Relevant learning materials are located, collected and analysed; time is planned and efficiently utilised for learning purposes.
- > Relevant knowledge and skills related to housing development is transferred to real life situations.

Life Skills:

2.

- > The Constitutional rights related to access to adequate housing are explained and the payment of rates and services is applied and implications are drawn and highlighted.
- > An environment that will create safe and secure homes is identified and described.
- > Ingenuity to solve housing related problems within local communities is displayed by learners.
- > The problems related to HIV/AIDS facing homeowners are identified and explained.
- > Apply learning skills on HIV/AIDS related matters affecting housing.

Community House Building:

3.

- > Housing plans, construction drawings of the finished housing product and associated specifications are described.
- > Proper technology to construct sanitation facilities is identified and described, and the use therefore is demonstrated.
- > Building skills are used to build own house.
- > Land preparation processes are identified and adhered to in terms of regulations.
- > First Aid skills are applied in case of emergencies on building site.
- > Building materials are identified, chosen and purchased on the basis of quality, economical-and-cost effectiveness.

Business, Commerce and Management

4.

- > Learners show understanding of the concepts of demand and supply; knowledge of the factors of production in a housing context is demonstrated.
- > Recognition of housing as not only a shelter but also an economic empowerment instrument is displayed

and other related uses are identified and explained.

Finances:

5.

- > Budgeting skills are displayed using family/household income to obtain an affordable house.
- > Personal budget is developed and priorities are set.
- > Financial institutions that provide housing finance that best suit family needs are chosen and compared.

Environmental Sciences:

6.

- > Knowledge of the importance to integrate housing development with environmental conservation is demonstrated.
- > Using collected information, learners can show or illustrate The difference between safe, harmful, satisfactory and unsatisfactory living conditions is illustrated using available and collected information.
- > Basic understanding of the environment and surroundings is demonstrated.

Integrated assessment

The applied competence (practical, foundational and reflective competencies) of this qualification will be achieved if the learner is able to achieve all the required exit level outcomes of the qualification. Assessors must be able to assess the learner's knowledge, skills, processes and the end-result of learning thereof. Two types of assessment will be used to determine adherence to the set criteria in the unit standards and performance during the learning process. Both formative and summative types of assessment will be used on an ongoing basis throughout the learning process.

Formative assessment

The assessment criteria for formative assessment are described in the various unit standards. This will take place during the process of learning. In essence, the assessment must be fair, transparent and consistent, and should under no circumstances hinder or advantage the learner. A range of integrated assessment methods and tools should be used to give the assessor reliable and valid proof of competence and evidence of required attitudes. These will include, inter alia;

- > Role-play simulations
- > Structured group discussions
- > Knowledge tests, exams, case studies
- > Projects.
- > Working in teams.
- > Scenario sketching.
- > Verbal report backs (presentations.)

Summative assessment.

Summative assessment is carried out at the end of learning period to confirm that the learner has demonstrated competency against a particular unit standard(s). A detailed portfolio of evidence will be provided for this purpose. It will also be carried out as a diagnostic assessment tool to identify the learner's skills gaps.

INTERNATIONAL COMPARABILITY

This qualification may be regarded as unique to the South African context. Possible links have been sought with outside countries such as the United Kingdom through the Chartered Institute of Housing as our principal link as well as other learning institutions in the USA and other countries in and outside Africa, and there was no evident information regarding such a qualification or unit standards in which this qualification could be benchmarked against. Basically, the bulk of this qualification is made up of fundamental components relating to housing consumer education.

ARTICULATION OPTIONS

This qualification provides the learner with the flexibility to pursue different careers in the housing sector and articulation within specialised fields of housing. This qualification is therefore a useful building block or the basis for progression to other NQF Levels thus affording the learner an opportunity to articulate vertically and horizontally, for example, the FET band at NQF Level 2. A range of electives within this qualification will provide the learner further learning within certain areas of specialisation such as real estate, social housing, building construction, community house building, civil engineering construction, environmental sciences, and finance and management.

MODERATION OPTIONS

Anyone assessing the learner against this qualification will be performing the following functions to ensure consistency of assessment:

- > Monitoring and evaluating the standards of all summative assessments in terms of the relevant ETQA policy.
- > To review both substantive and process related matters in the case of an appeal against an assessment decision.
- > Maintain standards by exercising appropriate influence and control over assessors to ensure good standards of practice.
- > Exercise a moderation function in case of a dispute between assessors, or between a learner and an assessor.
- > Submit reports to the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors need to demonstrate the following:

- > Knowledge of the NQF and the role of SAQA and ETQA policy.
- > Knowledge of the housing environment in general.
- > Good interpersonal and assessment skills and practices.
- > Knowledge of career structures within the housing sector.
- > The ability to write reports and provide objective recommendations to the Accreditation body.

