No. 407 **28 April 2006**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Generic

Registered by Organising Field 05, Education, Training and Development, publishes the following qualification for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification. The qualification 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 should reach SAQA at the address *below and* no *later than 25 May 2006.* All correspondence should be marked Standards Setting – SGB for Generic and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Vocational, Level 3

SAQA QUAL ID	QUALIFICATION TITLE		
50442	National Certificate: Vocational, Level 3		
SGB NAME	**ORGANISING FIELD ID**		**PROVIDER NAME]**
Generic	500		
QUAL TYPE	**ORGANISING FIELD DESCRIPTION**	**SUBFIELD**	
National Certificate	Undefined	Undefined	
ABET BAND	**MINIMUM CREDITS**	**NQF LEVEL**	**QUALIFICATION CLASS**
Undefined	130	Level 3	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The National Certificate: Vocational, Level 3 is aimed at learners in FET Colleges. Successful learners will either go on *to* complete the National Certificate: Vocational, Level **4** or leave the FET College for employment in the workplace, equipped with the relevant knowledge and understanding, practical skills, applied competence and values required for employment at an intermediate level of a particular occupation, trade or in a particular vocational area. Ideally these learners will continue occupational or vocational learning at higher levels on the NQF.

The National Certificate: Vocational, Level 3 will provide learning experiences in situations contextually relevant to the particular vocational area in which the programme is situated. The National Certificate: Vocational at Level 3 on the NQF will offer programmes *in* the form of subjects that will consist of academic knowledge and theory integrated with the practical skills and values specific to each vocational area.

The National Certificate: Vocational has the objectives of:

> Equipping learners irrespective of their socio-economic background, race, gender, or disabilities with the knowledge skills and values necessary for self-fulfillment and meaningful participation in society as citizens of a free country.
> Providing access to further learning in a specific vocational sector chosen by the learner.
> Facilitating the transition of learners from formal education *to* the workplace.
> Providing employers with a profile of learner's competencies.

This means that the National Certificate: Vocational, Level 3 will:

> Deepen the foundation laid by General Education and Training.
> Lay a foundation for specialist learning
> Prepare learners for further learning.
> Prepare learners for employment.
> Develop citizens with a commitment to the social demands of our country such as democracy, improved productivity, global competitiveness, social and economic transformation, etc.
> Promote the holistic development of learners.

The National Certificate: Vocational, Level 3 consists of a combination of compulsory Fundamental modules and optional Vocational modules in which the learner has to demonstrate fundamental, applied and reflexive competence.

The qualification complies with the provisions of the National Education Policy Act 1996 (Act 27 of 1996) and the Further Education and Training Act 1998 (Act 98 of 1998).

Rationale:

South Africa, as is the case with all industrialised and developing countries, has a need of a skilled workforce that is able to provide the products and services required by its citizens. South Africa has to compete internationally with other countries in marketing its products and services. What matters in the global economy is high quality products and services which in turn require high levels of skill and productivity in the country offering them. The particular skills shortages related to the South African economy and its intended growth rate have been identified and the FET College sector is seen as an ideal vehicle to address those shortages. The FET Colleges will, through the National Certificate, Vocational at Levels 2, 3 and 4 produce learners who will be able both to enter the workplace with well developed relevant competencies which can be applied in a range of vocational areas and who will also be able to continue with further learning in their chosen fields so further developing their abilities and competencies. This should result in South Africa having the kind of employees who are able to supply products and services that match those offered by other countries.

The National Certificate: Vocational, Level 3 is a vocationally orientated qualification, which follows on from either the National Certificate: Vocational, Level 2 offered in FET Colleges or appropriate vocational and/or occupational qualifications at NQF Level 2 offered through workplace training. It aims at providing a solid foundation for learning in a particular vocational direction and at the same time at providing the learner with the skills, knowledge, attitudes and values to proceed to the National Certificate: Vocational, Level **4.**

The National Certificate: Vocational, Level 3 is based on the following underpinning principles:

> Social transformation.
> Outcomes based education.
> High knowledge and high skills.
> Integration and applied competence.
> Progression.
> Articulation and portability.
> Human rights, inclusivity and environmental and social justice.
> Valuing indigenous knowledge systems.
> Credibility, quality and efficiency.

The National Certificate: Vocational, Level 3 will be offered in the form of modules that will consist of academic knowledge and theory integrated with the practical skills and values specific to each particular vocational area. It will be offered primarily in FET Colleges.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners who access this qualification are competent in the Learning Outcomes at NQF level 2 of the subjects they will offer in the National Certificate: Vocational, Level 3.

Recognition of Prior Learning:

Any learner who does not possess a statement of achievement or recognized certificate indicating that he/she meets the entry requirements may be granted admission to the qualification through a process of Recognition *of* Prior Learning conducted by Umalusi, a recognized examining body, or an ETQA that has a Memorandum of Understanding with Umalusi.

Learners entering the qualification from other sites of learning could receive credits for relevant learning assessed by other assessment bodies, accredited by Umalusi, the Council for General and Further Education and Training Quality Assurance, in terms of section 16(6) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

Access to the qualification:

1. Access to this qualification is open to all learners who are in possession of:

1.1 A National Certificate, Vocational, Level 2.
1.2 A recognised equivalent qualification obtained at NQF Level 2.
1.3 An approved bridging programme designed for the specific purpose of access to NQF Level 3
1.4 A Recognition of Prior Learning (RPL) assessment programme, which meets the basic requirements

for access to NQF Level 3.

2. Learners who have not been part of the South African education system may also gain access through an appropriate RPL assessment.

QUALIFICATION RULES

The National Certificate: Vocational, Level 3 is made up of a Fundamental Component and a Vocational Component.

1. Fundamental Component:

The following three subjects are compulsory:

1.1. Language at NQF Level 3 in one of the eleven official languages provided for by the South African Constitution, 1996 (Act No. 108 of 1996), (listed in Annexure **B),** provided that the official language chosen is offered at least on First Additional Language level, provided further that the language is the language of learning and teaching (LOLT) of the FET college/provider. See B1 at Annexure **B,** for the languages.

1.2. Mathematics or Mathematical Literacy at NQF level 3.

1.3. Life Orientation at NQF level 3.

2. Vocational Component:

The Vocational Component defines the qualification as being of a specific type and involves learning experiences in situations contextually relevant to the particular vocational field and also provides for the attainment of specific learning required for depth and specialisation within a particular programme. The Vocational Component will therefore indicate the specialisation of the programme.

Learners are to choose Four subjects of 20 credits each at level 3 provided that at least three of the four subjects are selected from one sub-field at Annexure A. The remaining subject may be chosen either from subfields in the same organising field, or from any other organising field listed in Annexure **A.**

The Vocational subjects are grouped in specialisations each of which indicates which subjects have to be taken.

The approved subjects are those listed in the policy document, "National policy on the programme and promotion requirements of National Certificates and Non-formal Programmes offered in Further Education and Training (FET) Colleges".

The three Fundamental subjects, and the four Vocational subjects, making up the National Certificate, Vocational, Level 3 on the NQF are a successive continuation of the learning done at NQF Level 2. The learning in each level, however, is distinctive. There is no carry-over of credits from one level to the next.

The Vocational Specialisiations are the following:

2.1. Information Technology and Computer Sciences

Three Compulsory subjects:

> Systems Analysis and Design.
> Computer Hardware and Software.
> Principles of Computer Programming.

Optional Subject:

Choose one *of* the following subjects or a subject from any other vocational specialisation:

> Project Management.
> Contact Centre Operations.
> Client Services and Human Relations.

2.2. Marketing

Three Compulsory subjects:

> Marketing.
> Commercial marketing.
> Marketing Communication.

Optional Subject:

Choose one of the following subjects or any subject from any other vocational specialization:

> Consumer Behaviour.
> Contact Centre Operations

2.3. Generic Management

Three Compulsory subjects:

> Management Practices.
> Operations Management.
> Financial Management.

Optional Subject:

Choose the following subject or any subject from any other vocational specialization:

> Project Management.

2.4. Tourism

Three Compulsory Subjects:

> Science of Tourism.
> Client Services and Human Relations Services.
> Sustainable Tourism in SA and international Travel.

Optional Subject:

Choose the following subject or any subject from any other vocational specialization:

> Tourism Operations and Technology.

2.5. Electrical Infrastructure Construction

Three Compulsory Subjects:

> Electrical Principles and Practices.
> Electrical Workmanship.
> Electronic Control and Digital Electronics.

Optional Subject:

Choose the following subject or any subject from any other vocational specialization:

> Electrical Systems and Construction.

