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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, sub-fields, NQF levels, credits, and purpose of the qualifications. The qualifications can be accessed via the SAQA web site at **www.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 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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DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Productivity

SAQA QUAL ID	QUALIFICATION TITLE		
49793	National Certificate: 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	124	Level 5	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification is intended for any person who wants to enter the field of productivity management as a potential career, and has little or no previous exposure to productivity; or who may have been practising within the field, but without formal recognition. In particular, the Certificate will be useful for:
> Continuous Improvement Managers
> Quality Circle Managers
> Productivity Managers
> Kaizen Managers

Holders of this qualification will be able to:

> Apply mathematical and statistical techniques to measure and assess the relative impact of factors affecting labour, material and capital productivity
> Prepare, communicate and co-ordinate a plan for the improvement of productivity within a functional unit
> Manage and oversee a work unit to ensure achievement of set objectives
> Plan and implement changes in a functional unit.

Rationale:

The National Certificate in Productivity is designed to meet the needs of those learners who are responsible for productivity in a department or division in an organisation or who run a small, micro or medium enterprise (SMME).

The critical link between improving competitiveness and the standard of living is to improve the productive capacity of the South African population. Improving productivity is the most effective way to create more wealth for the nation - and the more equitable the wealth is shared the higher the standard of living of the population. With the current levels of ineffective usage of resources, the greater the need is for South Africa to equip its workforce with productive competencies for a better future.

A high correlation coefficient (0.88) was noted between productivity and competitiveness in 2003. This was particularly so in a group of countries that scored highly in competitiveness ratings. This has confirmed the notion that for countries to improve their competitiveness, they have to improve productivity.

Qualifying learners will be able to play a part at their level in an organisation in the measurement of productivity and the implementation of productivity improvement, thus contributing meaningfully to the success of the work unit and/or organisation.

This qualification supports the notion that productivity is the essential and key business function, without which success of a business is not possible.

The National Certificate in Productivity level *5* is structured in such a way that it exposes learners to a broad set of core competencies covering all aspects of productivity and key aspects of management, while the choice of electives allows for competence in further and specialist productivity and management competencies.

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 3
> End user computer skills in a business environment at NQF Level 3

Recognition of Prior Learning:

This qualification may be achieved through the recognition of prior learning **(RPL),** which includes formal, informal and non-formal learning and work experience, assessed by a registered assessor. Work experience could include statements, testimonials, etc by supervisors of work completed and competencies shown on the job in the present or previous place of employ. Portfolios of work done may also be used.

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.

QUALIFICATION RULES

Fundamental Component
All the Unit Standards included in this category, totalling **25** credits, are compulsory.

Core Component
Unit Standards totalling 61 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 38** credits to achieve the required minimum of **124** credits.

EXIT LEVEL OUTCOMES

In addition to the detailed specific outcomes, associated assessment criteria and range statements described in each of the individual unit standards making up this qualification, the qualification is further defined by means of a number of Exit Level Outcomes.

Exit Level Outcomes:

1. Measure and assess factors that influence productivity in an organisational unit.

2. Prepare, communicate and co-ordinate a plan for the improvement of productivity in a functional unit.

3. 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.

4. Plan and implement change within a functional unit,

Critical cross-field outcomes:

This qualification addresses the following Critical Cross-Field Outcomes:

> 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 andlor 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 a functional unit.

> Quantifiable and qualitative factors influencing productivity in **a** functional 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.

2.
> A plan for a project to improve productivity is drawn up within an organisational unit or function or SMME, taking the collated information into consideration.

> Identified improvement opportunities are communicated to all stakeholders.

> Roles and responsibilities are allocated to team members and their work is monitored according to the productivity improvement plan.

> Project management principles are used to implement productivity improvements.

3.
> Operational plans are drawn up for a unit, division, section or small business to realise productivity improvement objectives.

> Systems to monitor the implementation of the productivity plan are drawn up together with staff involved.

