

No. 736

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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

**Human and Social Studies**

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. The qualification and unit standards can be accessed via the SAQA web site at [www.sqa.org.za](http://www.sqa.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address ***below and no later than 22 August 2005***. All correspondence should be marked **Standards Setting – SGB Archaeology** and addressed to

The Director: Standards Setting and Development  
SAQA  
*Attention: Mr. Eddie Brown*  
Postnet Suite 248  
Private Bag X06  
Waterkloof  
0145  
or faxed to 012 – 431-5144  
e-mail: [ebrown@sqa.co.za](mailto:ebrown@sqa.co.za)

  
**DUGMORE MPHUTHING**  
**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### National Certificate: Archaeology

SAQA QUAL ID	QUALIFICATION TITLE		
49772	National Certificate: Archaeology		
SGB NAME		NSB 07	PROVIDER NAME
SGB Archaeology		Human and Social Studies	
QUAL TYPE		FIELD	SUBFIELD
National Certificate		Human and Social Studies	Traditions, History and Legacies
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	120	Level 3	Regular-Unit Stds Based

#### PURPOSE AND RATIONALE OF THE QUALIFICATION

##### Purpose:

The purpose of the Qualification is to build the technical knowledge and skills required by field assistants, workers on archaeological sites and learners as part of the implementation of the National Skills Strategy. It provides the opportunity for learners to obtain recognition for formal and extended training in the techniques and goals of archaeology. It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate confidently as workers in the South African community and to respond to the challenges specific to the archaeological environment. It will open career opportunities for learners in Museums, Universities and Private Contractor Organisations undertaking impact assessments and mitigation, and may be useful for learners in Travel and Tourism.

The Qualification provides a balanced, holistic learning experience that allows flexible access to further education, lifelong learning and to productive employment in archaeology, geological field work and heritage related positions for learners who are not archaeologists in their own right. A category of membership has been created by the Association of Southern African Professional Archaeologists (ASAPA) for learners who achieve the National Certificate: Archaeology: Level 3. This should make the Qualification attractive to amateur practitioners or recreational archaeologists.

##### Rationale for the qualification:

The National Certificate: Archaeology: Level 3 is designed to meet the needs of learners with little or no formal training who currently work in archaeological related positions, such as field and museum assistants. It provides a broad knowledge of the basics of archaeological excavation and recording. It focuses on practical experience and skills with limited library and archival research for people in museums, universities, archaeological sites and laboratories who are required to select appropriate procedures to solve problems within given parameters and who operate within clearly defined contexts. The intention is:

- > To provide a general knowledge of archaeological methods and history specific to southern Africa.
- > To ensure that high standards of work are undertaken.

The National Certificate: Archaeology: Level 3 could be offered in formal education or as occupational-directed workplace based training for learners already employed on archaeological sites, at universities and in laboratories and museums and for learners in learnership programmes. The practical skills would also be useful for university students whose courses have not included field work and for recreational archaeologists/amateur practitioners who assist on excavations as volunteers. As most field skills in archaeology are acquired on the job, institutions that offer the Qualification will need to have access to an archaeological site.

Qualifying learners should be knowledgeable about and competent in:

- > Using archaeological equipment in surveying, excavating, recording and rehabilitating a site.
- > Applying knowledge of safety procedures at a specific site.
- > Identifying materials commonly found at archaeological sites in Southern Africa and classifying them according to commonly accepted archaeological categories.
- > Recording artefacts and/or excavation features at an archaeological site and/or in a laboratory.
- > Behaving ethically and within appropriate legal parameters at an archaeological site and workplace.
- > Understanding site formation processes and key aspects of the human past.

### **RECOGNIZE PREVIOUS LEARNING?**

Y

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

It is assumed that learners are competent in Communication and Mathematical Literacy at NQF Level 2.

Recognition of prior learning:

- > The National Certificate: Archaeology: Level 3 allows open access. Provision has been made for prior learning to be recognised if a learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Application for Recognition of Prior Learning (RPL) should be made to a relevant accredited ETQA.
- > Credit towards a Unit Standard is subject to quality assurance by a relevant accredited ETQA and is conducted by a workplace assessor.
- > This Qualification can be obtained in part or in whole through Recognition of Prior Learning.
- > RPL will be done using a range of assessment tools and techniques that have been jointly decided upon by the learner and the assessor.
- > The same principles that apply to assessment of the Qualification and its associated Unit Standards apply to RPL.

### **ACCESS TO THE QUALIFICATION**

There is open access to this Qualification bearing in mind the Learning Assumed to be in Place.

### **QUALIFICATION RULES**

Level, credits and learning components assigned to the qualification:

The Certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence in the techniques and goals of archaeology.

The Qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 120 credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows:

- > Fundamental - 36 credits
- > Core - 59 credits
- > Electives - 25 credits
- > Total - 120 credits

Motivation for the number of credits assigned to the Fundamental, Core and Elective Components

Fundamental Component (All are compulsory)

There are twenty credits allocated to Communication and sixteen credits to Mathematical Literacy at the level of the Qualification to enable learners to communicate effectively with others in the work situation. The Mathematical Literacy will help learners to solve problems related to the work situation and personal lives.

Core Component (All are compulsory)

Fifty nine credits have been allocated to Unit Standards designated as Core for the purpose of this Qualification. The Unit Standards classified as Core provide the basic knowledge and skills that all

workers need to know to operate as field assistants on an archaeological site and for people in museums, universities, archaeological sites and laboratories. They provide an opportunity to develop knowledge of archaeology through practical experience and the application of knowledge, research and study skills and ensure that the Qualification has a strong archaeological focus. All the Unit Standards indicated as Core are compulsory.

#### Elective Component

Learners are required to select Electives that add up to at least 25 credits. The Unit Standards may be selected from the allocated list of Electives and may relate directly to the learner's work or may be life skills to enhance personal development and employability.

Other Unit Standards that are relevant to Archaeology may also be included as electives subject to the approval of the relevant ETQA.

#### EXIT LEVEL OUTCOMES

The National Certificate: Archaeology: Level 3 is intended for personnel already employed in museums, universities, archaeological sites and laboratories and amateur or recreational archaeologists who assist at excavations on a voluntary basis. The focus is on basic operational knowledge, an understanding of the archaeological excavation environment and an ability to select appropriate processes and procedures to solve problems and make decisions within clearly defined contexts. Learners are required to apply literacy and numeracy skills to a range of different contexts. They are expected to collect, organise, summarise, interpret and report information from a range of sources and to take a position on available information, discuss issues and explain their standpoints coherently in spoken and written form. Work on an excavation site and in museums, universities, archaeological sites and laboratories is strictly under the supervision of the Archaeologist.

Learners should have the capacity to work within a managed environment. They should be able to manage their time effectively and have the capacity to contribute actively to a team's effectiveness.