2.6. Civil Engineering Construction

Compulsory Subjects:

> Applied Science and Costing of Designs (Costing Methods).
> Manufacturing of Construction Materials.
> Construction Project Management.

Optional Subject:

Choose one of the following subjects or any subject from any other vocational specialization:

> Physical Science.
> Civil and Construction Technology.

2.7. Finance, Economics and Accounting

Three Compulsory Subjects:

> Applied Accounting.
> Financial management.
> Economic Environment.

Optional Subject:

Choose the following subject or any subject from any other vocational specialization:

> New Venture Creation.

2.8. Manufacturing and Assembly

Three Compulsory Subjects:

> Manufacturing and Assembly Processes.
> Professional Engineering Practice.
> Application of Scientific and Engineering Knowledge.

Optional Subject:

Choose one of the following subjects or any subject from any other vocational specialization:

> Physical Science.
> Automotive Repair and Maintenance.

2.9. Engineering and Related Design

Three Compulsory Subjects:

> Engineering Processes.
> Professional Engineering Practice.
> Applied Engineering Technology.

Choose one *of* the following subjects or any subject from any other vocational specialization:

> Physical Science.
> Fitting and Turning.

2.10. Fabrication and Extraction

Three Compulsory Subjects:

> Fabrication and Extraction Processes.
> Principles of Design and Professional Practice.
> Application of Scientific and Engineering Knowledge.

Choose one of the following subjects or any subject from any other vocational specialization.

> Engineering Fabrication.
> Physical Science.

2.11. Primary Agriculture

Three Compulsory Subjects:

> Advanced Plant Production
> Advanced Animal Nutrition
> Farm Business Management

Optional Subject:

Choose the following subject or any subject from any other vocational specialization:
> Farm Planning.

2.12. Office Administration

Three Compulsory Subjects:

> Business Practice
> Office Practice
> Office Data Processing

Optional Subject:

Choose one of the following subjects or any subject from any other vocational specialization:

> Applied Accounting.
> Personal Assistant.

2.13. Hospitality

Three Compulsory Subjects:

> Hospitality Generics.
> Food Preparation.
> Hospitality Services.

Optional Subject:

Choose the following subject or any subject from any other vocational specialization:

> Client Services and Human Relations

3. The above choices are subject to the following provisos:

3.1. A learner may not offer both Mathematics and Mathematical Literacy Credits.

3.2. Learners may offer an additional language in lieu of the fourth Vocational subject to the value of 20 credits at Level 3 selected as follows:

3.2.1. The language must be at least at First Additional Language level.
3.2.2. It must be one of the eleven official languages listed at B1 at Annexure B or be one of the non-official languages listed in the policy document, "National Educational Policy: Formal Further Education and Training College Programmes."

4. The subjects chosen for an approved programme at an FET College may also consist of subjects assessed by other assessment bodies, accredited by Umalusi, the Council for General and Further Education and Training Quality Assurance, in terms of section 16(6) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

5. The following concessions to the above rules are applicable:

5.1. A learner who is classified as an immigrant may offer the required official language on at least Second Additional Language Level.
5.2. A learner who has an aural impairment and whose language of instruction is not his/her home language, may offer the official language at Second Additional Level.
5.3. A learner experiencing dyscalculia may be exempted from offering Mathematical Literacy or Mathematics, provided that another module is offered in lieu of Mathematical Literacy or Mathematics.

6. Credits:

Each subject is worth 20 credits with Life Orientation worth 10 credits. The total for the qualification is 130 credits.

Fundamental Component:

> Language: 20 credits
> Mathematics or Mathematical Literacy: 20 credits
> Life Orientation: 10 credits
Total for Fundamental Component: 50 credits

Vocational Component:

> Vocational subject 1: 20 credits
> Vocational subject 2: 20 credits
> Vocational subject 3: 20 credits
> Vocational subject 4: 20 credits
Total for Vocational Component: 80 credits

Total for Qualification: 130 credits

EXIT LEVEL OUTCOMES

The Exit Level Outcomes and their Associated Assessment Criteria of the National Certificate, Vocational, Level 3 are explicitly stated in the curriculum statements of the individual subjects up this qualification.

1. Fundamental Component

1.1. Language:

a. Listening and Speaking

Exit Level Outcome: Listen and speak in workplace contexts for a variety of purposes and audiences.

Associated Assessment Criteria:

> Listening and speaking strategies are used for a range *of* purposes in a workplace context.
> Range: Purposes refer to presenting arguments, interpersonal, work-related and group communication, public speaking, strategies and techniques for assertiveness and presentation techniques.
> Different forms of oral communication are identified and used in workplace contexts.
> Oral presentations are researched, planned and delivered in a workplace context.
> Oral presentations are responded to using a variety of questioning techniques.
> Language usage is applied to a variety of workplace situations.

b. Reading and Viewing

Exit Level Outcome: Read and assess verbal and non-verbal forms of communication in order to determine meaning and make responses to the intended message.

Associated Assessment Criteria:

> A variety of reading and viewing strategies are applied to comprehend, interpret and gain information.
> Written and visual texts are explained in terms of meaning and application in a workplace.
> The structure and key features of texts are identified and explained to show how they shape meaning.
> Range: Texts include literary and non-literary texts, reference material, visual and multi-media texts. Literary texts should constitute 20% of the number of texts read and viewed.
> Stylistic devices are identified and explained to show how these devices achieve particular effects.
> Different forms of non-verbal communication are investigated and explained to determine meaning, values and attitudes.
> Range: Forms of non-verbal communication include body language, facial expressions, gestures, signs and symbdls, colour, pictures and illustrations, graphic.

c. Writing and Presenting

Exit Level Outcome: Write and present for a limited range of purposes and audiences using language conventions and formats appropriate to workplace contexts.

Associated Assessment Criteria.

> Writing tasks are planned for specific purposes, audiences and contexts.
> Range: Writing tasks refer to short reports, forms and questionnaires, proposals and other persuasive

writing and workplace correspondence.
> Writing strategies and techniques are used for first drafts.
> Language structures and conventions are used to create and write texts that are logical, and stylistically and grammatically correct.
> Feedback from others is used *to* check and adapt the written text.
> Own writing is proofread and edited so that the final text can be produced for presentation.
> The final text is presented using the conventions and formats required by the context.

d. Language in Practice

Exit Level Outcome: Use language structures and conventions in order to direct learning and to communicate in workplace context.

Associated Assessment Criteria:

> Language structures and conventions are identified and used for effective learning and communication.
 > Range: Language structures and conventions refer to syntax and grammar, diction, meaning and idiomatic language.
> Language awareness and structures are used and interpreted to produce a range of oral and written texts.
> Learning resources are accessed and used to demonstrate learning in different contexts.
 > Range: Learning resources include dictionaries, textbooks, web page information, reference works, manuals, study guides, and multi-media texts.
> Learning strategies are implemented to assist and improve learning.
 > Range: Strategies include techniques for learning, learning style, time management, goals and motivation, learning context and barriers, teamwork, group learning and leadership, and multiple intelligences.

1.2. Mathematics:

a. Numbers

Exit Level Outcome: Analyse and represent a wide range of algebraic and trigonometric functions and solve related problems.

Associated Assessment Criteria:

> Algebraic expressions are manipulated and simplified for use in problem solving.
> Algebraic equations and inequalities are solved in given problems.
> Complex numbers are represented in a form appropriate to the context.
> Operations are performed on complex numbers.
> Problems are solved using complex numbers.

b. Functions

Exit Level Outcome: Investigate, analyse, describe and represent a wide range *of* functions and solve related problems.

Associated Assessment Criteria:

> Techniques are used to sketch and interpret information from graphs of functions.
> A formal definition for the function concept is given correctly.
> Various types of functions and relations are worked with correctly.
> Limits of functions are determined for use in problem solving.
> The derivative is determined from first principles.
> Derivatives are determined using the rules for differentiation.
> Derivatives are used to solve problems of both Mathematical and real-life situations.

c. Space, Shape and Orientation

Exit Level Outcome: Analyse and justify properties of shape in 2-dimensional and 3-dimensional space.

Associated Assessment Criteria:

> Formula for area and volume are used in given problems.
> Necessary conditions for similarity of polygons are investigated in given problems.

> The Cartesian co-ordinate system is used to derive and apply equations.
> The effect on co-ordinates is investigated, generalized and applied in given problems.
> Special angles are derived and their values are used in calculations.
> Quotient and squares identities are derived and used in given problems.
> Reduction formula are derived and used to simplify trigonometric expressions.
> The area, sine and cosine rule are used to solve problems.

d. Statistical and Probability Models

Exit Level Outcome: Interpret data to establish statistical and probability models to solve related problems.