> Performance standards are drawn up for and approved by all staff.

> Project management principles are used to implement the productivity improvement plan as well as the monitoring systems.

4.
> Areas in need of change in an organisation, division, or section are identified by looking at internal and external factors affecting the success and effectiveness of the organisation, section or division.

> Barriers to implementing the intended change are identified and ways are devised to eliminate or minimise them.

> The strategic plan is drawn up in such a way that it is flexible enough to allow for required changes to be accommodated as and when required.

Integrated assessment:

Assessment will take place according to the detailed specifications indicated in the individual unit standards and the exit level outcomes.

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 search established that an equivalent qualification that has been successfully completed by learners does not exist currently in any other country, because productivity competencies are usually incorporated in the field of production or quality management. This has also been the practice in South Africa up till now.

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 Koropenko, Klaus North. 1996, ILO, Geneva ISBN 92-2-110166-5).

The National Certificate in Productivity: Level 5 covers the following modules of the APO/ILO programme:

> Module 4: Productivity measurement and analysis
> Module 5: Designing a company productivity improvement programme (PIP)
> Module 6: Implementing a company productivity improvement programme
> Module 1 1: Financial and cost analysis
> Module 12: Capital productivity management
> Module 13: Developing human resources
> Module 14: Productivity motivation and gain sharing
> Module 19: Materials management.

The National Certificate 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 Productivity Organization (APO), supported by the International Labour Office **(ILO).**

ARTICULATION OPTIONS

Holding this certificate should provide access to the proposed National Diploma In Productivity Management: Level 5.

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

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 Sector Education and Training Authority, 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.

Assessment and moderation of assessment will be overseen by the relevant ETQA according to its policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies) and in terms of the moderation guidelines detailed below.

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 competence described in the qualification.

Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency or provider institution that is accredited by the relevant ETQA or an ETQA which **has** a Memorandum of Understanding with the relevant ETQA for this purpose.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

The assessor must:

> **Be** in possession of a productivity qualification at NQF level **6** or above
> Have a minimum of five years productivity management experience
> Be registered as an assessor with the relevant ETQA, or 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.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	**114877** Formulate and implement an action plan to improve productivity within an organisational unit	Level4	8	Registered
core	**114884** Co-ordinate the improvement of productivity within a functional unit	Level4	8	Registered
core	**15214** Recognise areas in need of change, make recommendations and implement change in the team, department or division	Level5	3	Registered
Core	**15216** Create opportunities for innovation and lead projects to meet innovative ideas	Level5	4	Registered
Core	**15219** Develop and implement a strategy and action plans for a team, department or division	Level5	4	Registered
core	15220 Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation	Level5	4	Registered
core	**114875** Measure and assess the factors that influence capital productivity and establish the relative impact of each factor	Level5	8	Registered
core	**114876** Measure and **assess** the factors that influence material productivity and establish the relative impact of each factor	Level5	8	Registered
core	**114885** Prepare and communicate a productivity improvement plan for a functional unit	Level5	6	Registered
Core	**114886** Measure and assess the factors that influence labour productivity and establish the relative impact of each factor	Level5	8	Registered
Elective	**10146** Supervise a project team of a developmental project to deliver project objectives	Level5	14	Reregistered
Elective	**10147** Supervise a project team of a technical project to deliver project objectives	Level5	14	Reregistered
Elective	**10148** Supervise a project team of a business project to deliver project objectives	Level5	14	Reregistered
Elective	**10149** Support the project environment and activities to deliver project **objectives**	Level5	14	Reregistered
Elective	**14214** Evaluate and improve the project team's performance	Level5	8	Reregistered
Elective	**12138** Conduct an organisational needs analysis	Level6	10	Reregistered
Fundamental	**12432** Use mathematical and statistical techniques effectively	Level5	20	Registered
Fundamental	**14525** Present an informed argument on a current issue in a business sector	Level5	5	Registered