Conduct Outcomes-Based Assessment

Handout 25

US for Learner Assessor and Learner 1 and 2

Section B – Unit standard/s used for the compilation of this portfolio

Dear Learner Assessor,

Please attach a copy of the relevant unit standard or standards that you used in order to complete the assessment/s for this portfolio here.

Please be aware that the unit standard/s chosen should demonstrate your ability to assess:

- Foundational Competence
- Practical Competence; and
- Reflexive Competence

Please confirm with the evidence collecting facilitator or with the assessor, that this is the case before continuing with the process.

B1 – Assessor Unit Standard 115753

Then add the Unit standard that you are going to use in the assessment of your two learners.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Conduct outcomes-based assessment

SAQA US ID	UNIT STANDARD TITLE			
115753	Conduct outcomes-based assessment			
ORIGINATOR		**ORIGINATING PROVIDER**		
SGB Assessor Standards				
QUALITY ASSURING BODY				
ETDP SETA - Education, Training and Development Practices Sector Education and Training Authority				
FIELD			**SUBFIELD**	
Field 05 - Education, Training and Development			Higher Education and Training	
ABET BAND	**UNIT STANDARD TYPE**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 5	New Level Assignment Pend.	15
REGISTRATION STATUS		**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**
Reregistered		2018-07-01	2023-06-30	SAQA 06120/18
LAST DATE FOR ENROLMENT		**LAST DATE FOR ACHIEVEMENT**		
2024-06-30		2027-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard replaces:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
9927	Conduct an assessment	Level 4	NQF Level 04	12	Complete
7978	Plan and conduct assessment of learning outcomes	Level 5	New Level Assignment Pend.	15	Complete

PURPOSE OF THE UNIT STANDARD

This generic assessor unit standard is for those who assess people for their achievement of learning outcomes in terms of specified criteria using pre-designed assessment instruments. The outcomes and criteria may be defined in a range of documents including but not limited to unit standards, exit level outcomes, assessment standards, curriculum statements and qualifications.

Those who achieve this unit standard will be able to conduct assessments within their fields of expertise. This unit standard will contribute towards the achievement of a variety of qualifications, particularly within the fields of Education Training and Development Practices and Human Resource Development.

People credited with this unit standard are able to carry out assessments in a fair, valid, reliable and practicable manner that is free of all bias and discrimination, paying particular attention to the three groups targeted for redress: race, gender and disability.

In particular, people credited with this unit standard will be able to:
• Demonstrate understanding of outcomes-based assessment;
• Prepare for assessments;
• Conduct assessments;

- Provide feedback on assessments; and
- Review assessments.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that those starting to learn towards this unit standard have no previous assessment experience. It is assumed, though, that the learner-assessors have evaluative expertise within the area of learning in which they intend to assess (see Definition of Terms for a definition of "evaluative expertise").

UNIT STANDARD RANGE

1. This generic assessment unit standard applies to assessment in all fields of learning. However, it is expected that assessments will be contextualised to meet the requirements of different contexts.

2. Assessment of learner-assessors will only be valid for award of this unit standard if the following requirements are met:

- Assessments carried out by the learner-assessor are in relation to significant, meaningful and coherent outcome statements that include criteria for assessment purposes, and allow for judgements of competence in line with SAQA's definition of competence i.e. embrace foundational, practical and reflexive dimensions of competence. Outcomes that are highly task-orientated and do not demand much, if any, in the way of reflexive competence, will not be sufficient for measuring competence as an assessor in terms of this unit standard. It is important that learner-assessors select outcomes that enable them to meet the requirement laid out here.

- The learner-assessor demonstrates repeatability by carrying out at least two assessments :
- One of which may be a simulated assessment (in order to cover a range of typical assessment situations), and
- At least one of which must involve a real learner in a real assessment situation, preferably under the guidance of a mentor.
The assessments may involve two or more learners in relation to the same outcome.

- Learner-assessors produce evidence that they can conduct assessments in RPL situations and for learners who may have fairly recently acquired the necessary knowledge and skills through courses or learning programmes. However, learner assessors do not need to carry out both kinds of assessments in practice for the award of this unit standard. Should learner-assessors carry out an RPL-related assessment for the purposes of this unit standard, then it is sufficient for them to show how they might have conducted the assessment differently had it been an assessment linked to recent learning, and vice versa.