Associated Assessment Criteria:

> Measures of central tendency and dispersion in univariate numerical data are calculated and represented in given problems.
> Questions are posed and data is collected and organized from given problems.
> Data is analysed and interpreted using various mathematical techniques,

e. Financial Mathematics

Exit Level Outcome: Apply mathematical knowledge and skills to plan personal finance and investigate opportunities for entrepreneurs.

Associated Assessment Criteria:

> Complete income and expenditure sheets and budgets for personal and social club finances.
> Simple and compound interest is used to make sense of and define a variety of situations.

1.3. Mathematical Literacy:

a. Numbers

Exit Level Outcome, Calculate and measure using numbers in personal and workplace contexts.

Associated Assessment Criteria:

> Numbers, determined by the context, are used to solve problems in personal and workplace contexts.
> Multi-step calculations are performed in order *to* solve problems in personal and workplace contexts.
> Measuring tools and techniques are identified and used to solve concrete problems in personal and workplace contexts.

b. Patterns and Relationships

Exit Level Outcome: Identify patterns and relationships between varying quantities in personal and workplace contexts

Associated Assessment Criteria:

> Patterns are identified and extended in personal and workplace contexts.
> Information about relationships is determined from the representations of the relationship and used to solve problems in personal and workplace contexts.
> Conversions are used to show different representations and solve concrete problems in personal and workplace contexts.

c. Finance

Exit Level Outcome. Deal with personal and workplace related finances in a responsible manner.

Associated Assessment Criteria:

> Finances are managed in personal and workplace contexts.
> Financial information is interpreted and used in personal and workplace related contexts.

d. Space, Shape and Orientation

Exit Level Outcome. Read, interpret, make and use representations of the physical world appropriate to

personal and workplace-based applications.

Associated Assessment Criteria:

> The vocabulary of space, shape and orientation is used in a range of personal and workplace based contexts.
> Space; shape and orientation calculations are performed correctly to solve problems in personal and workplace contexts.
> Representations are interpreted and used to make sense of and solve problems in personal and workpiace contexts.
> Physical and diagrammatic representations are made to investigate problems in personal and workplace contexts and findings are communicated with evidence.

e. Information communicated through numbers/graphs and tables

Exit Level Outcome: Use information communicated through numbers, tables and graphs in order to make predictions in personal and workplace contexts.

Associated Assessment Criteria:

> Information is collected and organised in order to answer questions in personal and work related contexts.
> Information presented (and misrepresented) in various forms is critically interpreted in order to make sense of and make predictions about personal and workplace contexts.

1.4. Life Orientation:

Exit Level Outcome 1: Describe the effects of positive living in order to cope with sexually transmitted infections and opportunistic infections.

Associated Assessment Criteria:

> Ways to deal with discrimination and human rights violations are explained in relation to support services available in a community context.
> The effect of medication and a healthy diet on the alleviation of symptoms is explained with examples.
> The role and effects of *a* positive attitude and lifestyle are described in terms of their impact on the individual's well being.

Exit Level Outcome *2:* Demonstrate ability to participate in a team.

Associated Assessment Criteria:

> Advantages and disadvantages of working in a team are identified with examples.
> Characteristics of an effective team or group are identified and described with examples.
> The responsibilities of each member *of a* team are identified and explained in relation to the purpose and goals of the team.
> The role *of* behaviours and attitudes are identified and explained in terms of their impact and effect on teambuilding.
> The principles of teamwork are applied to a specific context.

Exit Level Outcome 3: Demonstrate an understanding of leadership.

Associated Assessment Criteria:

> Leadership qualities are identified and described with examples.
> Different leadership styles are described with reference to the interaction and relationship between a leader and a team in specific contexts.
> Range: Contexts include sports and recreation, voluntary organisations, community projects, study, work and personal life.
> The role of leadership is explained in terms its impact on organisational objectives.

Exit Level Outcome **4:** Explain and apply ways of managing diversity within the South African context

Associated Assessment Criteria:

> The concept of diversity is explained with reference to the diverse nature of South African society.

> Human rights, as outlined in the South African Constitution, are explained in terms of the principles of responsible citizenship.
 > Range: Reference to the South African Constitution refers specifically to Chapter 2 Bill of Rights.
> Attitudes and perceptions relating to cultural and gender stereotyping are explained in terms of ways to manage them.
> Ways of managing diversity are investigated for a specific context.

Exit Level Outcome *5:* Apply basic computing skills.

Associated Assessment Criteria:

> Graphical-User-Interface (GUI)-based word processing applications are used to produce tables, columns and create merged documents.
> (GUI)-based spreadsheets are produced using formulas and statistics.
> (GUI)-based presentation applications are used to format the presentation.
> Preventative maintenance, environment and safety issues are identified in a computer environment.
> The effects of information and communication technology are explained in terms of the physical, social and legal environment.

2. Vocational Component

2.1. Information Technology and Computer Sciences

Exit level outcomes for the three compulsory subjects:

Exit Level Outcome **1:** Explain the Principles *of* Computer Hardware and Software.

Associated Assessment Criteria:

> Preventative maintenance, environment and safety issues are identified in a computer environment.
> Problem solving strategies are applied within the information technology context.
> Computer architecture concepts are explained with examples.
> Computer systems and related hardware configurations are described in terms of their characteristics and performance.
> Personal Computer (PC) or hand held computer hardware components are described in terms their functions and operating principles.
> PC or hand held computers and peripherals are assembled and tested according to given specifications.
> PC or hand held computer application systems software are installed according to current publisher's instructions.
> PC or hand held computer peripherals are installed in accordance with current manufacturer's specifications and gained user's acceptance.
> Information Technology systems are tested according to appropriate test procedures per given scenario.
> User and technical problems are resolved to ensure that the system functions.
> PC or hand held computer and peripherals are repaired to correct modular defects.

Exit Level Outcome **2:** Use Computer Programming Skills.

Associated Assessment Criteria:

> Electronic logic principles are explained in terms of their role in computing.
> Object oriented and procedural languages are described according to their functions.
> Computer programming principles are explained in terms of application.
> A computer programme is designed using programming principles and techniques.
> Computer programming errors are explained in terms of their types and differences.

Exit Level Outcome 3: Identify and Describe Information Technology Systems Life Cycle.

Associated Assessment Criteria:

> System taxonomies are explained in terms of applications.
> The components of information systems (IS) are explained in terms of their relationship and function.
> Information systems departments are explained in terms of their role and function.
> Concepts associated with information technology systems development life-cycle are explained with examples.
> The preliminary investigation process is explained in terms of its role in the systems life cycle.
> Information systems planning and strategy are explained in terms of organisation policy and objectives.

Call Centre Operations (Optional Subject):
> See Marketing for Exit Level Outcomes and Associated Assessment Criteria.

Consumer Behaviour (Optional Subject):
> See Marketing for Exit Level Outcomes and Associated Assessment Criteria

Client Services and Human Relations (Optional Subject):
> See Marketing for Exit Level Outcomes and Associated Assessment Criteria

2.2. Marketing

Exit level outcomes for the three compulsory subjects:

Exit Level Outcome 1: Explain marketing principles, policies and procedures.

Associated Assessment Criteria:

> Marketing principles are explained by using examples.
 > Range: Marketing Principles refer to Place, Product, Price and Promotion.
> **A** marketing plan is explained in relation to marketing requirements of an organisation.
> Marketing policies and procedures are compared in order to differentiate between them.

Exit Level Outcome 2: Apply marketing principles, policies and procedures.

Associated Assessment Criteria:

> Marketing principles are applied to the design of a marketing strategy.
> Elements of a marketing policy are analysed in order to comply with policy and regufations.
> Marketing queries are investigated and findings are drafted in terms of organisational policy and procedures.
> Marketing procedures are sequenced so as to ensure that service delivery is enhanced.
> The principles of teamwork in a marketing context are explained with examples.
> The role of teamwork is analysed in terms of advantages and disadvantages.

Exit Level Outcome 3: Compile a marketing plan.

Associated Assessment Criteria:

> The components of a marketing plan are developed for a specific project.
> The reasons why a marketing plan must comply with organisationalethics and legal requirements are explained with examples.
> **A** marketing plan is analysed in terms of deliverables and achievements.

Exit Level Outcome **4:** Research marketing trends in order to inform decision-making.

