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**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

Water Sector

registered by Organising Field 12, Physical Planning and Construction, publishes the following Qualification for public comment.

This notice contains the title, field, sub-field, NQF level, credits, and purpose of the Qualification. The full Qualification can be accessed via the SAQA web-site at www.sqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification should reach SAQA at the address below and **no later 23 May 2008**. All correspondence should be marked **Standards Setting – SGB for Water Sector** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:**National Certificate: Community Water, Health and Sanitation Promotion**

SAQA QUAL ID	QUALIFICATION TITLE		
61689	National Certificate: Community Water, Health and Sanitation Promotion		
ORIGINATOR		PROVIDER	
SGB Water Sector			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	12 - Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	127	Level 2	Regular-Unit Stds Based

This qualification replaces:

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
23473	National Certificate: Community Water, Health and Sanitation Promotion	Level 2	120	Will occur as soon as 61689 is registered

PURPOSE AND RATIONALE OF THE QUALIFICATION**Purpose:**

A learner assessed as competent against this qualification will be able to:

- > Promote responsible environmental activities amongst community members and effective communication between the community and relevant stakeholders.
- > Explain and promote environmental health and sanitation, work effectively with local communities.
- > Explain the roles and responsibilities of a community committee.
- > Collect and record data.
- > Facilitate community processes using participatory methodologies and care for customers in a community environment.

The learning pathway starts with the General Education and Training Certificate: Water Services, National Certificate: Community Water, Health and Sanitation Promotion: NQF Level 2, the National Certificate: Monitoring of Community, Water, Health and Sanitation at NQF Level 3 as well as the Further Education and Training Certificate: Facilitation of Community Water, Sanitation and Health. The learner will have the capacity to advance and gain skills and self-respect as the qualified learner will be able to competently promote community water, health and sanitation in a professional manner, to ensure community needs are met and the environment is ecologically sustained. This qualification has been developed to enhance the sustainability of community water and sanitation supply systems, which will contribute towards improved health and hygiene of community members.

Rationale:

This qualification reflects the workplace-based needs of promoters of community water, health and sanitation working in the water sector that are expressed by communities through its stakeholders, both now and for the future. The National Certificate: Promotion of Community

Water, Health and Sanitation based on unit standards will allow learners the opportunity to reach their full potential of advancement and will also allow for the recognition of prior learning. This qualification provides the learner with a career path and entry into the water sector. The qualification also provides the flexibility to pursue different careers within the water sector. The level of flexibility will allow learners to progress to the National Certificate in Community Water, Health and Sanitation Monitoring on NQF Level 3, the Further Education and Training Certificate in Community Water, Sanitation and Health Facilitation at NQF Level 4 and as well as to the National Certificate in Sanitation Project Co-ordination at NQF Level 5. Other qualifications that a learner can access are integrated water resource management or other water, sanitation and health qualifications. This will enable learners to pursue different careers within the water sector and other related sectors and enhances productivity and employability within the water sector as well as contribute towards the ecological sustainability, infrastructure development and improvement of the water environment.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED IN PLACE

It is assumed that learners are already competent in the following:

- > Mathematical Literacy at NQF Level 1.
- > Communication at NQF Level 1.
- > General Education and Training Certificate: Water Services.

Recognition of Prior Learning:

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. Any learner wishing to be directly assessed may arrange to do so, without attending further training or education. The assessor and learner will decide together on the most appropriate assessment route to be taken.

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 below.

Access to the Qualification:

Access to this qualification is open bearing in mind learning assumed to be in place.

QUALIFICATION RULES

Fundamental:

- > 20 credits for Communications and 16 credits for Mathematical, all of which are compulsory.

Core:

- > All Core unit standards totaling 53 credits are also compulsory.

Elective:

- > Learners must select specialization and then select unit standards totaling a minimum of 38 credits for the unit standards listed under that specialization.

EXIT LEVEL OUTCOMES

The qualifying learner will be able to:

1. Demonstrate understanding of relevant water regulations, policies and legislation.
2. Communicate in verbal and/or written forms with peers, community and supervisors.
3. Demonstrate understanding of community water, hygiene and sanitation.
4. Demonstrate understanding of environmental issues.
5. Demonstrate an understanding of the community culture, dynamics and development.
6. Demonstrate an understanding of HIV/Aids and contextualize the effects.