3. For the purposes of assessment against this unit standard, learner-assessors should have access to Assessment Guides and will not be expected to design assessments. (See Definition of Terms for a definition of Assessment Guides). Learner assessors will be expected to interpret the standards at hand in order to ensure their assessment judgements are in accordance with the requirements of the standard. In cases where Assessment Guides are not available, providers should seek ways to make such guides available for the purposes of this assessment. Where learner-assessor also intend to design assessments, then providers are encouraged to integrate the learning and assessment of the unit standards:
- Conduct outcomes-based assessments
- Design and develop outcomes-based assessments

4. Learner-assessors should have access to organisational assessment policies, procedures and systems (including moderation). It is assumed the organisational policies and procedures are of a quality sufficient for accreditation purposes. Where such policies and procedures are not yet available, the provider may make general policies and procedures available for the purposes of this assessment.

Further range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Demonstrate understanding of outcomes-based assessment.

Initial learner assessor	

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Comparisons between outcomes-based and another form of assessment of learning highlight key differences in terms of the underlying philosophies and approaches to assessment, including an outline of advantages and disadvantages.

ASSESSMENT CRITERION 2

RPL is explained in terms of its purpose, processes and related benefits and challenges. Explanations highlight the potential impact of RPL on individuals, learning organisations and the workplace.

ASSESSMENT CRITERION 3

A variety of assessment methods are described and compared in terms of how they could be used when conducting assessments in different situations.

ASSESSMENT CRITERION RANGE

The description of methods should cover situations for gathering evidence of:
- Problem solving ability,
- Knowledge and understanding,
- Practical and technical skills,
- Attitudinal skills and values.

ASSESSMENT CRITERION 4

Key principles of assessment are described and illustrated in practical situations. The descriptions highlight the importance of applying the principles in terms of the possible effect on the assessment process and results.

ASSESSMENT CRITERION 5

The approach to giving feedback on assessment results is described in terms of the possible impact on learners and further learning and assessment.

SPECIFIC OUTCOME 2

Prepare for assessments.

OUTCOME RANGE

Preparation for assessments relates to organising and preparing resources, people, schedules, venues, assessment instruments and documentation for a particular assessment and/or related assessments for an individual or a number of assessment learners/learners. Preparation is to be carried out in situations where the learner assessor has access to:
- Relevant organisational assessment and moderation policies and procedures, and
- Assessment guides and instruments for the assessment at hand, including the relevant outcomes and criteria.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Preparation of assessment resources, logistics, documentation and environment meets the requirements of the assessment at hand and ensures fairness and safety of assessment.

ASSESSMENT CRITERION 2

Parties involved in the assessment are notified in good time. Checks are carried out to ensure parties involved in the assessment are ready and available to meet required schedules.

ASSESSMENT CRITERION RANGE

Parties include assessment learners and moderators, and may include assessment facilitators and/or assistants, teachers, trainers, invigilators and safety personnel.

Initial learner assessor	

ASSESSMENT CRITERION 3

All pre-assessment moderation requirements are carried out in accordance with relevant assessment policies, moderation plans and ETQA requirements.

ASSESSMENT CRITERION 4

Assessment details are explained to learners clearly and constructively. Opportunities for clarification are provided and responses promote understanding of the requirements.

ASSESSMENT CRITERION RANGE

Assessment details cover the specific purpose, process, expectations, roles, responsibilities and appeals procedures related to the assessment at hand, as well as the general context of assessment in terms of the principles and mechanisms of the NQF, as applicable to the situation and assessment context.

ASSESSMENT CRITERION 5

Inputs are sought from learners regarding special needs and possible sources of evidence that could contribute to valid assessment, including RPL opportunities. Modifications made to the assessment approach on the basis of the inputs do not affect the validity of the assessment.

ASSESSMENT CRITERION 6

Learner readiness for assessment is confirmed. In cases where learners are not yet ready, actions taken are in line with assessment policies.

SPECIFIC OUTCOME 3

Conduct assessments.