Associated Assessment Criteria:

> Stages and processes of market research are identified and described with examples.
> Types of data capturing methods for marketing are explained in terms of their use.
> Market trends are identified and explained according to categories of influence and sales performance
 > Range: Categories include cultural, social, reference group and individual.
> Consequences of not taking market trends into consideration when making decisions are explained in terms of its impact.
> An informed marketing decision **is** made based on the analysis of market trends.
> Features and benefits of a range of products are described in order to ascertain which appeal to a particular target market.

Exit Level Outcome *5:* Use marketing communication strategies to promote sales.

Associated Assessment Criteria:

> Legal requirements, which influence the preparation of promotional material are described using examples.
> Promotional material to advertise a product or service is prepared within the guidelines of current legal requirements.

> The role of ethical behaviour within a marketing context is explained in terms of interacting with clients.
> The concept of diversity is used when designing promotional material

Call Centre Operations (Optional Subject):

Exit Level Outcome: Deal with customer queries and complaints.

Associated Assessment Criteria:

> An organisational customer policy is explained in terms meeting customer needs.
> The nature and origin of customer complaints are identified, assessed and documented according to organisational policy and procedures.
> Strategies are used to deal with customer complaints according to organisational policy and procedures.
> Benefits of creating a contact centre culture are identified and described in terms of client satisfaction.

Consumer Behaviour (Optional Subject):

Exit Level Outcome: Explain the nature and impact of consumer behaviour.

Associated Assessment Criteria:

> The nature of consumer behaviour is described in terms of buying patterns.
> The reasons why customers are identified and liaised with are described in order to determine their needs.
> Sales techniques are selected and applied in relation to the identified consumer target market.
> The nature of customer complaints are identified and documented according to organisational policy and procedures.

Client Services and Human Relations (Optional Subject):

Exit Level Outcome: Explain client service and human relations in relation to cultural awareness and societal values.

Associated Assessment Criteria:

> The principles of time management are explained and used in order to enhance productivity.
> *Staff* induction is explained for the purpose of orientating, preparing and sustaining new staff in their job and role in an organisation.
> A positive and stable working environment is explained in terms of its effect on staff morale and client interaction.
> Cultural awareness is explained in order to ensure sensitivity when dealing with customers and colleagues.
> The importance of client service is explained in order to ensure customer satisfaction.
> The role of societal values and ethical behaviour is explained in order to improve service delivery and relationships with clients.
> Range: Values and ethics refer to Human rights, social justice, human dignity, equality, non-racialism, rights and responsibilities of a government and its citizens.

2.3. Generic Management

Management Practices

Exit Level Outcome: Explain the role of management in an organisation.
> Range: Function includes but is not limited to Human Resources, Marketing, Finance, Public Relations, Production, and Administration. Styles include but are not limited to autocratic, democratic, participative, laissez faire.

Associated Assessment Criteria:

> The advantages and disadvantages of organisational structures are explained outlining limitations and benefits of each to management functions.
> The way in which each management function is addressed in specific organisations is explained in terms of their rote.
> The role of strategic planning is explained for specific organisations.
> The concept and benefits of strategic planning are defined and explained using examples.
> The chief characteristics of different management styles are described with an indication of which

circumstances are best for each style.

Operations Management

Exit Level Outcome: Explain operational planning.
> Range: Operational Planning includes but is not limited to goals, objectives, activities, timeframes,
responsible persons, resources and costs.

Associated Assessment Criteria:

> A work schedule is planned and drafted outlining deliverables, priorities, deadlines, and timeframes.
> The implementation of plans are assessed in terms of achievements and deliverables.
 > Range: Plans include monthly, daily, weekly, yearly.
7 Environmental and other risks are identified and explained in terms of their effect on the execution of the
operational plan.

financial Management

Exit Level Outcome: Perform elementary financial activities within a small business.

Associated Assessment Criteria:

> Wages and salaries are calculated according to Generally Accepted Accounting Practice (GAAP).
> Petty cash systems are explained in relation to business needs.
7 Statements are prepared in order to reconcile transactions.
 > Range: Statements include but are not limited to: bank reconciliation, debtors and creditors.
> VAT documentation is completed in accordance with South African Revenue Services **(SARS)**
requirements.

Project Management (Optional Subject)

Exit Level Outcome 1: Develop a simple project plan.
> Range: Simple project plan includes but is not limited to measurable deliverables, milestones,
timeframes, activity, time, and resource (human andlor material and/or equipment) information.

Associated Assessment Criteria:

> A project plan is developed for a small business venture.
> The reasons why support should be given to project teams are identified and explained with examples.
 > Range: Support includes but is not limited to administrative (recordkeeping), financial (quotations,
costings) and organising (resources).
> Leadership skills are identified in order to be used to support and manage a simple project.
> The role of ethical conduct is explained and applied to manage a project.

2.4. Tourism:

Science of Tourism

Exit Level Outcome: Explain Tourism as part of a business venture.

Associated Assessment Criteria:

> The effect of current affairs on tourism is explained with examples.
> Local tourist information is identified and selected in order to assist clients with choosing destinations.
> Procedures to follow when arranging an event are explained by making use of examples.
> Information is sourced in order to determine opportunities for employment and self-employment.

Client Services and Human Relations

Exit Level Outcome: Explain client service and human relations in relation to cultural awareness and
societal values.

Associated Assessment Criteria:

> The importance of client service is explained in order to ensure customer satisfaction.
> The principles of time management are explained and used in order to enhance productivity.

> Staff induction is explained for the purpose of orientating, preparing and sustaining new staff in their job and role in an organisation.
> **A** positive and stable working environment is explained in terms of its effect on staff morale and client interaction.
> Cultural awareness is explained in order to ensure sensitivity when dealing with customers and colleagues.
> The role of societal values and ethical behaviour is explained in order to improve service delivery and relationships with clients.
 > Range: Values and ethics refer to human rights, social justice, human dignity, equality, non-racialism, rights and responsibilities of a government and its citizens.

Sustainable Tourism in South Africa and Regional Travel

Exit Level Outcome: Identify and describe national and regional tourism in Southern Africa in terms of sustainable practices.

Associated Assessment Criteria:

> Regional African and Indian Ocean Island tourist destinations are identified and described with examples of their main attractions.
> Information about a specific South African tourism destination is identified and prepared for the purpose of planning an excursion.
 > Range: Information refers *to* South African demographics; recent statistics; economy; infrastructure; institutions; political history; current newsworthy events both locally and worldwide; culture (languages, religion, music, food), natural heritage and physical features.
> The value of preparing a tourism experience is described in terms of its effect on the individual and community.
> The different dimensions of sustainable tourism are explained with examples.
 > Range: Dimensions refer to roles, relationships and responsibilities of stakeholders; various approaches; types of resources; sustainability issues.
> **A** range of South African heritage sites are identified in terms of how they can be used to enhance a tourism experience.

Tourism Operations and Technology (Optional Subject)

Exit Level Outcome: Describe administrative duties and entrepreneurial skills in a tourism environment.

Associated Assessment Criteria:

> Petty cash and banking procedures are described, processed and monitored in a controlled scenario.
> Customer information regarding services is provided and bookings are made for accommodation establishments.
> An information system is planned, monitored and controlled by making use of examples.
 > Range: Information system refers to paper-based and electronic systems.
> The principles, concepts and benefits of marketing are described to indicate benefits of instilling in self a marketing culture.
> **A** comprehensive business plan is produced for a new business venture.
 > Range: Business plan will include business type, registration requirements, market research, financial components, budget for an SME.
> A word processing package is used in order to produce and manage business documents.
> **A** spreadsheet package is used to demonstrate basic numeric functions.
 > Range: Functions refer to file management, data management and formulae construction.

2.5. Electrical Infrastructure Construction:

Electrical Principles and Practice

Exit Level Outcome: Demonstrate understanding of the principles of electricity and magnetic theory.

Associated Assessment Criteria:

> The principles of electricity are described as they relate to performing maintenance and testing.
> Elementary formulas for calculating electrical data are selected and used in order to inform decision-making in relation to testing of electrical equipment.
> Measuring instruments are described in terms of their uses.
> Electric components are identified and described according to their operating principles.

> The use of cabling and accessory equipment is illustrated by making use of sketches.

Workshop Practice

Exit Level Outcome: Explain and apply worksite practices and procedures.

Associated Assessment Criteria:

> Fault-finding electrical devices are used in a structured scenario.
> Electrical devices are repaired and maintained according to manufacturer's specifications.
> Electrical instruments are used in a structured scenario.

Electronic Control and Digital Electronics

Exit Level Outcome: Construct electronic circuits.