The Exit Level Outcomes and their Associated Assessment Criteria are the following, which means that the learner will be capable of:

1. Using archaeological equipment in surveying, excavating, recording and rehabilitating a site and representing findings and/or excavation features spatially
2. Identifying and classifying materials commonly found at archaeological sites in Southern Africa and understanding key aspects of the human past
3. Applying knowledge of safety procedures at a specific site
4. Behaving ethically and within appropriate legal parameters at an archaeological site and workplace

#### Critical Cross-Field Outcomes:

The learner can demonstrate ability to:

- > Identify and solve problems in which responses show that responsible decisions have been made in selecting appropriate tools and dealing with unexpected challenges on the site.
- > Work effectively with others as a member of a team, in that field assistants and people in museums, universities, archaeological sites and laboratories work as members of a team and learners would not work on their own.
- > Organise and manage oneself and one's activities responsibly and effectively in keeping own work area clean and clear and maintaining own excavation tools.
- > Collect, organise and critically evaluate information in classifying, labeling and recording findings
- > Communicate effectively when working with others.
- > Use science and technology effectively and critically showing responsibility towards the environment and the health of others in selecting and using equipment appropriately.

> Demonstrate an understanding of the world as a set of related systems by recognising the consequences of destroying or misplacing evidence.

Exit points for learners who do not complete a Qualification:

- > Learners will be credited with Unit Standards in which they have proved competence.
- > Learners who complete individual Unit Standards but do not complete this Qualification retain their credits. However, should the substance of the Unit Standards change, the validity of the credit towards the Qualification may be reviewed.
- > Learners who change their provider or learning site before completing the Qualification may transfer their credits to the new learning site.

### **ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > Appropriate equipment is selected and used for different purposes on an excavation site with due regard for safety.
  - > Information and/or findings are recorded correctly.
2.
  - > A range of archaeological materials is classified to establish patterns of human activities in the past.
  - > Instructions of the professional archaeologist are followed accurately.
  - > Changes in the deposit are identified and reported using laid down procedures.
3.
  - > The necessary precautions are applied in accordance with the safety requirements of a specific site.
  - > Tools are used correctly with regards to safety requirements and procedures.
4.
  - > Behaviour on site is in accordance with the Archaeologists' Code of ethics and standards for best practice.
  - > Archaeological Code of Ethics is applied in dealing with artefacts and people on the site.
  - > Standards are applied in dealing with artefacts and excavations.

Integrated assessment:

Before The National Certificate: Archaeology: Level 3 is awarded, learners are required to demonstrate competence in the required Unit Standards and complete a summative assessment based on the exit outcomes of the Qualification.

### **INTERNATIONAL COMPARABILITY**

Archaeology is a discipline encompassing many sub-disciplines, each of which has globally recognised best practices and qualifications. The National Certificate: Archaeology: Level 3 utilises international and locally recognised best practice and standards to afford a measure of international comparability.

Several countries in the English-speaking world offer vocational training for a number of careers. Amongst these are the countries of the United Kingdom, Australia and New Zealand. Archaeological training and qualifications are still largely provided at universities and colleges and aimed at under- and post-graduates.

UK and Europe

Concerted attempts have been made to implement a system of vocational qualifications for archaeology in the UK by the Institute of Field Archaeologists (IFA) under the auspices of the Archaeological Training Forum (ATF). The suggested system is synthesized in the document "The future of archaeological training and career development - Roles and skills in archaeology". National Occupational Standards (NOS) developed by the Cultural Heritage National Training Organisation (CHNTO) have been developed and are broadly consistent with the topics and standards that have been developed for archaeology in South Africa. The CHNTO standards are being implemented by commercial firms and organisations involved in Heritage Management as a means of assessing the experience of workers.

The Nautical Archaeology Society in the UK ([nas.nasportsmouth.org.uk](http://nas.nasportsmouth.org.uk)) has developed a well-planned Certificate in Foreshore and Underwater Archaeology for which credits can be accumulated in stages from an introductory course to a Part IV Advanced Certificate. The same qualification is offered in South Africa through the accredited South African Heritage Resources Agency (SAHRA) (contact:

jjgribble@sahra.org.za). The SAQA Unit Standard at Level 3, Investigate a maritime site is based on the NAS Introduction to foreshore and underwater archaeology and the NAS Part I Certificate.

The Council for British Archaeology (CBA) has been leading a campaign against the decision by the AQA examination board to drop its GCSE Archaeology course that gives school learners a background knowledge of archaeological methods and the early history of Britain. The main reasons given for dropping the course were the relatively small number of candidates who chose the option and the lack of school teachers with appropriate training. Teacher training in Archaeology will therefore be introduced at some training colleges.

In addition, the European Association of Archaeologists (EAA), which has members in most of the EU countries, aims to promote high standards in archaeological work, as members commit themselves to defined principles and requirements to carry out their work to the highest standards recognised by their professional peers. Projects currently funded by the EU are actively promoting translational training which brings together archaeologists and archaeological site managers or presenters from across Europe. It is inevitable that a system for ensuring consistent training and standards will have to be developed for Europe, specifically the EU countries.

#### South Africa

In South Africa, archaeological training is provided at under- and post-graduate levels at the universities of Cape Town, Witwatersrand, Pretoria and UNISA, with modules offered at the universities of Fort Hare and Venda. A post-graduate Diploma and Masters course in Rock Art Studies is offered at the Rock Art Research Institute at the University of the Witwatersrand. The emphasis is still placed on academic training with formal practical training forming a very small part of the overall programmes. Dedicated learners can also access training through participation on commercial contract-based archaeological projects, although no formal training generally takes place owing to time and cost pressures. There are currently no standards to ensure consistency of training, or to judge practical competence of the learner on completion of the degree. Degrees in archaeology issued by South African universities are widely recognised throughout the world and annually attract post-graduate students from numerous foreign universities.

#### Rest of Africa

Degrees in Archaeology are offered within History departments at the University of Namibia, the University of Botswana, and the University of Zimbabwe and at universities in Tanzania, Kenya, Uganda, Nigeria, Benin and Senegal. As far as could be ascertained, however, there are no African countries that offer practical courses equivalent to the proposed National Certificate in Archaeology. The only possible equivalent is a field school operated for about 6 weeks each year by Professor Jack Harris and his colleagues at Rutgers University in the USA at archaeological sites in Kenya. It is attended mostly by paying American students who receive credits for participation. The course covers most of the specific outcomes listed in Unit Standards that are Core in the National Certificate: Archaeology: Level 3.

#### Non-qualifying courses in Africa

A series of technical courses on the inventory, documentation and management of immovable cultural heritage have been arranged by ICCROM in alternate years in Mombassa in English and in Benin and Cameroon in French as part of the AFRICA-2009 programme. Countries that are members of ICCROM, a UNESCO-related organisation based in Rome, may nominate one or two participants for these courses which are run over three months. All expenses are paid and participants receive a certificate of attendance.

As the courses are focused mostly on management of sites and databases, they do not include the practical skills that form the backbone of the SAQA Unit Standards for Archaeology, but provide very useful experience in teamwork and heritage management in the African continent.