OUTCOME RANGE

The ability to make assessment judgements using diverse sources of evidence must be demonstrated. Assessments to include cases where learners have special needs and where evidence arises through RPL situations. Should it not be feasible to gather evidence for assessments of special need learners or in RPL situations, evidence may be produced through scenarios.

Learner-assessors must show they can make judgements in situations where:
- Learners meet all criteria for a particular outcome,
- Learners clearly do not meet the criteria for a particular outcome,
- Learners meet some, but not all criteria, and
- More evidence is required in order to make a judgement of competence.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Assessment practices promote effective, manageable, fair and safe assessment. Assessment practices are in line with quality assurance requirements, recognised codes of practice and learning-site or work-site standard operating procedures where applicable.

ASSESSMENT CRITERION RANGE

Professional, industry or legislated codes of practice.

ASSESSMENT CRITERION 2

The assessment is carried out according to the assessment design and in line with the assessment plan. Adjustments are justified by the situation, and unforeseen events and special needs of learners are addressed without compromising the validity or fairness of the assessment.

ASSESSMENT CRITERION 3

Questioning techniques are appropriate and have the potential to successfully elicit appropriate responses. Communication with learners is non-leading, and is appropriate to the assessment at hand and the language ability of the learner.

Initial learner assessor	

ASSESSMENT CRITERION RANGE

"Leading" refers to the practice of inadvertently or deliberately influencing the evidence learners produce through the style of questioning, instructions or responses to learners.

ASSESSMENT CRITERION 4

Sufficient evidence is gathered, including evidence generated over time, to enable valid, consistent, reliable and fair assessment judgements to be made.

ASSESSMENT CRITERION 5

Assessment judgements are consistent with judgements made on similar evidence and are justified by the authenticity, validity, sufficiency and currency of the evidence.

ASSESSMENT CRITERION 6

Records of the assessment are in line with the requirements of the organisation's quality assurance system. Records meet requirements for making assessment judgements, giving meaningful feedback, supporting internal and external moderation, and addressing possible appeals.

SPECIFIC OUTCOME 4

Provide feedback on assessments.

OUTCOME RANGE

- Parties include learners, educators, trainers, managers and moderators as applicable to the situation.
- Evidence must be provided of the ability to give written and oral feedback.
- The ability to give feedback must be demonstrated in situations where:
- Learners meet all criteria in relation to an outcome,
- Learners clearly do not meet the criteria in relation to an outcome,
- Learners meet some, but not all criteria, and
- More evidence is required before a judgement is possible.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Feedback is given to relevant parties in accordance with confidentiality requirements, in an appropriate sequence and within agreed timeframes.

ASSESSMENT CRITERION 2

Feedback is clear and confined to strengths and weaknesses in performance and/or requirements for further evidence in relation to the outcome/s at hand.

ASSESSMENT CRITERION 3

The type and manner of feedback is constructive, culturally sensitive and related to the relevant party's needs. Sufficient information is provided to enable the purpose of the assessment to be met, and to enable parties to make further decisions.

ASSESSMENT CRITERION RANGE

Further decisions include awarding of credit, redirecting learners to further learning or guiding learners to further application or re-assessment.

ASSESSMENT CRITERION 4

Feedback on the assessment process is obtained from the learner and opportunities are provided for clarification and explanations concerning the entire assessment.

ASSESSMENT CRITERION 5

Disputes and/or appeals that arise are dealt with according to the assessment policy.

Initial learner assessor	

ASSESSMENT CRITERION 6

Agreements reached and key elements of the feedback are recorded in line with the requirements of the organisation's quality assurance system.

SPECIFIC OUTCOME 5

Review assessments.

OUTCOME RANGE

The review should address at least the following aspects:
- The quality of the assessment instruments, including the outcomes against which assessment takes place and Assessment Guides used,
- The assessment process, and
- Learner readiness for assessment.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The review identifies strengths and weaknesses in the instruments and process, and records these for incorporation in assessment redesign.

ASSESSMENT CRITERION 2

Feedback from relevant parties is analysed and used to influence future assessments positively.

ASSESSMENT CRITERION 3

Weaknesses in the assessment design and process that could have compromised the fairness of assessment are identified and dealt with according to the organisation's assessment policy.

