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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

## Human Resource Management and Practices

publishes the following qualifications for public comment.

This notice contains the titles, fields, subfields, NQF levels, credits, and purpose of the qualifications. The qualifications can be accessed via the SAQA web site at [www.saga.org.za](http://www.saga.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* 29 August 2005. All correspondence should be marked Standards Setting – SGB Human Resource Management and Practices and addressed to

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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### National Diploma: Productivity

SAQA QUAL ID	QUALIFICATION TITLE		
49794	National Diploma: Productivity		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Human Resource Management and Practices	Business, Commerce and Management Studies		
QUAL TYPE..	FIELD	SUBFIELD	
National Diploma	Business, Commerce and Management Studies	Human Resources	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	240	Level 5	Regular-Unit Stds Based

#### PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification aims to equip people in management, or those intending to enter this field, across all economic sectors with core productivity competencies required to improve service delivery, profitability, competitiveness and growth of organisations. The fundamental and core components deal with knowledge, skills, values and attitudes required by all managers to optimise resource utilisation and overall efficiency. Learners will deal with sector-specific or sub-field competency requirements through the selection of appropriate unit standards for the Elective component.

The purpose of the qualification is to build the productivity management competencies of learners with special focus on:

- > In-depth knowledge of productivity and related concepts
- > Various approaches to measuring productivity
- > Measurement and assessment of the factors that influence productivity
- > Productivity improvement methods
- > Relationship between productivity, value added, profitability and cost reduction
- > Developing and promoting productivity improvement strategies
- > Coordinating and evaluating productivity improvement efforts, and
- > Effective management of workgroups to achieve set objectives

Learners will be able to apply the above-mentioned competencies to the specific sector in which they are employed.

A qualified learner at this level will be a well rounded productivity management practitioner with a sound technical management background. This learner will be capable of leading continuous productivity improvement efforts in all sectors of the economy.

The qualification is designed to:

- > Provide the learner with sufficient competencies at NQF level 5 for full employment as a productivity management practitioner or continuous performance improvement specialist in all economic sectors
- > Provide the learner with sufficient background for further study in productivity management and other specialised sub-fields within Generic management
- > To contribute to the full personal development of each learner and the social and economic development of the nation, through the inclusion of the specific unit standards in the fundamental and core components
- > Provide an opportunity to learners to obtain official recognition for knowledge and skills that they possess

in productivity management through the awarding of an officially recognised qualification.

Rationale:

The National Diploma in Productivity at NQF level 5 is designed to meet the needs of those learners and people already in management positions who want to specialise in continuous performance improvement within an organisational setting. The qualification highlights the fact that productivity is essential for the continued functioning, competitiveness and growth of any organisation. This includes profit-driven and non-profit organisations. The continuously upward spiralling input costs require all organisations to improve productivity in order to remain afloat and continue delivering services. Thus, organisations in the Far East, Europe, United States and lately in South Africa are awakening to the need to employ specialists who will manage their productivity improvement efforts. The qualification will be useful to owners of Small Medium and Micro Enterprises, who need to sustain and grow their organisations.

The qualification has been designed such that it reflects the work-based needs of organisations to manage their productivity improvement efforts and improve their global competitiveness. Because productivity improves the wealth generation capacity of the organisations, the learner qualifying from this qualification is likely to find placement in most organisations.

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

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

Y

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

It is assumed that learners accessing this qualification will be competent in:

- > Communication at NQF Level 4
- > Mathematical Literacy at NQF Level 4
- > End user computer skills in a business environment at NQF Level 3
- > Business Economics at NQF level.3

Recognition of prior learning:

One important need for productivity management qualifications is to provide for the recognition of prior learning. There are currently no unit standard based registered qualifications for productivity management. However, productivity improvement efforts abound in many organisations with individuals driving such efforts. People with workplace experience in the areas covered by this qualification will now be allowed to request assessment and get recognition for prior learning.