#### Internships

The International Council of African Museums (AFRICOM) offers 8-week internship opportunities to museum professionals in Africa in a museum or related heritage organisation. This programme would assist learners doing the elective for archaeological laboratory assistants, demonstrate ability to process and curate archaeological material in a laboratory environment. Details are available from the website [www.africom.museum](http://www.africom.museum). Other heritage studies courses that focus on museums are listed on [www.wave.co.nz/~jollyroger/Africa/africa.html](http://www.wave.co.nz/~jollyroger/Africa/africa.html).

Background and rationale for the choice of countries for comparison of the National Certificate:

### Archaeology: Level 3

This comparison is based on the web sites that provided access to vocational based standards for the comparison in the United Kingdom and the United States of America.

UK: The Cultural Heritage National Training Organisation (CHNTO) at [www.chnto.co.uk](http://www.chnto.co.uk) provides a full suite of cultural heritage and archaeological national occupational Unit Standards that enable a thorough comparison. The web site indicated that NQF standards have also been developed from levels 2 - 4, but have not been widely taken up by the industry - see excerpt below from: "Project to define professional functions and standards in archaeological practice".

"NVQs and SVQs: It remains an open question as to whether NVQs and SVQs will find a market within the profession. In the short and medium term, unless there is some external driver that makes this a requirement it is difficult to see from where demand will come. However, the occupational standards and unit structure is compatible with the Requirements of QCA and SQA and a qualification structure based on these has been proposed. Our analysis of occupations has concluded that the majority of activities fall broadly within levels 4 and 5 of the National Qualifications Framework (NQF) and it is possible to group the units to fit with a range of roles which typify current employment. There are however constraints on developing full NVQ/SVQ awards'.

Further research on the QCA website indicated that the level 2 - 4 NQF related archaeological qualifications were not registered or listed and it appears that the NOS standards are the leading standards in the industry. The full sets of standards were available for download.

The Levels of the NOS standard are not clearly indicated on the website, however, on analysis it is evident that these standards are at a higher level than the South African Unit Standards. There are some common competencies and outcomes, but the levels of complexity are very different.

USA: The National Park Services (NPS) provides fully accredited training programmes for archaeologists working across US Parks. The curriculum of course outcomes and competencies per job role may be found at [www.nps.gov/training](http://www.nps.gov/training).

The National Park Service's Archaeology-Interpretation Shared Competency Course of Study is a recent initiative to coordinate vocational training in association with the NPS Mather Training Centre. The Course of Study is designed to meet newly revised competency-based standards and strategies for NPS-sponsored training courses. The goals are to strengthen the relationship between archaeology and public interpretation and ultimately to improve how archaeology is presented to the public. Archaeologists, interpreters, and educators are collaborating in developing a course of study curriculum that will be used by NPS in training employees in three career fields. Employees will be trained together in the skills and abilities (shared competencies) needed to carry out a successful interpretation program. Among the main precepts of the curriculum are the needs for interdisciplinary communication and for sensitive interpretation to multicultural audiences.

The course of study is entitled "Effective Interpretation of Archeogonia Resources: The Archaeology-Interpretation Shared Competency Course of Study." A detailed outline of the training module, Module 440, is posted on the NPS Interpretive Development web site as well as the SEAC Web site. The Archaeology-Interpretation Shared Competency Course of Study Module was developed by an interdisciplinary team of interpreters and archaeologists in association with the NPS Albright Training Centre and Mather Training Centre. Two recent outcomes of the training module have been the development of the "Archaeology for Interpreters" and "Interpretation for Archaeologists" distance learning knowledge guides. These and other background resources are used in a Service-wide interdisciplinary 40-hour training course.

The site lists all the career streams in the NPS and the associated career paths and associated competence for each role. The relevant job roles include that of Archaeological Technician, which is comparable to the role of Field Assistant indicated in the South African qualification although the cognitive complexity required of an Archaeological Technician is at a higher level.

Archaeological technicians are specialists in archaeology-related fields such as photography; fieldwork, excavation, surveying and mapping; artefact collection, cleaning, sorting and labeling; automated data base management; field logistics; equipment management; and other assistance functions. Technicians possessing the competencies of this level have the knowledge and analytical skills equivalent to an advanced undergraduate educational level or a Bachelor's Degree in anthropology, archaeology, history, or a related field with specialised training in archaeology. Archaeological technicians perform under the direct supervision of a professional archaeologist and gain field experience as part of an archaeological field crew

or field school.

See Addendum 1 for the 4 competency levels in the USA qualification. (Refer to qualification notes)

#### Detailed Comparison

##### > Mathematical Literacy

- > Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations.
- > Use mathematics to investigate and monitor the financial aspects of personal, business and national issues.
- > Investigate life and work related problems using data and probabilities.
- > Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts.

From the documentation on the CHNTO (UK) And NPS (USA) mathematical literacy standards do not appear to be included in the qualifications. However, there are the equivalent of SAQA Fundamentals, referred to as Key Skill Units, on the NVQ in the UK and that there are mathematical key skills units from levels 1 - 4 in the UK with work based evidence as requirements.

##### > Communication

- > Accommodate audience and context needs in oral communication.
- > Interpret and use information from texts.
- > Write texts for a range of communicative contexts.
- > Use language and communication in occupational learning programmes.

From the documentation on the CHNTO (UK) And NPS (USA) communication standards do appear to be included in the UK or USA qualifications. However, the equivalent of SAQA Fundamental Communication Unit Standards are referred to as Key Skill Units on the NVQ in the UK and that there are communication key skills units from levels 1 - 4 in the UK with work based evidence as a requirement.

US - NPS Standard - Communication competencies contextualised to the role are included in the Archaeologist entry level. These competencies are at a higher level of complexity than the SA standards and require:

> Writing: Ability to prepare limited scale scientific reports that will disseminate the cultural resource data derived from projects in accordance with service and agency policies. Knowledge of basic techniques of writing technical and professional reports on the results of archaeological surveys that meet professional and National Park Service standards, Administrative skills such as preparing scopes of work, cooperative agreements, and contracts.

> Public Interpretation/Presentation/Outreach includes in its Ocompetencies.

- > Basic knowledge of techniques of conveying technical archaeological information to the lay public.
- > Ability to work as a team member in the design and implementation of effective public interpretation programs such as popular histories, brochures, pamphlets, videos, exhibits, posters, lesson plans, and other public interpretation devices.
- > Knowledge of public speaking techniques.

##### > Core

> Identify evidence of past human activity.

UK - CHNTO Archaeological practice Standards.

