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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 qualification. The qualification can be accessed via the SAQA web site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification should reach SAQA at the address below **and no later than 12 September 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: Human Resources Management and Practices

SAQA QUAL ID	QUALIFICATION TITLE		
49692	National Diploma: Human Resources Management and Practices		
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	249	Level 5	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This diploma will be useful to people who operationalise some aspects of the core processes and practices at a basic level across the four role clusters in human resources management and practices:

- > Strategic planning for human resources management and practices.
- > Acquisition, development and utilisation of people.
- > Establishment and improvement of labour and employee relations.
- > Compensation and administration related to human resources management and practices.

Holders of the qualification will be able to operationalise some aspects of the core human resources management processes at a basic level and integrate them into an organisation's business processes.

Holding the qualification will enable holders to enter learning programmes for a generalist degree in Human Resources Management and Practices.

Holding this qualification could serve as a requirement for professional registration at associate level.

Rationale:

Organisations require a reliable indicator that a person is competent to operationalise some aspects of the core processes and practices at a basic level across the four role clusters identified in the field analysis:

- > Strategic planning for human resources management and practices.
- > Acquisition, development and utilisation of people.
- > Establishment and improvement of labour and employee relations.
- > Compensation and administration related to human resources management and practices.

Holding the National Diploma in Human Resources Management and Practices will serve as **an** indicator to organisations that a person is competent in this regard.

Organisations also need the qualification as a benchmark to gauge the competence of people in the organisation against those of their local and international competitors.

Learners need the qualification to increase their access to employment. It will enable holders to enter learning programmes for a degree in Human Resources Management and Practices with a specialist focus in one or more of the four role clusters.

Providers of education and training in the field need the qualification to facilitate portability of learner credits between provider institutions.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners have communication and mathematical competence at one level below that required for the fundamental components of the qualification.

Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the criteria laid out.

Evidence can be presented in a variety of forms, including international or previous local qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence should be judged according to the general principles of assessment described in the note to assessors.

QUALIFICATION RULES

Learning components:

Credit composition:

Fundamental:

- > **27** Credits at Level 5
- > Total: **27** Credits

Core:

- > **154** Credits at Level 5
- > **20** Credits at Level 6
- > Total: **174** Credits

Elective:

- > 64 Credits at Level 5
- > Total: **48** Credits - Minimum

Totals:

- > Level 5: **245** Credits
- > Level 6: **20** Credits
- > Qualification Total: **249** Credits

Fundamental Component:

- > All unit standards in the Fundamental section, totalling **27** credits, are compulsory.

Core Component:

- > All unit standards in the core section, totalling **174** credits, are compulsory.

Elective Component:

- > The learner must select unit standards totalling at least **48** credits from the listed electives **and/or** from the sub-field Adult Learning at NQF Level 5 in order to achieve a minimum of **249** credits.

EXIT LEVEL OUTCOMES

Holders of this qualification will be able to:

1. Coordinate and contribute to the management of some aspects of all of the four role clusters related to human resources management and practices:

- > Provide information for the development of policies.
- > Participate in the development of procedures for processes related to human resources management

and practices in accordance with legislative requirements.

- > Recruit and induct new employees.
- > Contribute to the development of employees.
- > Supervise a work unit and manage individual and team performance.
- > Contribute to the establishment and improvement of labour and employee relations (including contributing to employee assistance and wellness programmes).
- > Contribute to the establishment, maintenance and utilisation of an information system related to human resources management and practices (including compensation).

2. Adhere to legislative requirements and organisational policies and procedures when co-ordinating and contributing to the management of some of the core processes related to human resources management and practices, as described in exit level outcome 1 above.

3. Promote best human resources management practices in an organisation.

4. Contribute to the monitoring of Health and Safety at the workplace.

5. Identify strengths and areas for improvement in own learning through self-reflection and reflection on organisational human resources management and practices.

ASSOCIATED ASSESSMENT CRITERIA

- > Contributions are made in accordance with organizational policies and procedures, client requirements and legal requirements.
- > Legislation and organizational policies and procedures relevant to the core processes are correctly identified and appropriately applied to a given situation.
- > Best practices relevant to operational responsibilities are correctly identified.
- > Appropriate action is planned and implemented to promote best practices in the organization.
- > Contributions to the monitoring of health and safety are appropriate to own responsibilities in the organization and in accordance with legislative and organizational requirements.
- > Strengths and areas for improvement in own learning are correctly identified and adequately evaluated.
- > Strengths and areas for improvement in organizational human resources management and practices are correctly evaluated.

Integrated assessment:

For award of the qualification, a candidate must demonstrate competence in the required unit standards, according to the rules of combination.

In addition, candidates must demonstrate the ability to engage in a supportive function in an integrative way, as described in the exit level outcomes, dealing with divergent and "random" demands effectively.

INTERNATIONAL COMPARABILITY

This qualification and the component unit standards have been compared with similar qualifications from the following countries:

- > New Zealand.
- > Scotland.
- > Australia.

In addition, the abilities described in the unit standards have also been compared with the findings of the research commissioned by the World Federation of Personnel Management Associations (WFPMA) as contained in the report by Chris Brewster, Elaine Farndale and Jos van Ommeren, HR Competencies and Professional Standards (Cranfield University, June 2000).