ASSESSMENT CRITERION 4

Weaknesses in the assessment arising from poorly defined outcomes and criteria are identified, and effective steps are taken to inform relevant bodies.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

- A learner-assessor wishing to be assessed, against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA.
- Anyone assessing a learner-assessor against this unit standard must meet the assessor requirements of the relevant ETQA. In particular, such assessors of learner-assessors must demonstrate that they assess in terms of the scope and context defined in all the range statements.
- Any institution offering learning towards this unit standard must be accredited as a provider with the relevant ETQA.
- External moderation of assessment will be conducted by the relevant ETQA at its discretion.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The following knowledge is embedded within the unit standard, and will be assessed directly or Directly through assessment of the specific outcomes in terms of the assessment criteria:

- Outcomes-based education, training and development

- Principles of assessment - directly assessed through assessment criterion 'Key principles of assessment are described and illustrated in practical situations. The descriptions highlight the importance of applying the principles in terms of the possible effect on the assessment process and results.', and Directly assessed via a requirement to apply the principles throughout the standard.

- Principles and practices of RPL - directly assessed through assessment criteria 'RPL is explained in terms of its purpose, processes and related benefits and challenges. Explanations highlight the potential impact of RPL on

Initial learner assessor	

individuals, learning organisations and the workplace.', 'Inputs are sought from learners regarding special needs and possible sources of evidence that could contribute to valid assessment, including RPL opportunities. Modifications made to the assessment approach on the basis of the inputs do not affect the validity of the assessment.' and specific outcome 'Conduct assessments.', as well as through application in the rest of the standard.

- Methods of assessment - directly assessed through assessment criterion 'A variety of assessment methods are described and compared in terms of how they could be used when conducting assessments in different situations.', and Directly assessed through application of the methods

- Potential barriers to assessment - assessed when dealing with special needs.

- The principles and mechanisms of the NQF - this knowledge underpins the standard

- Assessment policies and ETQA requirements

- Moderation requirements

UNIT STANDARD DEVELOPMENTAL OUTCOME
N/A

UNIT STANDARD LINKAGES
N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING
Identify and solve problems using critical and creative thinking: preparing for contingencies, learners with special needs, problems that arise during assessment, suggesting changes to assessment.

UNIT STANDARD CCFO WORKING
Work effectively in a team using critical and creative thinking: working with learners and other relevant parties during assessment, as well as post-assessment.

UNIT STANDARD CCFO ORGANISING
Organize and manage oneself and ones activities: preparing, conducting and recording the assessment.

UNIT STANDARD CCFO COLLECTING
Collect, analyse, organize and critically evaluate information: gather, evaluate and judge evidence and the assessment process.

UNIT STANDARD CCFO COMMUNICATING
Communicate effectively: prepare learners for assessment, communicate during assessment, and provide feedback.

UNIT STANDARD CCFO DEMONSTRATING
Demonstrate the world as a set of related systems: understanding the impact of assessment on individuals and organisations.

UNIT STANDARD CCFO CONTRIBUTING
Be culturally and aesthetically sensitive across a range of social contexts: give feedback on assessments in a culturally sensitive manner.

Initial learner assessor	

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	QUALITY ASSURING BODY
Core	65030	National Certificate: Arts and Culture Development Management	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	CATHSSETA
Core	50334	National Certificate: Occupationally Directed Education Training and Development Practices	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	ETDP SETA
Core	49277	National Diploma: Braille Practice	Level 5	NQF Level 05	Reregistered	2015-06-30	ETDP SETA
Core	49710	National Diploma: Development Practice	Level 5	NQF Level 05	Reregistered	2015-06-30	ETDP SETA
Core	61592	National Diploma: Human Resources Management and Practices	Level 5	NQF Level 05	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Core	50333	National Diploma: Occupationally Directed Education, Training and Development Practices	Level 5	NQF Level 05	Reregistered	2015-06-30	ETDP SETA
Core	67373	National Diploma: Orientation and Mobility Practice	Level 5	NQF Level 05	Reregistered	2015-06-30	ETDP SETA
Core	61570	National Diploma: Power Plant Process Control Operations	Level 5	NQF Level 05	Reregistered	2015-06-30	EWSETA
Core	63689	Bachelor of Arts: Geographical Information Science	Level 6	New Level Assignment Pend.	Reregistered	2015-06-30	
Core	50330	Bachelor: Occupationally Directed Education Training and Development Practices	Level 6	NQF Level 07	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Core	50331	National Certificate: Occupationally Directed Education, Training and	Level 6	New Level Assignment Pend.	Reregistered	2015-06-30	ETDP SETA