AE1 Characterise the archaeological resource and recommend action, AE2 Assess options for conserving the archaeological resource in situ and AE3 Identify and describe archaeological items have synergies with the South African Unit Standard in some of the criteria in terms of identifying and classifying archaeological material. The performance criteria are respectively:

- > AE1.1 Describe the archaeological resource.
- > AE1.2 Describe what data the resource has the potential to reveal.
- > AE1.3 Describe the potential significance of the archaeological resource.
- > AE1.4 Evaluate options and recommend action.
- > AE2.1 Explore and evaluate options for conserving the archaeological resource in situ.
- > AE2.2 Define the risks of conserving the archaeological resource in situ.



- > AE2.3 Recommend strategies for conserving the archaeological resource in situ.
- > AE3.1 Provide a description of an item.
- > AE3.2 Identify and classify an item.
- > AE3.3 Describe the potential significance of an item as an archaeological resource.

> Demonstrate techniques to prepare a site for excavation and to rehabilitate an archaeological site and Use and maintain basic excavation tools and equipment.

UK - CHNTO Archaeological practice Standards: AC2 Conduct non-intrusive investigations, AC3 Contribute to non-intrusive investigations, AC4 Conduct intrusive investigations and AC5 Contribute to intrusive investigations have synergies with the SA standards.

US - NPS Standards Archaeologist Entry level: Preservation, Treatment, and Maintenance.

- > Assists in planning and implementing archaeological projects and provides technical assistance.
- > Hands-on experience in recording soil depositional sequences, site formation processes, agents of deterioration, and recommendations for enhanced documentation, treatment, monitoring, and protection programs.
- > Knowledge of applicable management documents such as area management reports and preservation plans.

> Participate effectively in a team or group and describe how to manage workplace relationships.

US - NPS Standards Archaeologist Entry level: Universal Competencies Team Work is a Universal competency foundational to the Entry level of NPS Standard and B. Public Interpretation/Presentation/Outreach includes in its competencies.

> Ability to work as a team member in the design and implementation of effective public interpretation programs such as popular histories, brochures, pamphlets, videos, exhibits, posters, lesson plans, and other public interpretation devices.

> Interpret spatial information from maps and other sources.

US - NPS Standards Archaeologist Entry level: Laboratory Analysis/Conservation of Field Collections require the ability to interpret spatial information from maps and other sources:

> Ability to assist other professional archaeologists in preparing site information for updating the Archaeological Sites Management Information System (ASMIS), the Cultural Sites Inventory (CSI); the NPS Geographic Information System (GIS); and the Automated National Catalogue System (ANCS+).

> Skills in photography, dark room techniques, and graphic recording techniques to prepare photographs and other visual displays for recording the results of archaeological surveys, and preparing acceptable reports.

> Explain basic legal and ethical principles that apply to archaeology.

US - NPS Standards Archaeologist Entry level: Universal Competencies Fundamental Values are Universal competencies foundational to the Intermediate level of NPS Standard.

> Apply problem solving techniques to make a decision or solve a problem in a real life context.

US - NPS Standards Archaeologist Intermediate level: Universal Competencies: Problem Solving is a Universal competency foundational to the Intermediate level of NPS Standard.

> Manage time effectively to enhance productivity and enable a balanced lifestyle.

UK - CHNTO Archaeological practice Standards: AK3 Develop your own resources and protect the interests of others - Performance criteria 3.2. Relates to time management competencies as set out below.

AK3.1 Develop yourself to improve your performance.

AK3.2 Manage your own time and resources to meet your objectives.

AK3.3 Contribute to the protection of individual and community interests.

> Render basic assistance to an ill or injured person in an outdoor or field situation and Contribute to the health, safety and security of a fieldwork environment/ workplace.

UK - CHNTO AJ9 Reduce risks to health and safety in the workplace and AJ10 Contribute to health and safety in the workplace have synergies with the South African Unit Standards. Learners are required to:

- > AJ9.1 Develop procedures for maintaining a healthy and safe workplace.
- > AJ9.2 Identify the hazards and evaluate the risks in your workplace.
- > AJ9.3 Reduce the risks to health and safety in your workplace.
- > AJ9.4 Review the effectiveness of health and safety procedures in your workplace.
- > AJ10.1 Operate safely in the workplace.

- > AJ10.2 Respond to emergencies.
- > AJ10.3 Assist in the security of the workplace.

US - NPS Standards Archaeologist Entry level: VIII. Safety.

- > Insures on-the-job safety and health of all employees.
- > Knowledge of on-the-job safety and health considerations of the work place.
- > Knowledge of job safety and health hazards and safety requirements for job assignments.

> Investigate potential hazards in a local context and suggest possible ways to minimise their spatial impact.

UK - CHNTO - AJ8 Prepare for potential disasters.

AJ8.1 Conduct a risk assessment.

AJ8.2 Develop a disaster plan.

AJ8.3 Implement disaster readiness measures.

The Entry level competencies for the NPS assume knowledge and analytical skills equivalent to an advanced undergraduate educational level or a Bachelor's Degree in anthropology, archaeology, history, or a related field with specialised training in archaeology. Therefore it can be assumed that the Unit Standards below would be covered in these courses of study:

- > Apply knowledge of how archaeological deposits accumulate to the excavation process.
- > Investigate key aspects of the human past in Southern Africa.
- > Demonstrate techniques for gathering and presenting fieldwork data.

> There is no clarity on whether the outcomes of the SA Unit Standard Apply knowledge of HIV/AIDS to a specific business sector and a workplace are included in any of the competencies across the qualifications compared, although they could be included in the US occupational health and safety standards.

> Electives

> Research a southern African archaeological site from published and unpublished material.

UK - CHNTO AC1 Research and analyse information to achieve objectives The UK NOS standard has synergies with the SA standard, with the UK standard focusing on the following performance criteria:

AC1.1 Identify sources and availability of information.

AC1.2 Collect information to achieve research objectives.

AC1.3 Analyse research information.

AC1.4 Report results.

US - NPS Standards - Research Under the direct supervision of a professional archaeologist, the entry level archaeologist conducts basic research on archaeological topics and participates in archaeological surveys and excavations and documents all work in accordance with professional standards. Archaeological Investigations require:

- > Ability to conduct small-scale, limited scope archaeological investigations using a variety of techniques and preparing a wide range of archaeological documentation.
- > Ability to assist other professional archaeologists in conducting archaeological monitoring, surveys, and excavations; including the location of sites, recording of archaeological and environmental data, and summarisation of information collected.
- > Knowledge of the techniques involved in maintaining field notes and preparing field descriptions, drawings, map, surveying instruments and their appropriate uses, photographs, and video recordings related to the archaeological fieldwork.
- > Knowledge of basic professional procedures in organising hard and digitally generated records such as site files, base maps, and other data.
- > Knowledge of basic professional procedures and operations in conducting archaeological item monitoring, archaeological surveys, archaeological investigations and testing.
- > Knowledge of local and regional prehistory and/or history needed to assist in analysing and processing archaeological data and material resulting from fieldwork.

> Create a visual record of artefacts and features for archiving or publication and Demonstrate ability to process and curate archaeological material in a laboratory environment.