This qualification may be achieved in part or in whole through the recognition of prior of learning, which includes formal, informal and non-formal learning and work experience.

Access to the qualification

This qualification is open to learners in possession of an FETC and who have at least five years work experience in any sector of the economy. Exposure to productivity is an advantage, but not a requirement.

#### **QUALIFICATION RULES**

Fundamental Component

All the unit standards included in this category, totalling **25** credits, are compulsory.

Core Component

Unit standards totalling 175 credits have been included in this category. All these unit standards are compulsory.

Elective Component

Learners are to select unit standards from this section totalling a minimum of 40 credits to achieve the required minimum of **240** credits.

**EXIT LEVEL OUTCOMES**

The outcomes are specified in terms of a combination of Specific and Critical Cross-field outcomes as defined in the different unit standards. On achieving this qualification, a learner is able to:

1. Conduct and assess measurements related to all aspects of productivity in an organisation.
2. Prepare, communicate and co-ordinate a plan to improve productivity in a functional unit.
3. Develop and promote holistic productivity strategies and plans in an organisation.
4. Develop and implement operational plans for a functional unit and supervise work to achieve objectives, using a range of generic management and project management skills.
5. Manage information on key factors affecting productivity for a functional unit.
6. Manage change within a functional unit.

Critical cross-field outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- > Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- > Working effectively with others as a member of a team, group, organisation or community.
- > Organising and managing oneself and one's activities responsibly and effectively.
- > Collecting, analysing, organising and critically evaluating information.
- > Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- > Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- > Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- > Reflecting on and exploring a variety of strategies to learn more effectively.
- > Participating as responsible citizens in the life of local, national and global communities.
- > Being culturally and aesthetically sensitive across a range of social contexts.
- > Exploring education and career opportunities; and developing entrepreneurial opportunities.

**ASSOCIATED ASSESSMENT CRITERIA**

1.
  - > A framework is designed to collate data on identified quantifiable and qualitative factors influencing productivity in an organisation.
  - > Quantifiable and qualitative factors influencing productivity in a unit are discussed and analysed according to the collated data and a comparison of output of the unit to the agreed upon standard and quality.
  - > Value added, multifactor and total factor productivity in the organisation are discussed, analysed and compared to the objectives of the productivity improvement strategy.
2.
  - > A plan for a project to improve productivity within an organisational unit or function or **SMME** is drawn up, taking the collated information into consideration.
  - > Identified improvement opportunities are communicated to all stakeholders.
  - > Roles and responsibilities are allocated to all team members and their work monitored on an on-going basis.
  - > Project management principles are used to implement productivity improvements.
3.
  - > The productivity strategy is aligned with the organisational strategy.
  - > The effectiveness of the productivity strategy is evaluated against set objectives.
4.
  - > Operational plans are developed to achieve the aims of the productivity improvement strategy.
  - > Operational plans are implemented to optimise the achievement of the productivity improvement strategy.

5.
  - > Information facilities are maintained in such a way that they enable effective communication.
  - > Information is disseminated to all relevant role players and stake holders in such a way that it facilitates effective decision making on total resource productivity improvement.

6.
  - > Changes are initiated to support the productivity improvement strategy.

Integrated assessment:

Assessment will take place according to the detailed specifications indicated in the unit standards.

Over and above the achievement of the specified unit standards, evidence of integration will be required within the context of an active learning environment. Assessors should note that the evidence of integration (as per the associated assessment criteria) could well be presented by candidates when being assessed against the unit standards - thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same time gain evidence of integration.

### **INTERNATIONAL COMPARABILITY**

An extensive literature survey failed to identify any qualification equivalent to this proposed diploma in any other country, because competencies in the field of productivity are usually incorporated into the field of either production management or quality management; as is also current practice in South Africa.