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		Development Practices					
Elective	78529	Further Education and Training Certificate: Chemical Operations	Level 4	NQF Level 04	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	61669	Further Education and Training Certificate: Community Water, Health and Sanitation Facilitation	Level 4	NQF Level 04	Reregistered	2015-06-30	EWSETA
Elective	50480	Further Education and Training Certificate: Firearm Training	Level 4	NQF Level 04	Reregistered	2015-06-30	SAS SETA
Elective	66489	Further Education and Training Certificate: Foundry Operations	Level 4	NQF Level 04	Reregistered	2015-06-30	MERSETA
Elective	49092	Further Education and Training Certificate: Furniture Making	Level 4	NQF Level 04	Reregistered	2015-06-30	FPMSETA
Elective	58952	Further Education and Training Certificate: Laboratory Analysis	Level 4	NQF Level 04	Passed the End Date - Status was "Registered"	2008-08-05	As per Learning Programmes recorded against this Qual
Elective	64950	Further Education and Training Certificate: Laboratory Analysis	Level 4	NQF Level 04	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	49049	Further Education and Training Certificate: Lump Ore Beneficiation	Level 4	NQF Level 04	Passed the End Date - Status was "Reregistered"	2009-02-18	MQA until Last Date for Achievement
Elective	48915	Further Education and Training Certificate: Manufacturing and Assembly Operations Supervision	Level 4	NQF Level 04	Reregistered	2015-06-30	MERSETA
Elective	50040	Further Education and Training Certificate: Optical Manufacturing Processes	Level 4	NQF Level 04	Reregistered	2015-06-30	MERSETA
Elective	58782	Further Education and Training Certificate: Plumbing	Level 4	NQF Level 04	Reregistered	2015-06-30	CETA

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Elective	58779	Further Education and Training Certificate: Production Technology	Level 4	NQF Level 04	Reregistered	2015-06-30	MERSETA
Elective	61949	Further Education and Training Certificate: Pulp and Paper Operations	Level 4	NQF Level 04	Reregistered	2015-06-30	FPMSETA
Elective	50560	Further Education and Training Certificate: Small Craft Construction	Level 4	NQF Level 04	Passed the End Date - Status was "Registered"	2009-08-31	MERSETA until Last Date for Achievement
Elective	60189	Further Education and Training Certificate: Wastewater and Water Reticulation Services	Level 4	NQF Level 04	Reregistered	2015-06-30	EWSETA
Elective	64649	Higher Certificate: Early Childhood Development	Level 5	NQF Level 05	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	58580	National Certificate: Aerodrome Control	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	TETA
Elective	58581	National Certificate: Air Traffic Support	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	TETA
Elective	63309	National Certificate: Defensive Mission Control	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	SAS SETA
Elective	22901	National Certificate: Environmental Education, Training and Development Practice	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	ETDP SETA
Elective	59201	National Certificate: Generic Management	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	59429	National Certificate: Inclusive Education	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	ETDP SETA
Elective	49743	National Certificate: Manufacturing Management	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	FOODBEV