In general this qualification and its component unit standards compare well with their international counterparts. The only major differences are in formatting and scope of coverage or focus. The qualification found to be the most comparable to this one is Scottish Vocational Qualification (SQV) no. **G478** Personnel Support Level 3. The differences in the NVQ and NQF level structures make direct equation difficult.

ARTICULATION OPTIONS

This qualification will be able to with other qualifications in the sub-field as well as provide articulation possibilities with a number of other fields, including, ETDP and the humanities with other qualifications in the sub-field. The document "A Framework for Qualifications for Professionals and Practitioners in People Management Processes" explains the relations between these qualifications.

MODERATION OPTIONS

Moderation shall be at the discretion of the relevant ETQA, so long as it complies with SAQA requirements.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors will have a Human Resources qualification at NQF Level 6 or the equivalent.

Assessment expertise must be evidenced through registered assessor unit standards.

Notes for assessors:

Assessors should keep the following general principles in mind when designing and conducting assessments:

- > Focus the assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.
- > Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.
- > All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent as defined below:

Principles of assessment:

- > Appropriateness: The method of assessment is suited to the performance being assessed.
- > Fairness: The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- > Manageability: The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
- > Integration into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- > Validity: The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- > Direct: The activities in the assessment mirror the conditions of actual performance as closely as possible.
- > Authenticity: The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- > Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > Open: Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.
- > Consistent: The same assessor would make the same judgement again in similar circumstances. The

judgement made is similar to the judgement that would be made by other assessors.

NOTES

This qualification replaces qualification 20892, "National Diploma: Human Resources Management and Practices", Level 5, 240 credits.

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	7848 Manage the induction of new staff	Level 5	5	Reregistered
Core	7882 Manage Payroll Records	Level 5	6	Reregistered
Core	10148 Supervise a project team of a business project to deliver project objectives	Level 5	14	Reregistered
Core	10171 Manage the capture, storage and retrieval of human resources information using an information system	Level 5	3	Reregistered
Core	11286 Institute disciplinary action	Level 5	8	Registered
Core	11907 Draft an employment contract	Level 5	3	Reregistered
Core	11909 Monitor and advise on substantive conditions of employment and related rights and obligations in an organisation	Level 5	5	Reregistered
Core	12140 Recruit and select candidates to fill defined positions	Level 5	9	Reregistered
Core	15214 Recognise areas in need of change, make recommendations and implement change in the team, department or division	Level 5	3	Registered
Core	15215 Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division	Level 5	4	Registered
Core	15220 Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation	Level 5	4	Registered
Core	15229 Implement codes of conduct in the team, department or division	Level 5	3	Registered
Core	15230 Monitor team members and measure effectiveness of performance	Level 5	4	Registered
Core	15232 Coordinate planned skills development interventions in an organisation	Level 5	6	Registered
Core	114273 Demonstrate and apply an understanding of the Labour Relations Act with respect to Collective Agreements and Bargaining Councils	Level 5	6	Registered
Core	114274 Demonstrate and apply an understanding of the Basic Conditions of Employment Act (Act 75 of 1997)	Level 5	8	Registered
Core	114882 Develop holistic productivity improvement strategies and plans	Level 5	10	Registered
Core	114886 Measure and assess the factors that influence labour productivity and establish the relative impact of each factor	Level 5	8	Registered
Core	115753 Conduct outcomes-based assessment	Level 5	15	Registered
Core	115830 Develop own ability to provide a business advisory service for SMMEs	Level 5	10	Registered
Core	116927 Apply the principles of employment equity to organisational transformation	Level 5	10	Registered
Core	117871 Facilitate learning using a variety of given methodologies	Level 5	10	Registered
Core	10985 Conduct a disciplinary hearing	Level 6	5	Registered
Core	12138 Conduct an organisational needs analysis	Level 6	10	Reregistered
Core	12139 Facilitate the resolution of employee grievances	Level 6	5	Reregistered
Elective	11906 Manage the design, development and review of a human resource information system	Level 5	3	Reregistered
Elective	11911 Manage individual career	Level 5	5	Registered
Elective	15217 Develop an organisational training and development plan	Level 5	6	Registered
Elective	15221 Provide information and advice regarding skills development and related issues	Level 5	4	Registered
Elective	15222 Promote a learning culture in an organisation	Level 5	3	Registered
Elective	15228 Advise on the establishment and implementation of a quality management system for skills development practices in an organisation	Level 5	10	Registered
Elective	110494 Apply a range of research methodologies to support the design and implementation of (a) local economic development project(s) in own work context	Level 5	8	Registered
Elective	114879 Promote a productivity improvement strategy	Level 5	10	Registered
Elective	114885 Prepare and communicate a productivity improvement plan for a functional unit	Level 5	6	Registered
Elective	114924 Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework	Level 5	5	Registered
Elective	114925 Manage learner information using an information management system	Level 5	4	Registered
Fundamental	10044 Implement a generic communication strategy	Level 5	10	Reregistered

Fundamental	12433 Use communication techniques effectively	Level 5	8	Registered
Fundamental	110528 Compile and control a budget for a range of office supply requirements	Level 5	4	Registered
Fundamental	115791 Use language and communication strategies for vocational and occupational learning	Level 5	5	Registered