For example:

- > The New Zealand National Certificate in First Line Management has a component unit standard (no. 1988) that contains "monitor and measure workplace productivity in a specified workplace" as a learning outcome.
- > The Durban Institute of Technology includes aspects of productivity in the modules (OGEF102, OGEF202, OGEF 302) on organisational effectiveness in its learning programmes leading to the National Diploma: Production Management (NLRD ID 1005) and the Bachelor of Technology: Quality.

However, the Asian Productivity Organization (APO), supported by the International Labour Office (ILO), has developed an internationally recognised learning programme in the field of productivity and quality management, which has been published as the "Productivity Programme and Quality Management - A modular Programme (eds. Joseph Prokopenko, Klaus North. 1996, ILO, Geneva ISBN92-2-110166-5).

This proposed qualification covers all or part of the following modules of the APO/ILO programme:

- > Module 1 Organizational excellence and productivity culture (partially)
- > Module 2: Productivity and quality factors and barriers
- > Module 3: Diagnosing productivity and quality problems
- > Module 4: Productivity measurement and analysis
- > Module 5: Designing a company productivity improvement programme (PIP)
- > Module 6: Implementing a company productivity improvement programme
- > Module 7: Organizing a company productivity and quality movement (partially)
- > Module 8: Managing organizational change
- > Module 10: Industrial engineering techniques (partially)
- > Module 11: Financial and cost analysis
- > Module 12: Capital productivity management
- > Module 13: Developing human resources
- > Module 14: Productivity motivation and gain sharing
- > Module 15: Industrial relations and participation for productivity improvement (partially)
- > Module 16: Innovation management and new technologies — — — —
- > Module 17: Work organisation and design (partially)
- > Module 18: Production management (partially)
- > Module 19: Materials management
- > Module 22: Information management (partially)

Findings concerning comparability:

The National Diploma in Productivity, Level 5 compares well with relevant modules of the internationally recognised learning programme in the field of productivity and quality management developed the Asian

ProductivityOrganization (APO), supported by the International Labour Office (ILO).

### **ARTICULATION OPTIONS**

Holders of this qualification will have accumulated credits that may be transferred to several other qualifications in the management field, especially those registered by Organising Field 03: Business, Commerce and Management Studies and Organising Field 06: Manufacturing, Engineering and Technology.

In particular, this qualification would enable the transfer of articulation credits for the exit level outcomes related to organisational effectiveness in the following qualifications registered on the National Qualifications Framework:

Qual ID: 1005; Qualification Title: National Diploma: Production Management; NQF Level: Level 6; Learning Subfield: Manufacturing and Assembly; Provider: Committee of Technikon Principals

Qual ID: 1599; Qualification Title: Bachelor of Technology: Quality; NQF Level: Level 7; Learning Subfield: Project Management; Provider: Committee of Technikon Principals

### **MODERATION OPTIONS**

- > Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant ETQA, or with an ETQA which has a Memorandum of Understanding with the relevant ETQA.
- > Any institution offering learning that will enable the achievement of the Qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant **ETQA**
- > Assessment and moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQAs policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies).
- > Moderation of the assessment of Elective unit standards might have to be done by another ETQA, and in such a case, a Memorandum of Understanding will need to be entered into between that ETQA and the relevant ETQA.
- > Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, exit level outcomes as well as the integrated competencies described in the Exit level outcomes of the qualification.
- > Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency; assessor or provider institution that is accredited by the Services ETQA or which has a Memorandum of Understanding with the Services ETQA.