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Elective	58625	National Certificate: Occupational Safety	Level 5	New Level Assignment Pend.	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	80047	National Certificate: Road Safety Development	Level 5	NQF Level 05	Reregistered	2015-06-30	SAS SETA
Elective	49852	National Diploma: Applied Military Intelligence	Level 5	NQF Level 05	Reregistered	2015-06-30	SAS SETA
Elective	57450	National Diploma: Automotive Diagnostics and Repair	Level 5	New Level Assignment Pend.	Passed the End Date - Status was "Registered"	2009-02-18	MERSETA until Last Date for Achievement
Elective	49853	National Diploma: Defensive Mission Control	Level 5	New Level Assignment Pend.	Passed the End Date - Status was "Registered"	2008-09-17	SAS SETA until Last Date for Achievement
Elective	64650	National Diploma: Early Childhood Development	Level 5	NQF Level 05	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	50500	National Diploma: Electronic Warfare	Level 5	NQF Level 05	Reregistered	2015-06-30	SAS SETA
Elective	63589	National Diploma: Geographical Information Science	Level 5	NQF Level 05	Reregistered	2015-06-30	CETA
Elective	58784	National Diploma: Geospatial Image Analysis	Level 5	NQF Level 05	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	49023	National Diploma: Liaison Interpreting	Level 5	NQF Level 05	Reregistered	2015-06-30	
Elective	49059	National Diploma: Master Craftsmanship (Electrical)	Level 5	NQF Level 05	Reregistered	2015-06-30	EWSETA

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Learner ①

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Apply elementary farm layout and infrastructure

SAQA US ID	UNIT STANDARD TITLE			
116172	Apply elementary farm layout and infrastructure			
ORIGINATOR				
SGB Primary Agriculture				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			**SUBFIELD**	
Field 01 - Agriculture and Nature Conservation			Primary Agriculture	
ABET BAND	**UNIT STANDARD TYPE**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 1	NQF Level 01	2
REGISTRATION STATUS	**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**	
Reregistered	2018-07-01	2023-06-30	SAQA 06120/18	
LAST DATE FOR ENROLMENT	**LAST DATE FOR ACHIEVEMENT**			
2024-06-30	2027-06-30			

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

A learner achieving this unit standard should be able to apply basic physical farm layout tasks, including the construction of infrastructure for the specific farm system, environment and enterprise.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that a learner attempting this unit standard will show competence against the following unit standards or equivalent:
- NQF 1: Understand how sustainable farming systems conserve natural resources.
- NQF 1: Demonstrate an understanding of the basic concepts of sustainable farming systems.

UNIT STANDARD RANGE

Whilst range statements have been defined generically to include as wide a set of alternatives as possible, all range statements should be interpreted within the specific context of application.

Range statements are neither comprehensive nor necessarily appropriate to all contexts. Alternatives must however be comparable in scope and complexity. These are only as a general guide to scope and complexity of what is required.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Recognise veld, planted pasture and arable land, and understand the need to fence vegetation types separately.

OUTCOME RANGE

Assess vegetation type and slope, as well as current and past land use.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The main natural resources in the local area are identified, and alien plants or weeds that occur and need to be controlled are recognised.

ASSESSMENT CRITERION 2

Point out structures that should be erected and respected to conserve the natural resources, and not to contribute to degradation over time.

SPECIFIC OUTCOME 2

The animal life, the impact of farm animals and humans are recognised and the need for the conservation of related natural resources in the layout of the farm is understood.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The main animal species and/or livestock in the local area are identified, and those that occur and need to be cared for or controlled are recognised.

ASSESSMENT CRITERION 2

Structures that should be erected and respected to conserve the natural resources are pointed out.

ASSESSMENT CRITERION 3

An understanding of the reciprocal effect of the natural environment, animals and humans in the use of structures not to contribute, over time, to degradation is demonstrated.

SPECIFIC OUTCOME 3

The need to plan the farm and infrastructure to limit the impact on natural resources and ensure sustainable resources use are recognised.

OUTCOME RANGE

Only the elementary physical characteristics of natural resources of importance in relation to infrastructure.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

An understanding of the reciprocal effect of the natural environment, animals and humans is demonstrated.

ASSESSMENT CRITERION 2

An understanding of the placement of structures and its use not to contribute to degradation of the environment over time is demonstrated.

SPECIFIC OUTCOME 4

Construct prevention structures and elementary infrastructure as planned for farm layout.

OUTCOME RANGE

Understand the need for elementary structures and proper placement to prevent damage to the structures and degradation to the environment.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

An elementary structure is measured and constructed.

ASSESSMENT CRITERION 2

Structures are placed in position and basic principles and reasoning for conservation are explained.

ASSESSMENT CRITERION 3

An understanding for stabilizing structures under extreme circumstances is demonstrated.