US - NPS Standards Archaeologist Entry level: Laboratory Analysis/Conservation of Field Collections

> Carries out limited scope laboratory procedures, including analysing, accessioning, cataloguing, and preserving artefacts, and data generated by the field activities.

> Ability to assist other professional archaeologists in preparing site information for updating the

Archaeological Sites Management Information System (ASMIS), the Cultural Sites Inventory (CSI); the NPS Geographic Information System (GIS); and the Automated National Catalogue System (ANCS+).

- > Knowledge of laboratory analysis and artefact curation to accession, catalogue, analyse, and preserve artefacts and data generated by the survey.
- > Skills in photography, dark room techniques, and graphic recording techniques to prepare photographs and other visual displays for recording the results of archaeological surveys, and preparing acceptable reports.

The following UK NOS and NPS standards have synergies with the SA standards in terms of curation and care of archaeological items.

UK - CHNTO Archaeological practice Standards: The following UK NOS standards have synergies with the SA standards in terms of curation and care of archaeological items, but are at a higher level. AC6 Store items and ACL Transfer items have synergies with the proposed SA standard in terms of:

- > AC6.1. Identify the appropriate environment in which to maintain and protect items.
  - > AC6.2 Controlling the environment to preserve and protect items.
  - > AC7.1 Identify the handling requirements of an item.
  - > AC7.2 Pack an item for transportation to a new location - Not specified but inferred in the sorting for SA Specific Outcome 1.
  - > AC7.3 Monitor the transportation of items - this is not specific to the SA standard although AC 3.3. identifies threats to stored metals.
  - > AC7.4 Monitor the installation of items within a new location (Archiving Systems - specific outcome 4).
- AE4 Develop conservation plans for items, AE5 Develop and implement preventive conservation procedures for items, AE6 Apply preventive care procedures to items, AE7 Develop and implement remedial Conservation procedures for items and AE8 Implement routine interventive conservation procedure. The performance criteria for the UK standards are:

- > AE4.1 Explore conservation options for items.
- > AE4.2 Specify conservation options for items.
- > AE5.1 Specify the appropriate environment in which to maintain and protect items.
- > AE5.2 Monitor, evaluate and advise on the environmental protection of items.
- > AE6.1 Control the environment to preserve and protect an item.
- > AE6.2 Monitor and modify the environment and the condition of an item.
- > AE7.2 Minimise the deterioration of items.
- > AE8.1 Apply routine stabilisation.
- > AE8.2 Implement routine cleaning and repair.

US - NPS Standards Archaeologist Entry level: Laboratory Analysis/Conservation of Field Collections.

- > Carries out limited scope laboratory procedures, including analyzing, accessioning, cataloguing, and preserving artefacts, and data generated by the field activities.
- > Ability to assist other professional archaeologists in preparing site information for updating the Archaeological Sites Management Information System (ASMIS), the Cultural Sites Inventory (CSI); the NPS Geographic Information System (GIS); and the Automated National Catalogue System (ANCS+).
- > Knowledge of laboratory analysis and artefact curation to accession, catalogue, analyse, and preserve artefacts and data generated by the survey.
- > Skills in photography, dark room techniques, and graphic recording techniques to prepare photographs and other visual displays for recording the results of archaeological surveys, and preparing acceptable reports.

The Entry level competencies for the NPS assume knowledge and analytical skills equivalent to an advanced undergraduate educational level or a Bachelor's Degree in anthropology, archaeology, history, or a related field with specialised training in archaeology. Therefore it can be assumed that some of the outcomes and assessment criteria from the following Unit Standards would probably be covered in the course:

- > Recover of hominid and/or faunal remains from a hard matrix.
- > Recover human skeletal remains for analysis.
- > Classify faunal remains prior to analysis.
- > Investigate a maritime site.
- > Record a rock art site.
- > Demonstrate knowledge of Stone Age archaeology.
- > Demonstrate knowledge of Iron Age archaeology.
- > Demonstrate knowledge of archaeology applied to Colonial sites

#### > Computer Literacy

UK: CHNTO: It is not clear whether computer literacy skills are included in the lower level archaeology qualification but, information technology skills are compulsory key skills in the NVQ. There is a full set of NOS standards relating to computer literacy.

US - NPS Standards - Research Under the direct supervision of a professional archaeologist, the entry level archaeologist conducts basic research on archaeological topics and participates in archaeological surveys and excavations and documents all work in accordance with professional standards. Archaeological Investigations: the following knowledge requirement infers computer literacy:

> Knowledge of basic professional procedures in organizing hard and digitally generated records such as site files, base maps, and other data.

#### > Financial Literacy

US - NPS Standards Archaeologist Intermediate level: There do not appear to be any personal financial literacy competencies required at Entry level or Development Level. However at development level there are Universal competencies of "Resource Stewardship" and at Full Level Competency "Contracting and Procurement" is defined as a general competency, which would have financial literacy competencies.

No equivalents found for:

- > Investigate credit in own circumstances.
- > Use a personal budget to manage own money.
- > Examine the costs and benefits of using banking institutions for managing personal finances.
- > Investigate ways of managing financial risk in own lives.
- > Interpret basic financial statements.

#### > Personal Development

No equivalents found for:

- > Explain the impact of personal wellness on work performance.
- > Identify ways of managing relationships in own life.
- > Identify risks associated with substance abuse and dependency in own life.
- > Investigate the need to provide financially for own retirement.

#### Conclusion

There is reference to lower level qualifications on the NVQ (UK) that would have been more suitable for the comparison - however since these were unavailable for comparison and are evidently not as widely adopted by the industry as the NOS standards, it would appear that the standards in use in the UK are far more complex than the standards that are proposed on the SA qualification. The SGB was able to match many of the outcomes and competencies (at different levels of complexity) to the UK Occupational Standards. The US standards used for comparison listed competencies by job role as apposed to outcomes. In the US a degree in archaeology is foundational to the continuous development of the archaeologist even at the lower end of the jobs, i.e. technician level. It appears that the National Certificate: Archaeology: Level 3 is a world first in providing for on the job vocational acquisition of competencies below the level of a first degree.

While there are references to lower level standards on the UK framework for cultural heritage standards, these cannot be accessed from the website and it appears that they are not in use by the industry, as the Occupational Standards have more weight. Similarly in the US the standards are occupationally based rather than outcomes based. It appears that the competencies covered in the proposed SA archaeological qualification exist as a body of intellectual property in the world at large, but are not catered for as a learning pathway in terms of skills programmes and qualifications. If there are any such qualifications, they are not widely published on the Internet and the SGB has not been able to access such Unit Standards for the comparison.

#### **ARTICULATION OPTIONS**

This Qualification articulates horizontally with:

- > Vocational qualifications at Level 3 on the basis of the Fundamentals.

It articulates vertically with:

- > FETC: Heritage Practice ID 48812.
- > National Certificate in Management: Level 4 ID 23656.
- > Fundamental Competencies gained in Communication and Mathematical Literacy in this Qualification will enable the learner to access any Qualification at NQF Level 4 in which he/she shows an interest.