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

Criteria for registration of assessors:

For an applicant to register as an assessor for this qualification, the applicant should:

- > Hold a management qualification that is, at least, one level higher than this qualification.
- > Hold a productivity management related qualification that is, at least, one level higher than this qualification, or a minimum of five consecutive years' experience as a productivity improvement practitioner with a traceable track record.
- > Be registered as an assessor with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

### **NOTES**

N/A

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

	<b>UNIT STANDARD ID AND TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>	<b>STATUS</b>
core	<b>10134</b> Participate in the estimation and preparation of <b>cost</b> budgets for an element of work and monitor and control actual <b>cost</b> against budget	Level 4	6	Reregistered
core	<b>10981</b> Supervise work unit to achieve work unit objectives (individuals and teams)	Level 4	12	Registered
Core	<b>114877</b> Formulate and implement an action plan to improve productivity within an organisational unit	Level 4	8	Registered
Core	<b>114878</b> Identify and measure the factors that influence productivity	Level 4	10	Registered
core	<b>114880</b> Measure and improve single factor productivity at a work station	Level 4	8	Registered
core	<b>114864</b> Co-ordinate the improvement of productivity within a functional unit	Level 4	8	Registered
core	<b>12996</b> Record, analyse and prepare <b>cost</b> information	Level 5	10	Registered
core	<b>14214</b> Evaluate and improve the project team's performance	Level 5	8	Reregistered
core	<b>15214</b> Recognise areas in need of change, make recommendations and implement change in the team, department or division	Level 5	3	Registered
Core	<b>15215</b> Identify and interpret <b>Best Practice</b> guidelines, and plan for and implement <b>Best Practice</b> within the team, department or division	Level 5	4	Registered
core	<b>15216</b> Create opportunities for innovation and lead projects to meet innovative ideas	Level 5	4	Registered
core	<b>15219</b> Develop and implement a strategy and action plans for a team, department or division	Level 5	4	Registered
core	<b>15220</b> Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation	Level 5	4	Registered
core	<b>15222</b> Promote a learning culture in an organisation	Level 5	3	Registered
core	<b>15226</b> Implement systems to <b>meet</b> the flow of information in a team, department or division	Level 5	3	Registered
core	<b>15230</b> Monitor team members and measure effectiveness of performance	Level 5	4	Registered
core	<b>15237</b> Build teams to meet set goals and objectives	Level 5	3	Registered
core	<b>15238</b> Devise and apply strategies to establish and maintain relationships	Level 5	3	Registered
core	<b>114875</b> Measure and assess <i>the</i> factors that influence capital productivity and establish the relative impact of each factor	Level 5	8	Registered
core	<b>114876</b> Measure and assess <i>the</i> factors that influence material productivity and establish the relative impact of each factor	Level 5	8	Registered
core	<b>114879</b> Promote a productivity improvement strategy	Level 5	10	Registered
core	<b>114882</b> Develop holistic productivity improvement strategies and plans	Level 5	10	Registered
core	<b>114883</b> Measure value-added, multifactor and total factor productivity within an organisation	Level 5	10	Registered
core	<b>114885</b> Prepare and communicate a productivity improvement plan for a functional unit	Level 5	6	Registered
core	<b>114886</b> Measure and assess <i>the</i> factors that influence labour productivity and establish the relative impact of each factor	Level 5	8	Registered
core	<b>115815</b> Conduct an analysis of business opportunities and develop future rehabilitation strategies	Level 5	10	Registered
Elective	<b>10050</b> Integrate marketing plans with business process	Level 5	6	Reregistered
Elective	<b>10060</b> Organise field staff to ensure the desired data is collected	Level 5	8	Reregistered
Elective	<b>10631</b> Demonstrate an understanding of manufacturing, principles, methodologies and processes	Level 5	7	Reregistered
Elective	<b>12997</b> Prepare financial reports and returns	Level 5	8	Registered
Elective	<b>15232</b> Coordinate planned skills development interventions in an organisation	Level 5	6	Registered
Elective	<b>10985</b> Conduct a disciplinary hearing	Level 6	5	Reaistered
Elective	<b>12138</b> Conduct an organisational needs analysis	Level 6	10	Reregistered
Fundamental	<b>12432</b> Use mathematical and statistical techniques effectively	Level 5	20	Registered
Fundamental	<b>14525</b> Present an informed argument on a current issue in a business sector	Level 5	5	Registered