Critical Cross-Field Outcomes:

This qualification promotes, in particular, the following critical cross-field outcomes:

- > Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made when:
 - > Identifying and developing component shapes for community water, health and sanitation promotion activity.
 - > Obtaining information where instructions or information on drawings is insufficient.
 - > Identifying and pro-actively reporting on non-availability of resources and materials.
- > Working effectively with others as a member of a team, group, organisation, and community during:
 - > Activities involving clients, co-workers and other trades on site.
 - > Communicating and receiving advice from supervisor.
- > Organising and managing oneself and one's activities responsibly and effectively when:
 - > Setting out the work area and preparing to fabricate and install components.
 - > Performing activities in accordance with industry standards.
 - > Selecting community water, health and sanitation promotion activity tools and equipment in accordance with the requirements of the task.
 - > Ensuring tools, equipment and community water, health and sanitation promotion activity materials are securely stored.
 - > Maintaining minimum quantities of community water, health and sanitation promotion activity materials in accordance with task requirements.
 - > Safety equipment and clothing is selected and prepared in accordance with legislative requirements.
- > Collecting, analysing, organising and critically evaluating information to better understand and explain by:
 - > Carrying out written site instructions issued by the client, correctly and efficiently.
 - > Correctly interpreting information contained in drawings.
 - > Setting out work areas from provided control positions and levels in accordance with instructions and drawings.
- > Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion when:
 - > Issuing clear verbal instructions to team members.
 - > Actively listening to feedback received from team members.

- > Evaluating and reporting problem situations to the client.
- > Using science and technology effectively and critically, showing responsibility towards the environment and health of others when:
 - > Applying the appropriate tools and materials for different community water, health and sanitation promotion activities.
- > Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when:
 - > The inter-relatedness of the fabrication and installation of components to community water, health and sanitation promotion systems.

ASSOCIATED ASSESSMENT CRITERIA

Assessment Criteria for Exit Level Outcome 1:

- > Knowledge and comprehension of the water cycle, water and wastewater systems, is demonstrated according to the requirements of the National Water Act and other water related legislation.
- > Knowledge of current regulatory framework is demonstrated as applicable within the sanitation context.
- > Knowledge of the Occupational Health and Safety Act is demonstrated and applied to personal safety in a community water, health and sanitation.
- > Water and wastewater treatment processes are implemented in line with legal requirements.
- > The implications of the current environmental legislation on water health and sanitation are explained in own work context.

Assessment Criteria for Exit Level Outcome 2:

- > Communication skills are used to interact in a meaningful way with work colleagues and community members.
- > Verbal communication is used in the interaction with other role players in the community water, health and sanitation environment to determine and understand the extent of sanitation requirements and implement community water, health and sanitation applications and giving and getting feedback.
- > Written communication is used in order to understand, evaluate and report on community water, health and sanitation problems.

Assessment Criteria for Exit Level Outcome 3:

- > Knowledge and comprehension regarding water, hygiene and sanitation is established through application in the community.
- > Basic knowledge of the various water related diseases is demonstrated by learning from case studies.

Assessment Criteria for Exit Level Outcome 4:

- > A working knowledge to promote awareness of community water, health and sanitation issues to community members is demonstrated with examples.
- > Communication tools are used to encourage community members to participate on environmental activities.
- > Use of participatory methodologies is demonstrated to promote environmental issues.
- > Ability to apply learning skills and knowledge in personal, workplace and educational lives is demonstrated.
- > Skills relevant to community water, health and sanitation context are applied.
- > The implications of the current environmental legislation on water are explained in own work context.

Assessment Criteria for Exit Level Outcome 5:

- > An understanding of community culture is demonstrated when interacting with community members.
- > Gender sensitive behaviour when interacting with community members is demonstrated.
- > An understanding of equity issues when interacting with community members is demonstrated.

Assessment Criteria for Exit Level Outcome 6:

- > An understanding of HIV/AIDS and its implications in the community is demonstrated when working with community members.
- > Transmission routes of HIV/AIDS are described with examples.
- > Practices which reduce and prevent risk of infection of HIV/AIDS are described and explained with examples.

Integrated Assessment:

Integrated assessment at the level of the qualification provides an opportunity for learners to show they are able to integrate concepts, actions and ideas achieved across a range of unit standards and contexts. This qualification provides for this by, for example, assessing mathematics with applied calculations, surfacing in unit standards from the core section of this qualification as the assessment criteria overlaps and specific outcomes dissects across the sections of the qualification matrix. Integrated assessment must evaluate the quality of observable performance as well as the thinking behind the performance.