### **MODERATION OPTIONS**

This Qualification will be internally assessed and externally moderated by a moderator registered by a relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA.

- > Moderators, competent at the level of the Qualification, are registered by a relevant accredited ETQA to ensure that the standard across assessors is consistent.
- > Moderators must be registered as assessors with the relevant ETQA.
- > Moderators are required to report to a relevant accredited ETQA.
- > A relevant accredited ETQA will monitor and quality assure moderation and assessment according to guidelines in the Qualification.

Criteria for registration of internal and external assessors in the sub-field

This Qualification will be internally assessed by the provider and moderated by a moderator registered by a relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA.

- > Assessors must be registered as assessors with a relevant accredited ETQA.
- > Assessors of the Archaeology Unit Standards should be Registered as professional Archaeologists with ASAPA, the Association of Southern African Professional Archaeologists.

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

NIA

### **NOTES**

Addendum 1: The four competency levels in the USA qualification:

Advanced Level Competencies

To be developed

Full Level Competencies

Preservation law, philosophy, and practice Research and inventory Preservation planning and compliance Preservation, Treatment and Maintenance Preservation, program and Project Management Professional Discipline

Intermediate Level Competencies

Preservation law, philosophy, and practice Research and inventory Preservation planning and compliance Preservation, Treatment and Maintenance Preservation, program and Project Management Professional Discipline

Entry Level Competencies

Preservation law, philosophy, and practice Research and inventory Preservation planning and compliance Preservation, Treatment and Maintenance Preservation, program and Project Management Professional Discipline

### **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	114936 Participate effectively in a team or group	Level 2	2	Registered

Core	119861 Contribute to the health, safety and security of a fieldwork environment/workplace	Level 2	2	Draft - Prep for P Comment
core	119862 Use and maintain basic excavation <del>tool</del> and equipment	Level 2	2	Draft - Prep for P Comment
Core	119872 Identify evidence of past human <del>activity</del>	Level 2	10	Draft - Prep for P Comment
core	119878 Demonstrate techniques to prepare a site for <del>excavation</del> and to rehabilitate an archaeological site	Level 2	4	Draft - Prep for P Comment
core	114941 Apply knowledge of HIV/AIDS to a specific <del>business</del> sector and a workplace.	Level 3	4	Registered
Core	114943 Describe how to manage workplace relationships	Level 3	2	Registered
core	114952 Apply problem-solving techniques to make a decision or solve a problem in a real life context	Level 3	2	Registered
Core	117171 Manage time effectively to enhance <del>productivity</del> and enable a balanced lifestyle	Level 3	2	Registered
core	119863 Apply knowledge of how archaeological deposits <del>accumulate</del>	Level 3	10	Draft - Prep for P Comment
Core	119868 Render basic assistance to an <del>ill or</del> injured person in an outdoor or field situation	Level 3	4	Draft - Prep for P Comment
core	119871 Investigate key <del>aspects</del> of the human past in Southern Africa	Level 3	5	Draft - Prep for P Comment
core	119876 Explain basic legal and ethical principles that apply to archaeology	Level 3	2	Draft - Prep for P Comment
Core	119893 Interpret spatial information from maps and other <del>sources</del>	Level 3	2	Draft - Prep for P Comment
Core	119894 Demonstrate techniques for gathering and <del>presenting</del> fieldwork data	Level 3	3	Draft - Prep for P Comment
core	119896 Investigate potential hazards in <del>local</del> contexts and suggest possible ways to minimise their spatial and <del>social</del> impact	Level 3	3	Draft - Prep for P Comment
Elective	14340 Maintain an existing information system in a business environment	Level 2	4	Registered
Elective	114940 Identify risks associated with substance abuse and dependency in <del>own</del> life	Level 2	2	Registered
Elective	114945 Identify ways of managing relationships <del>on own</del> life	Level 2	2	Registered
Elective	114950 Apply ways of leading in <del>different</del> situations	Level 2	3	Registered
Elective	114981 Capture numerical and text information on an <del>electronic</del> database	Level 2	2	Registered
Elective	119874 Recover hominid and/or faunal remains from a <del>hard</del> matrix	Level 2	5	Draft - Prep for P Comment
Elective	119911 Investigate the <del>costs</del> and <del>benefits</del> of using banking institutions for managing personal finances	Level 2	2	Draft - Prep for P Comment
Elective	719912 Investigate <del>credit</del> in <del>own</del> circumstances	Level 2	3	Draft - Prep for P Comment
Elective	119913 Use a personal budget to manage <del>own</del> money	Level 2	3	Draft - Prep for P Comment
Elective	113907 Explain the impact of <del>personal</del> wellness on <del>work</del> performance	Level 3	2	Registered
Elective	114960 Investigate <del>the</del> need to provide financially for own retirement	Level 3	3	Registered
Elective	114970 Manage risk in own <del>life</del>	Level 3	3	Registered
Elective	114975 Use a <del>web</del> browser in a business environment	Level 3	3	Registered
Elective	114977 Use a spreadsheet package to produce and manage business documents	Level 3	3	Registered
Elective	114978 Use a word <del>processing</del> package to produce business documents	Level 3	3	Registered
Elective	114979 Operate a <del>computer</del> workstation in a business environment	Level 3	2	Registered
Elective	114980 Use a presentation package to produce business documents	Level 3	3	Registered
Elective	114984 Manage electronic mail in a business environment	Level 3	2	Registered
Elective	119681 Research <del>costs</del> associated with <del>marriage</del> , birth, divorce and death in own circumstances	Level 3	4	Recommended
Elective	119866 Classify faunal remains prior to analysis	Level 3	3	Draft - Prep for P Comment
Elective	119879 Demonstrate ability to process and curate archaeological material in a laboratory environment	Level 3	4	Draft - Prep for P Comment
Elective	119915 Manage personal expenditure	Level 3	3	Draft - Prep for P Comment
Elective	119864 Demonstrate knowledge of archaeology applied to Colonial sites	Level 4	6	Draft - Prep for P Comment
Elective	119865 Recover human skeletal remains for <del>analysis</del>	Level 4	6	Draft - Prep for P Comment
Elective	119867 Create a visual record of artefacts and features for archiving or publication	Level 4	8	Draft - Prep for P Comment

Elective	119869 Demonstrate knowledge of Iron Age archaeology	Level 4	10	Draft - Prep for P Comment
Elective	119870 Research a Southern African archaeological site from published and unpublished material	Level 4	6	Draft - Prep for P Comment
Elective	119873 Record a rock art site	Level 4	6	Draft - Prep for P Comment
Elective	119875 Investigate a maritime site	Level 4	5	Draft - Prep for P Comment
Elective	119877 Demonstrate knowledge of Stone Age archaeology	Level 4	10	Draft - Prep for P Comment
Elective	119903 Analyse and synthesise spatial information from maps and other forms of spatial information	Level 4	4	Draft - Prep for P Comment
Fundamental	7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5	Reregistered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Reregistered
Fundamental	9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2	Reregistered
Fundamental	9012 Investigate life and work related problems using data and probabilities	Level 3	5	Reregistered
Fundamental	9013 Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 3	4	Reregistered



*Established in terms of Act 58 of 1999*

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Contribute to the health, safety and security of a fieldwork environment/workplace**

SAQA US ID	UNIT STANDARD TITLE		
119861	Contribute to the health, safety and security of a fieldwork environment/workplace		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Archaeology	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Traditions, History and Legacies	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Identify potential hazards in a fieldwork environment or workplace.