Associated Assessment Criteria:

> Measuring instruments are used in a structured scenario.
> Elementary electronic circuits on breadboards or viro boards are constructed according to given specifications.
> The binary system is used in a structured scenario.
> A computer is assembled and booted according to given specifications.
> The operation of simple ladder diagram logic is applied using theoretical knowledge.
> Electronic circuit construction and programmable logic controllers are described using examples.

Electrical Systems and Construction (Optional Subject)

Exit Level Outcome 1: Explain electrical components and equipment in terms of their operating principles.

Associated Assessment Criteria:

> Principles of measuring equipment are explained in terms of the influence on their various uses.
> Regulatory safety precautions in electrical installations are explained in relation to practical application.
> The principles of electricity are explained in terms of their uses inn machinery.
> The principles of electric circuitry are explained in terms of their uses in components.
> The principles of electric high voltage are explained in terms of their uses in equipment.
> The principles of electricity are explained in terms of their uses in household appliances.

Exit Level Outcome 2: Explain the construction of electrical systems.

Associated Assessment Criteria:

> Electrical sketches and drawings are drawn according to given specifications.
> Direct Current (DC) and Alternating Current (AC) Electric circuitry are constructed according to specifications.
> Tests and inspections are conducted on installations in order to assess the condition of the electric circuitry.
> The condition of equipment is assessed in order to do maintenance.
> Fault finding is conducted in order to repair electrical systems.
> System responses are analysed in order to isolate faults.

2.6. Civil Engineering Construction:

Exit level outcomes for the three compulsory subjects:

Exit Level Outcome 1: Coordinate work teams in specific construction projects.

Associated Assessment Criteria:

> Production schedules are designed in accordance with project management principles.
> Workgroup members are supported and guided to perform tasks in accordance with industry set standards and procedures.
> Information is received, processed and communicated within a structured context.
> The role of time management is explained in terms of completing projects timeously.
> The role of supervision is explained in terms of providing workgroup discussions, problem solving

activities and implementation of solutions.
> The role of informing work teams about labour related issues is explained in terms *of* current legislation.
 > Range: Legislation refers to Labour Relations Act, Basic Conditions of Employment Act, Equity Act.

Exit Level Outcome **2:** Plan, prepare and perform various activities of civil engineering construction

Associated Assessment Criteria:

> Specialised construction activities are performed in accordance with prescribed industry regulations.
 > Range: Specialised construction activities refer to construction masonry, carpentry, plumbing, tiling and painting.
> Administrative processes are planned, prepared and *performed* for specific projects in civil engineering construction.
> Occupational Health and Safety Regulations are interpreted and applied as prescribed by regulations and legislation.
 > Range: Legislations refers to Occupational Health and Safety Act, Machinery Act, Compensation for Occupational Injuries and Disease Act.
> Quantities are measured and costs are estimated in accordance with applicable formulae and costing requirements.

Exit Level Outcome 3: Explain and use construction contracting documents for specific purposes.

> Range: Construction contracting documents include: Contract Documents which refer to: Conditions of Contract, Working Drawings, Specifications, Bill of Quantities, Tender Documents, Tender Appreciation and Official Tender Envelope. Material and Plant documents refer to: invoices, advices delivery notes,   , receipts, and material and plant order forms, stock books.

Associated Assessment Criteria:

> Documentation used for material and plant control, and safety checks are explained and used in accordance with prescribed requirements.
 > Range: Documentation includes: material and plant quotation forms, invoices advices, general receipt books, delivery notes and stock books.
> Construction contracting documents are explained and used in terms of their purpose for specific activities.
 > Range: Documents include conditions of contract, working drawings, Specifications and Bill of Quantities.
> Construction contracting documents are used as required by various civil engineering construction statutory bodies of South .Africa.
 > Range: Statutory Bodies include but are not limited to: Association of Architects, Association of Quantity Surveyors in South Africa, Building Industry Federation of South Africa.

Exit Level Outcome **4:** Explain, operate and maintain the various devices and systems used in civil engineering construction.

Associated Assessment Criteria:

> The functions of construction devices are explained using prepared diagrams.
> The operation of different construction system and devices is explained outlining reasons for their selection.
 > Range' Devices include leveling and measuring instruments, tools, equipment, machines and plant.
> The need for construction devices and systems to comply with industry standards is explained in relation to the focus on problems caused by non-compliance.
> The condition of construction equipment, machinery and plants are monitored at regular intervals and faults are diagnosed in accordance with specifications.
> Health and safety procedures and practices are explained and adhered to at all times of operations.

Construction Carpentry and Roof Work (Optional Subject):

Exit Level Outcome. Produce different Construction Carpentry Roof Work products.

Associated Assessment Criteria:

> The types of equipment, tools and machinery used in Construction Carpentry and Roof Work are described with emphasis on their uses.
> Machines and tools, methods and processes are used to produce different Construction Carpentry Roof

Work products.
> Relevant health and safety procedures and practices are applied at all times.

Exit Level Outcome: Explain and use scientific and technological knowledge in a range of contexts.

Associated Assessment Criteria:

> Process skills, scientific reasoning and strategies are explained in a variety of scientific, technological, environmental and everyday contexts.
> Scientific and technological knowledge analysed and used in scientific and technological contexts.
> The impact of scientific knowledge on the quality of human, environmental and socio-economic development is explained with examples.

Basic Construction Plumbing (Optional Subject):

Exit Outcome 1: Read and interpret construction drawings and specifications.

Associated Assessment Criteria:

> The various scales and elevations used in construction drawings are explained using construction drawings.
> A construction drawing is interpreted **so** as to decide what has to be done and what materials are required.

Exit Outcome 2: Install, maintain and repair cold and cold-water plumbing systems.

Associated Assessment Criteria:

> The resources needed to perform the work are obtained using organisational procedures.
> The site **is** prepared to comply with health and safety requirements and to ensure that the work can **be** carried out.
> The work is executed in compliance with Health and Safety requirements and standard work procedures.

Exit Outcome 3: Install, inspect and maintain drainage and sanitation systems.

Associated Assessment Criteria:

> Below ground drainage systems are inspected to determine if maintenance or repair work is required.
> Drainage systems are inspected to ensure that safe and secure access is possible at all times.
> On-site sanitation systems are installed in accordance with local regulations and standard work procedures.

Basic Masonry and Tiling Construction (Optional Subject):

Exit Level Outcome: Operate in a civil engineering masonry and tiling construction environment.

Associate Assessment Criteria:

> Machines and tools are used to perform construction masonry and tiling activities.
> Methods and processes are applied to perform specialised construction masonry and tiling activities.
> Health and safety procedures and practices are applied according to current legislation and workplace practices.

Road Construction (Optional Subject):

Exit Level Outcome: Operate in Road Construction environments.

Associated Assessment Criteria·

> Road construction drawings are analysed and used to calculate quantities needed to complete work.
> Machines and tools are used to perform specialised Road Construction activities.
> Health and safety procedures and practices are applied according to current legislation and workplace practices.

2.7. Finance, Economics and Accounting:

Exit level outcomes for the three compulsory subjects:

Exit Level Outcome 1: Prepare journals for various transactions.
> Range: Journals include cash, debtors, creditors.

Associated Assessment Criteria:

> Elementary accounting concepts are described according to Generally Accepted Accounting Practice (GAAP).
> Transactions are recorded in journals according to Generally Accepted Accounting Practice (GAAP).
> Journals are posted to ledgers.
> Value Added Tax (VAT) is calculated in accordance with current legislation

Exit Level Outcome 2: Record transactions for a small business.
> Range: Transactions include wages, salaries, petty cash, Value Added Tax (VAT), reconciliations.

Associated Assessment Criteria:

> Wages and salaries are calculated according to Generally Accepted Accounting Practice (GAAP).
> Petty cash systems are explained in relation to business needs.
> Statements are prepared in order to reconcile transactions.
 > Range of statements includes: bank reconciliation, debtors and creditors.
> VAT documentation is prepared in accordance with South African Revenue Services (SARS) requirements.

Exit Level Outcome 3: Explain factors of influence on the economy.
> Range: Factors include production factors, role of money, financial markets, role players.

Associated Assessment Criteria:

> Economic principles are explained using examples.
> Trade transactions are calculated according to international trade principles.
> The influence of current affairs is explained in terms of its impact on a small business.

New Venture Creation (Optional Subject):

Exit Level Outcome: Explain business operations for a new business venture.
> Range: Business operations include stakeholders, business sections, human resources, action plan.