Most assessment aspects will demand practical demonstration while others may not. Since this is one of a series of qualifications in a framework, it is necessary to ensure that the fundamental part of the qualification is also targeted to ensure that while the competence may have been achieved in a particular context, learners are able to apply it in a range of other contexts and for further learning. The assessment also ensures that all the critical cross-field outcomes and essential embedded knowledge of associated unit standards has been achieved, by assessing through integrated assessment.

INTERNATIONAL COMPARABILITY

International Comparability was conducted with countries in Africa and in Europe. The following countries were chosen simply because that is where best practice is.

These countries are:

- > Kenya (NETWAS), Uganda (NETWAS), Burkina Faso (CREPA), Zimbabwe (ISWD) and Netherlands (IRN).

In the current South African context of bucket eradication challenges and municipalities, mandated not only with basic services but only with job-creation to their communities, the integration of water, health and sanitation provides an excellence model in integrating training and capacity building around the development initiatives of our nation, however the qualification mix of combining the promotion of community water, health and sanitation in one qualification presented challenges with benchmarking internationally.

At an NQF Level 2, the worldwide historical model is to include water, sanitation and health education as extra-curricular secondary school or college programmes that are intended to mould learner behaviour in the applicable community. As a result, no wholly comparative qualification was found to be comparative with this qualification at this level. Part comparability

was therefore researched and as such, courses mentioned in this report are comparative to exit level outcomes or relevant unit standards.

Continental Benchmark:

International Training Network (ITN) Africa dominates training and capacity building initiatives in Central and Sub-Sahara Africa. This is a network of African resource centres for capacity building in water and sanitation. ITN Africa is part of the International Training Network for Water and Waste Management originally established under a UNDP-World Bank water and sanitation program in the mid- eighties.

ITN Africa Network was founded in 1997 by five African ITN centres with NWTI and CEPAS joining at a later stage.

These are:

- > NETWAS International: Network for Water and Sanitation International.
- > CREPA: Centre Régional pour l'Eau Potable et l'Assainissement à faible coût is based in Ouagadougou Burkina Faso.
- > IWSD: Institute for Water and Sanitation Development is based in Zimbabwe.
- > TREND: Training, Research, Education and Networking for Development is based in Kumasi, Ghana.
- > National Certificate WSTI: National Community Water and Sanitation Training Institute is located in South Africa.
- > NWTI: National Water Training Institute is located in Nigeria.
- > CFPAS: Centro de Formação Profissional de Águas e Saneamento is based in Maputo, Mozambique.
- > NETWAS: The Network for Water and Sanitation International is located in Eastern Africa and comprises of a regional center NETWAS International and two national centers: NETWAS Uganda and NETWAS Tanzania. NETWAS International, which is situated in Nairobi, Kenya, also plays the double role of NETWAS Kenya and the regional offices.

These are some of the courses which could in part be comparative to this qualification:

School Sanitation and Hygiene Education: Promoting sustainable approaches.

Presented over a duration of two weeks, this course offers sanitation and hygiene knowledge. Although recommended for staff who supervise hygiene promotion & environmental sanitation programme; Staff from education agencies, public health and school heads responsible for hygiene and environmental sanitation; the core context of this course is promotion of sanitation and hygiene and is aimed at school level which compares to this Level 2 qualification. Its course objectives are comparable to this qualification's exit level outcomes and include:

- > To establish a common understanding of up-to-date approaches to hygiene promotion and environmental sanitation.
- > To take stock of best practices, learn from and share experiences on current practices in hygiene and environmental sanitation in schools and households.
- > To highlight the importance of integrating technical aspects with hygiene and sanitation promotion for sustained behaviour change.
- > To improve participants' awareness and use of participatory methods that have proved effective in hygiene and environmental sanitation promotion.
- > To develop individual/group strategies to implement hygiene and environmental sanitation to optimise benefits from water and sanitation services.

Scaling Up Community Management for Sustainable Water Supply and Sanitation Programmes: from systems to service.

This course is presented over one week and in outlining its objectives and outcomes, it was found that it compares with this qualification in encouraging community participation, establishing common understanding of definitions, concepts and current approaches in community management of water and environmental sanitation. On the developmental infrastructure component, with particular focus on the chosen electives and corresponding unit standards, this course aims to enhance participant's knowledge and skills in management and technical aspects and use of participatory methodologies necessary for working with communities.

Linking Water, Sanitation and Hygiene to HIV/AIDS: effective home-based care approaches.