#### **SPECIFIC OUTCOME 2**

Indicate how to limit damage to persons or property in the event of an accident or emergency.

#### **SPECIFIC OUTCOME 3**

Indicate how to contribute to the maintenance of security in the fieldwork environment or workplace.

#### **SPECIFIC OUTCOME 4**

Explain emergency procedures in a field environment or workplace.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Use and maintain basic excavation tools and equipment

SAQA US ID	UNIT STANDARD TITLE		
119862	Use and maintain basic excavation tools and equipment		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Archaeology	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Traditions, History and Legacies	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Identify and use basic excavation tools.

#### **SPECIFIC OUTCOME 2**

Clean and maintain basic excavation equipment.

#### **SPECIFIC OUTCOME 3**

Explain how equipment is secured on site.

#### **SPECIFIC OUTCOME 4**

Prepare excavation tools for transportation and storage.



119863	Apply knowledge of how archaeological deposits accumulate		
<b>SGB NAME</b>		<b>NSB 07</b>	<b>PROVIDER NAME</b>
SGB Archaeology		Human and Social Studies	
<b>UNIT STANDARD TYPE</b>		<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>
Regular		Human and Social Studies	Traditions, History and Legacies
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	10	Level 3	Regular

**SPECIFIC OUTCOME 2**

Identify and interpret variations in the deposit in 2- and 3- dimensional context.

**SPECIFIC OUTCOME 3**

Explain why and how findings are recorded on a site.

**SPECIFIC OUTCOME 4**

Demonstrate how the deposit is processed at an archaeological excavation or site.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY



Established in terms of Act 58 of 1995

**UNIT STANDARD:****Demonstrate knowledge of archaeology applied to Colonial sites**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119864	Demonstrate knowledge of archaeology applied to Colonial sites		
<b>SGB NAME</b>		<b>NSB 07</b>	<b>/PROVIDER NAME</b>
SGB Archaeology		Human and Social Studies	
<b>UNIT STANDARD TYPE</b>		<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>
Regular		Human and Social Studies	Traditions, History and Legacies
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	6	Level 4	Regular

**SPECIFIC OUTCOME 1**

Outline the history of Colonial expansion.

**SPECIFIC OUTCOME 2**

Explain changes in structural features, spatial patterns and artefacts on Colonial sites over time.

**SPECIFIC OUTCOME 3**

Use artefacts to date a Colonial site.

**SPECIFIC OUTCOME 4**

Explain what archaeologists contribute to knowledge of the Colonial period.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY



### UNIT STANDARD:

#### Recover human skeletal remains for analysis

SAQA US ID	UNIT STANDARD TITLE		
119865	Recover human skeletal remains for analysis		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Archaeology	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Traditions, History and Legacies	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 4	Regular

#### **SPECIFIC OUTCOME 1**

Apply knowledge of death and burial in an archaeological context in South Africa.

#### **SPECIFIC OUTCOME 2**

Apply knowledge of burial practices to excavate a grave.

#### **SPECIFIC OUTCOME 3**

Demonstrate knowledge of the bones of the human skeleton.

#### **SPECIFIC OUTCOME 4**

Research issues regarding the excavation of human remains.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Classify faunal remains prior to analysis

SAQA US ID	UNIT STANDARD TITLE		
119866	Classify faunal remains prior to analysis		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Archaeology	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Traditions, History and Legacies	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	3	Level 3	Regular

#### SPECIFIC OUTCOME 1

Explain how faunal remains contribute to our knowledge of the past.

#### SPECIFIC OUTCOME 2

Identify the main elements of animal skeletons.

#### SPECIFIC OUTCOME 3

Classify faunal remains according to animal categories.

#### SPECIFIC OUTCOME 4

Recognise modified bones.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

SAQA US ID	UNIT STANDARD TITLE		
119867	Create a visual record of artefacts and features for archiving or publication		
SGB Archaeology		Human and Social Studies	
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Traditions, History and Legacies	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

**SPECIFIC OUTCOME 1**

Explain the conventions for drawing artefacts and archaeological features.

**SPECIFIC OUTCOME 2**

Demonstrate different scaling techniques.

**SPECIFIC OUTCOME 3**

Illustrate artefacts and archaeological features.

**SPECIFIC OUTCOME 4**

Photograph artefacts.

**SPECIFIC OUTCOME 5**

Archive site records.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Render basic assistance to an ill or injured person in an outdoor or field situation

SAQA US ID	UNIT STANDARD TITLE		
119868	Render basic assistance to an ill or injured person in an outdoor or field situation		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Archaeology	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Traditions, History and Legacies	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Recognise and deal with medical emergencies and First Aid situations in a field or outdoor environment.

#### **SPECIFIC OUTCOME 2**

Identify the cause and treat a bleeding or burn wound with dressings and bandages in the field.

#### **SPECIFIC OUTCOME 3**

Recognise the symptoms and treat an injured person for choking, drowning and shock.

#### **SPECIFIC OUTCOME 4**

Recognise and immobilise a fracture with dressings, bandages and splints.

#### **SPECIFIC OUTCOME 5**

Explain the procedures that apply when someone is injured or falls ill in the field.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### ***UNIT STANDARD:***

#### **Demonstrate knowledge of Iron Age archaeology**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119869	Demonstrate knowledge of Iron Age archaeology		
<b>SGB NAME</b>		<b>NSB 07</b>	<b>PROVIDER NAME</b>
SGB Archaeology		Human and Social Studies	
<b>UNIT STANDARD TYPE</b>		<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>
Regular		Human and Social Studies	Traditions, History and Legacies
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	10	Level 4	Regular

#### ***SPECIFIC OUTCOME 1***

Explain the origins of the Iron Age in Africa.

#### ***SPECIFIC OUTCOME 2***

Investigate mining and metallurgy in Iron Age Southern Africa.

#### ***SPECIFIC OUTCOME 3***

Investigate Iron Age farming practices.

#### ***SPECIFIC OUTCOME 4***

Explain settlement patterns and the rise of complex societies in Southern Africa.

#### ***SPECIFIC OUTCOME 5***

Infer information about Iron Age traditions and customs from artefacts.

#### ***SPECIFIC OUTCOME 6***

Identify evidence of trade and exchange.