Associated Assessment Criteria:

> Stakeholders are identified for a new business venture.
> The organisational structure of a workplace is identified and explained in terms of its roles and responsibilities.
> Human resources principles are identified and explained for a new business venture.
> The concepts of organisational ethics and risk management are explained for a new business venture
> Resources for a new business venture are identified and explained with practical examples.
> An operational action plan is designed for a new business venture.

Applied Accounting (Optional Subject):

Exit Level Outcome: Prepare elementary journals for various transactions.

Assessment Criteria:

> Elementary accounting concepts are described according to Generally Accepted Accounting Practice (GAAP).
> Elementary transactions are recorded in journals according to Generally Accepted Accounting Practice (GAAP).
> Journals are posted to ledgers.
> Profit or **loss** is calculated for the financial year-end.

2.8. Manufacturing and Assembly:

Exit level outcomes for the three compulsory subjects.

Exit Level Outcome 1: Describe the properties and characteristic changes of materials used in Engineering.

Associated Assessment Criteria:

> Properties of materials are explained referring to their chemical composition, physical properties and characteristics.
> Characteristic changes of materials are described using various applications.
 > Range: Applications include but are not limited to heat treatments, annealing, tempering, forging cold treatments and stress-strain applications and chemical treatment.

Exit Level Outcome 2: Interpret and produce drawings.
> Range: Drawings includes but are not limited to engineering drawings, maps, sketches and Computer Aided Design (CAD).

Associated Assessment Criteria:

> Drawings are interpreted and the understanding applied in a specific context.
 > Range: Drawings include but are not limited to engineering drawings, sketches, maps, graphics and Computer Aided Drawings (CAD).
> Drawings are produced according to a code of standard.

Exit Level Outcome 3: Explain and use Corrective and Preventative procedures.

Associated Assessment Criteria:

> Corrective procedures are explained according to workplace practice.
> Preventative procedures are explained according to workplace practice.

Automotive Repair and Maintenance (Optional Subject):

Exit level Outcome: Diagnose vehicle faults and repairs.
 > Range: Vehicles include one of the following types: Passenger, Light Delivery and Commercial vehicles, Earthmoving equipment, Forklifts.

Associated Assessment Criteria:

> Common faults occurring in petrol driven vehicles are identified with examples of their effect on the performance of the vehicle.
> Common faults occurring in diesel driven vehicles are identified with examples of their effect on the performance of the vehicle.
> Electronic and computerised diagnostic machines are used to identify faults according to manufacturer's specifications.
> Safety, health and environmental standards are explained and adhered to in workplace contexts and according to current legislation.
> Solutions to common faults occurring in a range of vehicles are explained and applied to correct the problem.

2.9. Engineering and Related Design:

Fitting and Turning (Optional Subject):

Exit Level Outcome 1: Describe the properties and characteristic changes of materials used in engineering.

Associated Assessment Criteria:

> Properties of materials are explained in terms of their chemical composition, physical properties and characteristics.
> Characteristic changes that occur when working with materials are described using various applications.
 > Range: Applications include but are not limited to: heat treatment, annealing, tempering, forging, cold treatment, stress-strain applications and chemical treatment.

2.10. Fabrication and Extraction:

Exit level outcomes for the three compulsory subjects:

Exit Level Outcome 1: Describe the properties and characteristic changes of materials used in Fabrication

and Extraction.

Associated Assessment Criteria:

> Physical properties of materials are explained referring to their chemical composition, properties and characteristics.
> Characteristic changes of materials are described using various applications.
 > Range: Applications include but are not limited to heat treatments, annealing, tempering, forging cold treatments and stress-strain applications and chemical treatment.

Exit Level Outcome **2:** Interpret and Produce drawings.
> Range: Drawings include but are not limited to engineering drawings, maps, sketches and Computer Aided Design (CAD).

Associated Assessment Criteria:

> Drawings are interpreted and the understanding applied in a specific context.
 > Range: Drawings can include but not limited to engineering drawings, sketches, maps, graphics and Computer Aided Design (CAD).
> Drawings are produced according to a code of standard.

Exit Level Outcome 3: Explain and use Corrective and Preventative Procedures.

Associated Assessment Criteria:

> Corrective procedures are explained according to workplace practice.
> Preventative procedures are explained according to workplace practice.

Engineering Fabrication (Optional Subject):

Exit Level Outcome 1: Join components using a variety of basic welding methods.

Associated Assessment Criteria:

> The theoretical principles of welding are explained in accordance with specified welding procedures.
> Welding products are produced according to workplace output and quality requirements.
> Workplace health and safety practices are explained and adhered to according to current legislation.
> Production schedules and assignments are met in accordance with workplace requirements.
> Production workflow is monitored in accordance with workplace procedures.

Exit Level Outcome 2: Select and apply inspection methods to ensure compliance with specifications

Associated Assessment Criteria:

> The principles of inspection are described with examples.
> Inspection methods are selected to test compliance with industry specifications.
> Inspection and assessment methods and procedures are described in accordance with industry and workplace requirements.

2.1**1.** Primary Agriculture:

Exit level outcomes for the three compulsory subjects:

Exit Level Outcome **1:** Demonstrate an understanding of crop production in order to produce agronomic crops and subtropical fruits.
 > Range: Aspects include but are not limited to cultivar selection, climate and soil consideration, soil preparation, planting, fertilizing, irrigation, controlling pests and diseases, and pruning.

Associated Assessment Criteria:

> Cultivar selection is described in terms of prevailing climatic and soil conditions.
> Soil preparation, planting, fertilizer requirements and water requirements are described using examples
> Pests and diseases are recognised and controlled according to set procedures.
> Pruning is explained and carried out according to workplace procedures.

Exit Level Outcome 2: Demonstrate an understanding of sheep production.

> Range: sheep production in subtropical and tropical regions.

Associated Assessment Criteria:

> Methods of feeding sheep are explained using examples.
> Diseases affecting sheep are identified and treated following proper procedures.
> Suitable areas in terms of climatic conditions, vegetation and market availability are identified for use.
> Grazing camps are selected and classified for use.

Exit Level Outcome 3: Demonstrate an understanding of pig production.

> Different breeds and housing types are identified and selected in terms of adaptability.
> Types of feeds are described and selected according to their benefits.
> Diseases affecting pigs are identified and treated according to workplace procedures.

Exit Level Outcome **4:** Apply soil science to the production of plants.
> Range: The soil science concepts include but not limited, soil forms, soil water, soil chemistry, soil physics, and soil fertility.

Associated Assessment Criteria:

> The causes of soil erosion are explained in terms of their effect on agriculture.
> Soil erosion is combated through the implementation of preventative measures.
> Fertilizer requirements are calculated according to test sample results with a view *to* improving crop yield.
> Soil sample results are used to indicate the influence of soil on crop yield.
> Pests and diseases are recognised and controlled according to set procedures.
> Pruning is explained and carried out according to workplace procedures.

Agribusiness (Optional Subject):

Exit Level Outcome 1: Explain agricultural economics.

Associated Assessment Criteria:

> Agricultural economics is explained in relation to farm operations.
> Principles of production economics are explained with examples.

2.12. Office Administration:

Exit level outcomes for the three compulsory subjects:

Exit Level Outcome 1: Function in a business environment.

Associated Assessment Criteria:

> The role of the organisation in the business sector is outlined with reference to its structure and market position.
> The role of stakeholders in the business environment is described in terms of their impact on the business organisation.
> The role of the office reception is explained in relation *to* an organisation's structure.
> Organisational policies and procedures are explained and adhered to at all times.
> Office equipment is handled and maintained according to manufacturer's and organisational requirements.
> Office documents are filed and stored using the organisation's system.
> Work is *prioritised* according to organisational timeframes and schedules.
> Communication techniques and strategies are described and used to deal with clients.
> The reasons for employee induction in an organisation *is* explained in terms of smooth and effective transition into the organisation.

Exit Level Outcome 2: Apply word processing skills to produce business documents.

Associated Assessment Criteria:

> Correspondence is produced using a range of structured formats.
> Range: Correspondence includes business letters, official documents, letterheads, envelopes, memo, minutes, tables, quotations etc.

Format includes portrait, landscape, CV, job application documents (testimonials, letters of application, letters of appointment).
> Typing skills are used to improve speed and accuracy.

2.13. Hospitality:

Hospitality Generics

Exit level Outcome: Plan and cost a balanced menu for a variety of occasions.

Associated Assessment Criteria:

> Menus are developed and costed to ensure profitability.
> The concept of a balanced menu is explained with examples.

Client Services And Human Relations

Exit Level Outcome: Explain client service and human relations in relation to cultural awareness and societal values.