NOTES

N/A

UNIT STANDARDS

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	114231 Demonstrate understanding of housing development processes and procedures and apply knowledge to make an informed housing choice to access appropriate housing	Level 1	8	Public Comment
Core	114232 Describe housing finance options and demonstrate an understanding of procedures to access housing finance and show how they affect own budget	Level 1	8	Public Comment
Core	114233 Identify and demonstrate an understanding of housing delivery options.	Level 1	8	Public Comment
Core	114234 Describe and select appropriate tenure options	Level 1	10	Public Comment
Core	114235 Describe the legal issues relating to the housing contracts and documentation	Level 1	8	Public Comment
Core	114236 Manage technical issues in relation to housing	Level 1	8	Public Comment

Core	114290 Identify and manage rights and responsibilities of housing consumers and other role-players	Level 1	8	Public Comment
Elective	10007 Identify, analyse and select business opportunities	Level 1	3	Registered
Elective	12509 Manage personal finances	Level 1	8	Registered
Elective	12512 Practice environmental awareness	Level 1	4	Registered
Elective	13998 Demonstrate an understanding of the principles of supply and demand, and the concept: production	Level 1	2	Registered
Elective	14661 Demonstrate knowledge of self in order to understand one's identity and role within the immediate community and South African society	Level 1	3	Registered
Elective	14792 Maintain basic safety, health and environmental issues	Level 1	4	Registered
Elective	15092 Plan and manage personal finances	Level 1	5	Registered
Elective	8494 Demonstrate an understanding of HIV/AIDS and its implications	Level 2	4	Registered
Elective	9965 Render basic first aid	Level 2	3	Registered
Elective	10716 Examine the costs and benefits of using banking institutions for the managing of personal finances	Level 2	3	Registered
Elective	11816 Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution	Level 2	2	Registered
Elective	14888 Construct on-site sanitation facilities	Level 2	2	Registered
Elective	14895 Set out, excavate, cast concrete strip foundations, build foundation walling and cast concrete slabs	Level 2	6	Registered
Elective	114219 Demonstrate an understanding and implement environmental initiatives on a construction activity	Level 2	4	Public Comment
Elective	9968 Procure materials, tools and equipment	Level 3	10	Registered
Elective	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	4	Registered
Fundamental	12445 Engage in speaking and listening interactions	Below Level 1	6	Registered
Fundamental	12446 Use basic reading skills to respond to defined texts	Below Level 1	8	Registered
Fundamental	12460 Write defined texts	Below Level 1	6	Registered
Fundamental	7449 Critically analyse how mathematics is used in social, political and economic relations	Level 1	2	Registered
Fundamental	7450 Work with measurement in a variety of contexts	Level 1	2	Registered
Fundamental	7451 Collect, analyse, use and communicate numerical data	Level 1	2	Registered
Fundamental	7453 Use algebraic notation, conventions and terminology to solve problems	Level 1	3	Registered
Fundamental	7461 Use maps to access and communicate information concerning routes, location and direction	Level 1	1	Registered
Fundamental	7463 Describe and represent objects and the environment in terms of shape, space, time and motion	Level 1	2	Registered
Fundamental	7504 Demonstrate skills that relate to a safe and secure environment	Level 1	2	Registered
Fundamental	7534 Explore and use a variety of strategies to learn	Level 1	3	Registered
Unknown	14014 Read and interpret construction drawings and specifications	Level 1	3	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Describe housing finance options and demonstrate an understanding of procedures to access housing finance and show how they affect own budget

SAQA US ID	UNIT STANDARD TITLE		
114232	Describe housing finance options and demonstrate an understanding of procedures to access housing finance and show how they affect own budget		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Housing	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Physical Planning and Construction		Physical Planning, Design and Management	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 1	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Discuss and describe different housing finance options and procedures.

SPECIFIC OUTCOME 2

Explain the purpose of relevant housing subsidies and housing programmes.

SPECIFIC OUTCOME 3

Explain the purpose of mortgage finance when acquiring a home.

SPECIFIC OUTCOME 4

Explain the purpose of non-mortgage finance when acquiring a home.

SPECIFIC OUTCOME 5

Explain the purpose of micro loans in acquiring a home.

SPECIFIC OUTCOME 6

Explain the purpose of savings-backed loans when acquiring a home.

SPECIFIC OUTCOME 7

Compare finance options in order to select and apply to own budget.