Promotion of health, sanitation and community water cannot happen outside the context of factoring the impact of HIV/AIDS in the livelihood of South African communities. With the Level 2 qualification having an exit level outcome which is understanding HIV/AIDS, this course which is presented over 2 weeks compares in part with the unit standard which is proposed for HIV/AIDS education in the qualification. Also in its objectives, this course similarly aims at highlighting the value of integration of HIV/AIDS in hygiene, water and sanitation development. It also seeks to encourage and promote the incorporation of water, sanitation and hygiene components in strategies for combating HIV/AIDS.

Community Led Total Sanitation: Towards Sustainable hygiene and sanitation behaviour changes.

Presented in one week over 40 hours, this short course seeks to introduce the concept of Community Led Total Sanitation approach, which recognizes that sanitation is both a public and a private good, and that individual hygiene behaviour can affect the whole community. It establishes that as one of its outcomes, that the learner will learn how to motivate people to change their hygiene behaviour and to ensure design and construction of facilities that allow for hygienic use. This compares to at least to unit standards of this Community Water, Health and Sanitation Promoter qualification. Of its recommended target markets are tutors responsible for hygiene, environmental sanitation education and promotion in their institutions or communities. On exit level outcomes comparability, one this course's objectives is to improve participants' awareness and use of the various participatory methods and tools that are used and have been proven effective in hygiene and environmental sanitation promotion.

IWSD: The Institute for Water and Sanitation Development is located in Harare, Zimbabwe. The Institute aims to assist in the achievement of sustainable development of water resources and waste management through the provision of support to development agencies in Zimbabwe and the Southern Africa region through training, research, advisory services and information dissemination. IWSD offers short courses in other areas of water and water resource management and a level comparative is the National Certificate in Water and Waste Management, which unfortunately does not cover sanitation or hygiene promotion.

CFPAS: Centro de Formação Profissional de Águas e Saneamento is located in Maputo, Mozambique. CFPAS is a training centre for water for water and sanitation primarily offering its training courses in Portuguese. The institute caters well for Portuguese speaking African countries. Presumably its programmes may compare in content, the language barrier does not allow comparability at this stage.

Netherlands: International Water and Sanitation Center (IRC).

Since the formation of the IRC International Water and Sanitation Centre (IRC), Netherlands has become a hub of best practice in water and sanitation research, capacity building and training activities. Since its foundation in 1968, the IRC has facilitated the sharing, promotion and use of knowledge so that governments, professionals and organisations particularly in developing

countries can make better use of training initiatives to obtain water and sanitation services they will use and maintain.

The overall objective of IRC training activities is to provide through training of trainer courses to Water Services Sector (WSS) sector staff with the opportunity to update and supplement their knowledge on sector issues, and to improve their skills to plan, implement and manage projects. The training methodology is based on the conviction that the sharing of knowledge and experience is a valuable learning tool and essential in adult learning. IRC has a number of educational programs that it runs with partners such as ITN Africa in this context. To mention a few best practice models in school education about the promotion of community water, health and sanitation can be listed as the joint School Sanitation and Hygiene Education (SSHE) programmes which it initiated and launched in 1999 with UNICEF. The SSHE programme is the former Water, Sanitation and Hygiene (WASH) programme.

The Water Supply and Sanitation Collaborative Council (WSSCC) which is based in Switzerland, has a special interest in sanitation and hygiene and emphasizes the need to view Water, Sanitation and Hygiene (WASH) as an inseparable trinity for development. Though this council is not actively involved in classroom or direct training provision of formalized qualifications, its interest as stated above and its links to the United Nations makes it a key influence to training qualifications of this nature. This qualification is aligned with the programmes of the WSSCC in addressing water, sanitation and health promotion challenges as experienced worldwide.

Conclusion:

Whilst there exists a considerable amount of training programmes and short courses that are partly comparative to this qualification, no formalized qualification and unit standards that are directly comparable to this qualification and the component unit standards have been identified internationally. The international comparative search conducted to date for an NQF Level 2 qualification in promotion of water, health and sanitation programmes has revealed that only short courses and school education courses exist in the international arena. One of the differentiating factors of the short courses highlighted in the report is the inclusion of the practical component in their method of delivery, where learners are exposed to community sanitation by visiting relevant applicable community contexts where field or practical training is then carried out.

The core and elective components have been developed taking into account South Africa's unique context.

ARTICULATION OPTIONS

Vertical articulation is possible with:

- > National Certificate: Health and Sanitation at NQF Level 3 (Under construction).
- > ID 23474: National Certificate: Facilitation of Community Water, Sanitation and Health at NQF Level 4.