Associated Assessment Criteria:

> The importance of client service is explained in order to ensure customer satisfaction.
> The principles of time management are explained and used in order to enhance productivity.
> Staff induction is explained for the purpose of orientating, preparing and sustaining new staff in their job and role in an organisation.
> **A** positive and stable working environment is explained in terms of its effect on staff morale and client interaction.
> Cultural awareness is explained in order to ensure sensitivity when dealing with customers and colleagues.
> The role of societal values and ethical behaviour is explained in order to improve service delivery and relationships with clients.
 > Range. Values and ethics refer to human rights, social justice, human dignity, equality, non-racialism, rights and responsibilities of a government and its citizens.

Food Preparation

Exit level Outcome: Operate as an assistant cook/chef.

Associated Assessment Criteria:

> Specified cooking methods are performed to prepare specific dishes.
> Specific dishes are prepared using correct methods.
> Hygiene practices are used according to health and safety standards.

Hospitality Services (Optional Subject):

Exit level Outcome 1: Operate as a cashier.

Associated Assessment Criteria:

> Tills are operated according to organisational requirements.
> Floats are balanced using organisational procedures.
> Takings are balanced at the end of business day.

Exit level Outcome 2: Operate as an assistant waiter

Associated Assessment Criteria:

> Client service is provided in a variety of scenarios.
> Cellars and beverage storerooms are maintained and prepared for service

Exit level Outcome **3:** Operate as an accommodation assistant.

Associated Assessment Criteria:

> Housekeeping service is provided to clients in various contexts.
> Clean linen supply is maintained according to policy and procedure.

3. Critical Cross-Field Outcomes:

The following Critical Cross-Field Outcomes will be addressed by the individual subjects and will form part of the assessment in each subject as laid down in the curriculum statement for each subject:

3.1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
3.2. Work effectively with others as a member *of* a team, group organization, community.
3.3. Organise and manage oneself and one's activities responsibly and effectively.
3.4. Collect, analyse, organize and critically evaluate information.
3.5. Communicate effectively using visual, mathematical andlor language skills in the modes of oral and/or written presentation.
3.6. Use science and technology effectively and critically, showing responsibility towards the environment and the health of others.
3.7. Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.
3.8. Contribute to the full personal development of the learner.

ASSOCIATED ASSESSMENT CRITERIA

Refer to Exit Level Outcomes.

Integrated assessment:

Assessment for the awarding of the National Certificate: Vocational, Level 3 will be done through both internal and external assessment. Each of the internal and external assessment components will carry a specific weighting in the various fundamental and vocational components.

1. Internal Assessment

Internal Assessment is assessment conducted by the provider, the Outcomes of which count towards the achievement of a qualification. Internal Assessment thus refers to FET-College-Based Assessment or Site-Based Assessment, Continuous Assessment (CASS) and Performance Assessment. The results of internal assessment consisting of written oral and task-based assessments (practical work) will be presented in a portfolio of evidence. The practical component could be conducted either in a work-based environment, or in a simulated work-based environment.

Practical assessment is the direct and systematic observation of a student's performance. Students in practical assessment are engaged in activities that require the demonstration of specific skills, which determine how learners put theory into practice. Practical assessment is particularly relevant to the practical components **of** the four Vocational Component modules.

2. External Assessment

The external assessment consists of written and practical assessment components that are externally set and marked by the Department of Education and externally moderated by Umalusi and/or an appropriate ETQA. The functions of the external assessment body is delegated by the Umalusi Council for this purpose in terms of section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

3. The relative weighting of internal and external assessment for the purposes **of** awarding the national Certificate: Vocational, Level 3

3.1. The portfolio of evidence will be 25%, and the external assessment mark, 75% of the total mark for the Fundamental Component and for the Second language.

3.2. The portfolio of evidence mark for each of the four modules in the Vocational Component will be 50%, and the external assessment mark, 50% of the total mark.

INTERNATIONAL COMPARABILITY

Vocational qualification and training is an integral part of the education systems in virtually every country in the world. However, the understanding of what vocational education and training means and the target

learner group varies from country to country. The way in which Vocational Education and Training is practiced in the different countries is usually closely linked to the countries' respective labour requirements, unemployment, economic growth targets, skills shortages, etc.

For comparison purposes it was decided to look at counties with a strong Vocational Education and Training commitment that focuses on the holistic development of 16 to 25 year olds and their preparation for further learning and/or entry into a broad vocational sector. Comparisons of vocational education qualifications that prepare learners for entry into specific occupations have not been included in the comparability study. The National Certificates: Vocational have also been compared with a number of foreign qualifications that are designed to replace apprenticeship qualifications.

1. Finland

There are 75 initial vocational qualifications, in a range that includes the following sectors: renewable natural resources, technology and transport, commerce and administration, hotels, catering and home economics, health and social services, culture, leisure activities and physical education.

According to the relevant legislation, the purpose of vocational education is to give students the vocational skills they will need in working life and the skills required to earn a living on a self-employed basis The initial vocational qualification takes three years to complete and also qualifies the student for further studies in higher education.

Subjects required in all vocational studies are: the mother tongue, the second national language, a foreign language, mathematics, physics and chemistry, physical and health education, social studies, entrepreneurship and workplace studies and arts and culture studies. In addition to theoretical studies in the classroom, there are practical study periods in the workshops of the educational institutions and on-the- job-training at actual workplaces.

The programmes give eligibility for further studies: The graduates can apply for admission to polytechnics or universities.

The difference between the Finnish approach and the South African one is that the three year programme is seen as a whole and no exit qualifications are issued if learners do not complete the full programme. They are similar in terms of the objectives of holistic development and preparation for the workplace and higher education. Both also have theory offered in the classroom with a strong focus on workplace learning.

2. Ireland

Ireland has a wide range of vocational and occupational qualifications which are used in their apprenticeship programmes. These qualifications, which are regarded as post compulsory schooling qualifications for the 18+ year old, are designed to enhance the employability of learners and to provide opportunities for learners to progress to further and higher education. Their level 2 qualifications can be used by learners to apply for access to 250 specific courses in higher education, which are offered by 17 higher education institutions, which have agreed to offer higher education vocational qualifications. The level 2 qualifications offer a combination of theory and workplace skills, which are developed at learning institutions and in the workplace or in simulated environments.

A study conducted in Ireland has shown that similar apprenticeship qualifications are offered for the same purposes in Germany, Austria, Denmark, the Netherlands and the UK.

While the age of the target group in Ireland is higher at access point than the South African target group, the Irish vocational programmes have similar content to the South African National Certificates: Vocational and they also aim at granting learners admission to higher education The major difference is that in South Africa the National Certificates: Vocational do not serve apprenticeship purposes.

3. The United States of America

Each state in the USA has its own vocational education and training system, which complies with national legislation that lays down that it should be provided by states. In most states it is provided to fill specific needs for labourers and to provide school early leavers with appropriate skills training to do specific work or a range of jobs in a certain sector. The emphasis is more on developing workers for a specific occupation than on preparation for a broad vocational area However, there are generic skills offered which do not limit the learner to only one occupation The programmes, like the National Certificates Level 2, 3 and 4, also contain life skills learning as well as vocational competencies. However, they are one year programmes with no certification for learners exiting early.

4. Scotland

The Scottish Vocational qualifications offer qualifications at SQV levels 2 and 3 to learners over the age of 16, which are designed to create a high-calibre work-force of craftsmen, technicians and managers. These qualifications are designed so that learners obtain theory related to their chosen occupations through attending colleges or training centres and also develop specific occupational skills through workplace learning.

The occupational SQV/NVQ at level 3 would be the equivalent to the National Certificate: Vocational, Level 4. It has as its core skills such competencies as:

> Communication
> Numeracy
> Information technology
> Problem solving
> Working with others.

The SQV/NVQ at level 3 has added to it various subject matter knowledge and skills related to the specific career focus of each qualification. The National Certificate: Vocational, Level 4 covers similar competencies and the approach of classroom and workplace learning is similar.

5. Australia

In Australia schools offer general academic qualifications (Senior Secondary Certificates of Education), as well as a Senior Secondary Certificates of Education programmes, which include units of competency from a National Training Package. These qualifications are obtained through a two year programme offered during years 11 and 12 of formal schooling following completion of year 10. These qualifications combine general formative education with specific vocational competencies and prepare learners for university, TAFE institutions and other formal training programmes, the workplace and for other life roles.