SPECIFIC OUTCOME 8

Describe rights and responsibilities of roleplayers in housing finance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Describe the legal issues relating to the housing contracts and documentation

SAQA US ID	UNIT STANDARD TITLE		
114235	Describe the legal issues relating to the housing contracts and documentation		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Housing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Physical Planning and Construction		Physical Planning, Design and Management	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-PPD-0-SGB HOUSE	Regular	Level 1	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Define, explain and discuss contracts and the legal status of relevant housing documentation.

SPECIFIC OUTCOME 2

Describe the most commonly used housing related documentation.

SPECIFIC OUTCOME 3

Identify the purpose of the most commonly used housing related documents.

SPECIFIC OUTCOME 4

Describe the consequences of breach of commonly used housing related contracts.

SPECIFIC OUTCOME 5

Identify the rights and responsibilities of role players in relation to legal documentation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Identify and demonstrate an understanding of housing delivery options.

SAQA US ID	UNIT STANDARD TITLE		
114233	Identify and demonstrate an understanding of housing delivery options.		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Housing	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Physical Planning and Construction		Physical Planning, Design and Management	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-BUC-0-ISGB 00-12	Regular	Level 1	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe and explain the basic Housing Delivery Options.

SPECIFIC OUTCOME 2

Explain the implications for oneself and the community of each housing delivery option.

SPECIFIC OUTCOME 3

Identify a financial or funding model for each option.

SPECIFIC OUTCOME 4

Describe the rights and responsibilities of roleplayers in delivery issues.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Identify and manage rights and responsibilities of housing consumers and other role-players

SAQA US ID	UNIT STANDARD TITLE		
114290	Identify and manage rights and responsibilities of housing consumers and other role-players		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Housing	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Physical Planning and Construction		Physical Planning, Design and Management	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-PPD-0-SGB HOUSE	Regular	Level 1	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Show critical awareness of the relationship between rights and responsibilities of consumers.

SPECIFIC OUTCOME 2

Identify and describe the rights and responsibilities of homeowners.

SPECIFIC OUTCOME 3

Select and organise the rights and responsibilities of role players that provide housing.

SPECIFIC OUTCOME 4

Select and organise the rights and responsibilities of tenants.

SPECIFIC OUTCOME 5

Select and organise the rights and responsibilities of role players that provide housing for rental.

SPECIFIC OUTCOME 6

Use appropriate strategies to exercise housing consumer rights and be able to design.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Manage technical issues in relation to housing

SAQA US ID	UNIT STANDARD TITLE		
114236	Manage technical issues in relation to housing		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Housing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Physical Planning and Construction		Physical Planning, Design and Management	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-PPD-0-SGB HOUSE	Regular	Level 1	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify technical components and internal layout of a house.

SPECIFIC OUTCOME 2

Describe the basic dimensions and site of a house.

SPECIFIC OUTCOME 3

Identify elements that go into a building a good quality house, propose solutions for bad quality.

SPECIFIC OUTCOME 4

Identify the basic different types of soil formations.

SPECIFIC OUTCOME 5

Describe the different topographical formations affecting housing.

SPECIFIC OUTCOME 6

List the minimum internal services a house should have.

SPECIFIC OUTCOME 7

Describe the rights and responsibilities of roleplayers in relation to technical issues.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Demonstrate understanding of housing development processes and procedures and apply knowledge to make an informed housing choice to access appropriate housing

SAQA US ID	UNIT STANDARD TITLE		
114231	Demonstrate understanding of housing development processes and procedures and apply knowledge to make an informed housing choice to access appropriate housing		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Housing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Physical Planning and Construction		Physical Planning, Design and Management	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-PPD-0-ISGB 00-12	Regular	Level 1	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Discuss and describe the housing delivery processes in South Africa.

SPECIFIC OUTCOME 2

Distinguish and explain different tenure options.

SPECIFIC OUTCOME 3

List and describe different housing delivery mechanisms.

SPECIFIC OUTCOME 4

Demonstrate an understanding of technical issues relating to physical aspects of housing.

SPECIFIC OUTCOME 5

Identify and exercise rights and responsibilities of all parties involved in the housing process.

SPECIFIC OUTCOME 6

Identify and apply knowledge of the different types of legal and contractual issues.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Describe and select appropriate tenure options

SAQA US ID	UNIT STANDARD TITLE		
114234	Describe and select appropriate tenure options		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Housing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Physical Planning and Construction		Physical Planning, Design and Management	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
PPC-PPD-0-ISGB 00-12	Regular	Level 1	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe tenure options and where they are applicable.

SPECIFIC OUTCOME 2

Explain and compare the rights and responsibilities linked to different tenure options.

SPECIFIC OUTCOME 3

Choose tenure option appropriate to individual, family or community circumstance.