Horizontal Articulation is possible:

- > ID 58951: National Certificate: Water and Wastewater Treatment Process Operations at NQF Level 2.

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

- > Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Assessment and moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.
- > Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Qualification.
- > Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor, the applicant needs:

- > The assessor must have a qualification one level above this qualification plus a minimum of two years practical, relevant occupational experience.
- > Competency in all the outcomes of the generic assessor standard.
- > Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence).
- > To demonstrate competence in relation to these specified standards and qualifications, at or above, the level of the qualifications in question.
- > To meet any other additional requirements laid down by their constituent ETQA.

NOTES

This qualification replaces qualification 23473, "National Certificate: Community Water, Health and Sanitation Promotion", Level 2, 120 credits.

Notes for Assessors:

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

- > Focus the initial 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. The aim is to declare the person competent in terms of the qualification purpose. Where assessment at across titles or at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- > 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:

- > **Appropriate:** The method of assessment is suited to the performance being assessed.

- > Fair: The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- > Manageable: 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.
- > Valid: 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.
- > Authentic: 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 judgment again in similar circumstances. The judgement made is similar to the judgment that would be made by other assessors.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119463	Access and use information from texts	Level 2	5
Fundamental	9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	3
Fundamental	7480	Demonstrate understanding of rational and irrational numbers and number systems	Level 2	3
Fundamental	119454	Maintain and adapt oral/signed communication	Level 2	5
Fundamental	12444	Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts	Level 2	3
Fundamental	119460	Use language and communication in occupational learning programmes	Level 2	5
Fundamental	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2
Fundamental	9007	Work with a range of patterns and functions and solve problems	Level 2	5
Fundamental	119456	Write/present for a defined context	Level 2	5
Core	14051	Collect and record data	Level 2	3
Core	12351	Demonstrate An Ability To Work With Local Communities	Level 2	7
Core	117894	Demonstrate and apply knowledge and understanding of Gender Equality and Women's Empowerment to raise awareness and promote change	Level 2	5
Core	14042	Demonstrate knowledge of environmental health and community hygiene practices	Level 2	6
Core	12352	Demonstrate knowledge of the roles and responsibilities of a community committee	Level 2	4
Core	246463	Demonstrate knowledge of water cycle, water and wastewater systems and processes	Level 2	5
Core	14911	Participate in formal meetings	Level 2	3
Core	12463	Understand and deal with HIV/AIDS	Level 2	3
Core	14050	Care for customers in a community environment	Level 3	5
Core	14034	Demonstrate knowledge of community sanitation	Level 3	7
Core	244584	Investigate ways of contributing towards community development	Level 3	5
Elective	110471	Apply basic micro-biological principles in cleaning	Level 2	5
Elective	9964	Apply health and safety to a work area	Level 2	3
Elective	119065	Apply plaster and screeds to surfaces	Level 2	11
Elective	9986	Apply quality principles on a construction site	Level 2	12
Elective	9988	Apply surveying techniques on a construction contract	Level 2	10

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	9982	Comply with legal requirements for a construction contract	Level 2	8
Elective	14888	Construct on-site sanitation facilities	Level 2	2
Elective	119049	Demonstrate and apply knowledge of pipes, associated fittings and valves	Level 2	5
Elective	120309	Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution	Level 2	2
Elective	120312	Demonstrate knowledge and understanding of the support structures that reinforce human rights in South Africa	Level 2	3
Elective	119059	Install and maintain a below ground drainage system	Level 2	10
Elective	119062	Install and maintain a water supply system	Level 2	10
Elective	12903	Install precast concrete pipes	Level 2	5
Elective	119057	Install, test and maintain above ground drainage systems	Level 2	10
Elective	116993	Promote awareness of rights and responsibilities	Level 2	2
Elective	14054	Read and interpret construction drawings and specifications	Level 2	3
Elective	9965	Render basic first aid	Level 2	3
Elective	119075	Understand and describe basic plumbing principles	Level 2	8
Elective	114930	Use labour intensive construction methods to construct, repair and maintain structures	Level 2	8
Elective	242860	Apply the Batho Pele principles to own work role and context	Level 3	4
Elective	13929	Co-ordinate meetings, minor events and travel arrangements	Level 3	3
Elective	9532	Demonstrate basic knowledge of computers	Level 3	6
Elective	11782	Perform basic building works	Level 3	8

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**None**