The Australian Qualifications framework offers vocational educational and training certificates at levels 1, 2, 3 and 4, outside the formal school programmes with their level 4 certificate equating to their Senior Secondary Certificate of Education. Various occupations and specific careers have qualifications at different levels with most learners wishing to be absorbed into the workplace exiting with a level 3 or 4 qualification. These level qualifications also allow access to higher education in programmes oriented towards the focus of the certificate. They also contain theoretical and practical components related to specific careers and allow for a wide selection of choice of specialisiation in each programme.

6. Botswana

Botswana offers vocational qualifications called Craft Training for 16+ year olds on completion of a Junior Certificate, which is awarded after 10 years of schooling. These qualifications are offered in parallel with the senior secondary, agricultural training and primary teachers training qualifications. While they are narrower in focus than the South African ones they have the same target group and are a combination of formative as well as vocational learning.

7. Zimbabwe

Zimbabwe offers Technical/Vocational qualifications in a wide range of subject areas which learners can access on completion of their 0-Level examinations at the end of the Middle Secondary phase of schooling. These qualifications run in parallel with those offered in the Advanced Secondary phase in the school sector. They do not contain any general formative or non-vocational components.

8. Namibia

Namibia offers a technical stream as part of its normal Senior Certificate qualification offered in high schools.

9. Other Countries in SADC Region

These countries in general have a well-structured apprenticeship system in which the required skills and knowledge for specific occupations are developed and which lead to certification of one kind or another as qualified artisans These apprenticeship qualifications can be accessed usually at the end 7 or 9 years of formal schooling of the general academic type.

ARTICULATION OPTIONS

This Qualification offers the learner access to the National Certificate: Vocational, Level 4 and to other vocational and occupational qualifications in the chosen specialization at NQF level 4.

MODERATION OPTIONS

Moderation options and criteria for the registration of assessors:

> Internal Assessment of learners by educators in FET Colleges is subject to external moderation by the Department of Education in accordance with the regulations, policies and procedures as laid down from time-to-time.

> External Assessments will be conducted by assessment bodies, which may be a department of education or any other body registered with Umalusi, as a body responsible for conducting external assessment.

> External Assessment will be moderated by Umalusi according to its laid down policy and procedures.

> Final assessments including internal and external assessments will be subject to moderation by Umalusi according to its laid down policy and procedures.

> To be appointed as an examiner, assessor or moderator the person should be in possession of an NQF qualification at least at level 6 with the subject in question at level 6 and should have taught the subject at NQF level 4 for a minimum of 2 years.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

NIA

NOTES

Seven levels of competence have been described for each subject in the Fundamental Component, and four levels of competence have been described for each subject in the Vocational Component and will be used by the Department of Education together with the promotion requirements as indicated below for the awarding of the qualification.

SCALE OF ACHIEVEMENT FOR THE FUNDAMENTAL COMPONENT:

Rating code; Rating; Marks(%):

> 7; Outstanding; 80 - 100%
> 6; Meritorious; 70 - 79%
> 5; Substantial; 60 - 69%
> 4; Adequate; 50 - 59%
> 3; Moderate; 40 - 49%
> 2; Elementary; 30 - 39%
> 1; Not achieved; 0 - 29%

SCALE OF ACHIEVEMENT FOR THE VOCATIONAL COMPONENT:

Rating code; Rating; Marks (%):

> 4; Outstanding; 80 - 100%
> 3; Competent; 70 - 79%
> 2; Not yet competent; 60 - 69%
> 1; Not achieved; 0 - 59%

Promotion requirements:

Subject to the provisions of Section 16(4)(d and e) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001), and subject to paragraph 7 of this document, a National Certificate, Vocational, Level 3 shall be issued to a learner who has complied with the following promotion requirements:

(a) Obtained at least 40% in the official language

(b) Obtained at least 30% in Mathematical Literacy or Mathematics.

(c) Obtained at least 40% in Life Orientation.

(d) Obtained at least 70% in each of the four Vocational Component modules, provided that the student has obtained a sub-minimum of 50% for the practical component in both the portfolio of evidence and the external assessment components.

(e) A condonation of a maximum of one module will be applied as follows in either the Fundamental or Vocational Components:

> In the Fundamental Component a condonation of one module at 0%-29% level in the three modules, is allowed, provided that the learner has met all the promotion requirements of the Vocational Component. Such a learner will obtain a rating of 30% in the condoned module.

> In the Vocational Component a condonation of one module at 60% in the four modules is allowed, provided that the learner has obtained a rating of at least 65% in that module, and provided further that the student has met all the promotion requirements of the Fundamental Component. Such a learner will obtain a Meritorious rating of *70%* in the condoned module.

> Only one condonation is allowed, i.e. either for one module in the Fundamental Component or for one module in the Vocational Component.

Exit point for learners who have not attained the requirements for the National Certificate: Vocational, Level 3:

A learner who has not satisfied all the requirements of the National Certificate; Vocational, Level 3, will be issued a Statement of Results by the institution, as contemplated in the policy document, "National policy on the programme and promotion requirements of National Certificates and Non-formal Programmes offered in Further Education and Training (FET) colleges".

Annexure A

Approved organising fields and sub-fields that comply with the requirements of the National Certificate, Vocational. Level 3 on the NQF:

Organising Fields and sub-fields:

1. Agriculture and Nature Conservation:

> Primary Agriculture
> Secondary Agriculture
> Nature Conservation
> Forestry and Wood Technology
> Horticulture

2. Culture and Arts:

> Design Studies
> Visual Arts
> Performing Arts
> Cultural Studies
> Music
> sport
> Film, Television and Video.

3. Business, Commerce and Management Studies:

> Finance, Economics and Accounting
> Generic Management
> Human Resources
> Marketing
> Procurement
> Office Administration
> Public Administration
> Project Management
> Public Relations

4. Communication Studies and Language:

> Communication Studies
> Information Studies
> Language
> Literature

5. Education, Training and Development:

> Schooling
> Higher Education and Training
> Early Childhood Development
> Adult Learning

6. Manufacturing, Engineering and Technology:

> Engineering and Related Design
> Manufacturing and Assembly
> Fabrication and Extraction

7. Human and Social Studies:

> Environmental Relations
> General Social Science
> Industrial and Organizational Governance and Human Resource Development
> People/Human-centred Development
> Public Policy, Politics and Democratic Citizenship
> Religious and Ethical Foundations of Society
> Rural and Agrarian Studies
> Traditions, History and Legacies
> Urban and Regional Studies

8. Law, Military Science and Security:

> Safety in Society
> Justice in Society
> Sovereignty of the State

9. Health Sciences and Social Services:

> Preventive Health
> Promotive Health and Developmental Services
> Curative Health
> Rehabilitative Health/Services

10. Physical, Mathematical, Computer and Life Sciences:

> Mathematical Sciences
> Physical Sciences
> Life Sciences
> Information Technology and Computer Sciences
> Earth and Space Sciences
> Environmental Sciences

11. Services:

> Hospitality, Tourism, Travel, Gaming and Leisure
> Transport, Operations and Logistics
> Personal Care
> Wholesale and Retail
> Consumer Services

12. Physical Planning and Construction:

> Physical Planning, Design and Management
> Building Construction

> Civil Engineering Construction Electrical InfrastructureConstruction

Annexure B

Subjects that comply with the fundamental programme requirements of the National Certificate (Vocational)
At Level **4** on the NQF:

B **1:** Official languages at home and first additional language level:

> Afrikaans Home Language
> Afrikaans First Additional Language
> English Home Language
> English First Additional Language
> IsiNdebele Home Language
> IsiNdebele First Additional Language
> IsiXhosa Home Language
> IsiXhosa First Additional Language
> IsiZulu Home Language
> IsiZulu First Additional Language
> Sepedi Home Language
> Sepedi First Additional Language
> Sesotho Home Language
> Sesotho First Additional Language
> Setswana Home Language
> Setswana First Additional Language
> SiSwati Home Language
> SiSwati First Additional Language
> Tshivenda Home Language
> Tshivenda First Additional Language
> Xitsonga Home Language
> Xitsonga First Additional Language

B 2: Mathematical Sciences:

> Mathematical Literacy
> Mathematics

B 3: Human and Social Sciences:
> Life Orientation

B 4: Official languages at second additional level and non-official languages:

> Afrikaans Second Additional Language
> English Second Additional Language
> IsiNdebele Second Additional Language
> IsiXhosa Second Additional Language
> IsiZulu Second Additional Language
> Sepedi Second Additional Language
> Sesotho Second Additional Language
> Setswana Second Additional Language
> SiSwati Second Additional Language
> Tshivenda Second Additional Language
> Xitsonga Second Additional Language

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