<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119870	Research a Southern African archaeological site from published and unpublished material		
<b>SGB NAME</b>	<b>NSB07</b>	<b>PROVIDER NAME</b>	
SGB Archaeology	Human and Social Studies		
<b>UNIT STANDARD TYPE</b>	<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>	
Regular	Human and Social Studies	Traditions, History and Legacies	
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	6	Level 4	Regular

**SPECIFIC OUTCOME 1**

Access information on archaeological sites in Southern Africa.

**SPECIFIC OUTCOME 2**

Research the history and significance of an archaeological site.

**SPECIFIC OUTCOME 3**

Present the findings of own archaeological research.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Investigate key aspects of the human past in Southern Africa

SAQA US ID	UNIT STANDARD TITLE		
119871	Investigate key aspects of the human past in Southern Africa		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Archaeology	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Traditions, History and Legacies	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Describe the major archaeological periods in South Africa.

#### **SPECIFIC OUTCOME 2**

Identify key species in human evolution and their chronology.

#### **SPECIFIC OUTCOME 3**

Investigate an excavated archaeological site.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Identify evidence of past human activity

SAQA US ID	UNIT STANDARD TITLE		
119872	Identify evidence of past human activity		
SGB Archaeology		Human and Social Studies	
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Traditions, History and Legacies	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 2	Regular

#### **SPECIFIC OUTCOME 1**

Identify archaeological materials.

#### **SPECIFIC OUTCOME 2**

Classify archaeological materials.

#### **SPECIFIC OUTCOME 3**

Identify an archaeological site.

#### **SPECIFIC OUTCOME 4**

Explain the importance of context in archaeology.



<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
119873	Record a rock art site		
<b>SGB NAME</b>		<b>NSB 07</b>	<b>PROVIDER NAME</b>
SGB Archaeology		Human and Social Studies	
<b>UNIT STANDARD TYPE</b>	<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>
Regular	Human and Social Studies		Traditions, History and Legacies
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	6	Level 4	Regular

**SPECIFIC OUTCOME 1**

Explain the different styles and functions of rock art in Southern Africa.

**SPECIFIC OUTCOME 2**

Identify the likely location of rock art in Southern Africa.

**SPECIFIC OUTCOME 3**

Describe and record a rock art site.

**SPECIFIC OUTCOME 4**

Explain **how** rock art images deteriorate.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

#### Recover hominid and/or faunal remains from a hard matrix

SAQA US ID		UNIT STANDARD TITLE	
119874		Recover hominid and/or faunal remains from a hard matrix	
SGB NAME		NSB 07	PROVIDER NAME
SGB Archaeology		Human and Social Studies	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Human and Social Studies	Traditions, History and Legacies
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 2	Regular

#### **SPECIFIC OUTCOME 2**

Demonstrate different methods or techniques used to remove bones from a hard matrix.

#### **SPECIFIC OUTCOME 3**

Apply techniques to remove specimens from a matrix.

#### **SPECIFIC OUTCOME 4**

Identify the hazards relating to specific preparation techniques.



SAQA US ID		UNIT STANDARD TITLE	
11875		Investigate a maritime site	
SGB NAME		NSB 07	PROVIDER NAME
SGB Archaeology		Human and Social Studies	
UNIT STANDARD N P E		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Human and Social Studies	Traditions, History and Legacies
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

**SPECIFIC OUTCOME 1**

Describe different vessel types.

**SPECIFIC OUTCOME 2**

Map an underwater site.

**SPECIFIC OUTCOME 3**

Excavate an underwater site.

**SPECIFIC OUTCOME 4**

Handle and conserve underwater artefacts.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Explain basic legal and ethical principles that apply to archaeology**

SAQA US ID	UNIT STANDARD TITLE		
119876	Explain basic legal and ethical principles that apply to archaeology		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Archaeology	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Traditions, History and Legacies	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	2	Level 3	Regular

#### **SPECIFIC OUTCOME 1**

Explain how archaeology is regulated in South Africa.

#### **SPECIFIC OUTCOME 2**

Interpret the code for professional archaeologists.

#### **SPECIFIC OUTCOME 3**

Explain the role of archaeological minimum standards of practice.

#### **SPECIFIC OUTCOME 4**

Explain the social responsibility relating to human remains and grave goods.



<b>SAQA US ID</b>		<b>UNIT STANDARD TITLE</b>	
119877		Demonstrate knowledge of Stone Age archaeology	
<b>SGB NAME</b>		<b>NSB 07</b>	<b>PROVIDER NAME</b>
SGB Archaeology		Human and Social Studies	
<b>UNIT STANDARD TYPE</b>		<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>
Regular		Human and Social Studies	Traditions, History and Legacies
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	10	Level 4	Regular

**SPECIFIC OUTCOME 1**

Outline the history of Stone Age studies in Southern Africa.

**SPECIFIC OUTCOME 2**

Classify Stone Age artefacts.

**SPECIFIC OUTCOME 3**

Explain how lifeways are interpreted from Stone Age sites.

**SPECIFIC OUTCOME 4**

Place the southern African Stone Age in a world context.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

**Demonstrate techniques to prepare a site for excavation and to rehabilitate an archaeological site**

SAQA US ID	UNIT STANDARD TITLE		
119878	Demonstrate techniques to prepare a site for excavation and to rehabilitate an archaeological site		
SGB NAME	NSB 07	PROVIDER NAME	
SGB Archaeology	Human and Social Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Human and Social Studies	Traditions, History and Legacies	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 2	Regular

#### SPECIFIC OUTCOME 1

Clear a site allocated for excavation.

#### SPECIFIC OUTCOME 2

Set up a grid on an allocated site.

#### SPECIFIC OUTCOME 3

Identify designated areas in an excavation.

#### SPECIFIC OUTCOME 4

Explain why movement is restricted in and around the excavation.

#### SPECIFIC OUTCOME 5

Demonstrate methods for rehabilitating a site.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

<b>SAQA US ID</b>		<b>UNIT STANDARD TITLE</b>	
119879		Demonstrate ability to process and curate archaeological material in a laboratory environment	
<b>SGB NAME</b>		<b>NSB 07</b>	<b>PROVIDER NAME</b>
SGB Archaeology		Human and Social Studies	
<b>UNIT STANDARD TYPE</b>		<b>FIELD DESCRIPTION</b>	<b>SUBFIELD DESCRIPTION</b>
Regular		Human and Social Studies	Traditions, History and Legacies
<b>ABET BAND</b>	<b>CREDITS</b>	<b>NQF LEVEL</b>	<b>UNIT STANDARD TYPE</b>
Undefined	4	Level 3	Regular

**SPECIFIC OUTCOME 1**

Sort archaeological material into sub-categories.

**SPECIFIC OUTCOME 2**

Quantify and record archaeological material in a museum or laboratory situation.

**SPECIFIC OUTCOME 3**

Apply knowledge and skill to conserve archaeological material.

**SPECIFIC OUTCOME 4**

Explain and apply the archiving system in a specific institution.