SPECIFIC OUTCOME 5

Maintain prevention structures and report major problems to a supervisor.

OUTCOME RANGE

Degradation and erosion of natural resources and sources for degradation in nature include, but are not restricted to, wind and water. Prevention measures by using structures.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The ability to identify and deal with minor degradation or erosion problems is demonstrated.

ASSESSMENT CRITERION 2

An understanding of required reporting procedures to the supervisor is demonstrated.

ASSESSMENT CRITERION 3

Elementary maintenance tasks to structures are demonstrated.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

The assessment of qualifying learners against this standard should meet the requirements of established assessment principles.

It will be necessary to develop assessment activities and tools, which are appropriate to the contexts in which the qualifying learners are working. These activities and tools may include an appropriate combination of self-assessment and peer assessment, formative and summative assessment, portfolios and observations etc.

The assessment should ensure that all the specific outcomes; critical cross-field outcomes and essential embedded knowledge are assessed.

The specific outcomes must be assessed through observation of performance. Supporting evidence should be used to prove competence of specific outcomes only when they are not clearly seen in the actual performance.

Essential embedded knowledge must be assessed in its own right, through oral or written evidence and cannot be assessed only by being observed.

The specific outcomes and essential embedded knowledge must be assessed in relation to each other. If a qualifying learner is able to explain the essential embedded knowledge but is unable to perform the specific outcomes, they should not be assessed as competent. Similarly, if a qualifying learner is able to perform the specific outcomes but is unable to explain or justify their performance in terms of the essential embedded knowledge, then they should not be assessed as competent.

Evidence of the specified critical cross-field outcomes should be found both in performance and in the essential embedded knowledge.

Performance of specific outcomes must actively affirm target groups of qualifying learners, not unfairly discriminate against them. Qualifying learners should be able to justify their performance in terms of these values.
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The person is able to demonstrate a basic knowledge of:
- Follow instructions to carry out routine tasks relating to sustainable land-use practices and soil erosion prevention measures.
- Distinguish between infrastructure applications and soil erosion prevention measures that are fully functional and those that have minor faults, and report these to a supervisor.
- Carry out minor repairs to infrastructure applications and soil erosion prevention measures under supervision.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Problem Solving: relates to specific outcomes:
*   Recognise veld types, planted pasture and arable land, and understand the need for the conservation of the related natural resources in the layout of the farm.
*   Recognise the animal life, the impact of farm animals and humans and understand the need for the conservation of related natural resources in the layout of the farm.
*   Recognise the need to plan infrastructure to limit the impact on natural resources and ensure sustainable resource use.
*   Construct prevention structures and elementary infrastructure as planned for farm layout.

UNIT STANDARD CCFO ORGANISING

Self-management: relates to specific outcomes:
*   Recognise veld types, planted pasture and arable land, and understand the need for the conservation of the related natural resources in the layout of the farm.
*   Recognise the animal life, the impact of farm animals and humans and understand the need for the conservation of related natural resources in the layout of the farm.
*   Recognise the need to plan infrastructure to limit the impact on natural resources and ensure sustainable resource use.
*   Construct prevention structures and elementary infrastructure as planned for farm layout.

UNIT STANDARD CCFO COLLECTING

Interpreting Information: relates to specific outcomes:
*   Recognise veld types, planted pasture and arable land, and understand the need for the conservation of the related natural resources in the layout of the farm.
*   Recognise the animal life, the impact of farm animals and humans and understand the need for the conservation of related natural resources in the layout of the farm.
*   Recognise the need to plan infrastructure to limit the impact on natural resources and ensure sustainable resource use.
*   Construct prevention structures and elementary infrastructure as planned for farm layout.

UNIT STANDARD CCFO COMMUNICATING

Communication: relates to specific outcome:
*   Construct prevention structures and elementary infrastructure as planned for farm layout.

UNIT STANDARD CCFO CONTRIBUTING

Self-development: relates to specific outcomes:
*   Recognise veld types, planted pasture and arable land, and understand the need for the conservation of the related natural resources in the layout of the farm.
*   Recognise the animal life, the impact of farm animals and humans and understand the need for the conservation of related natural resources in the layout of the farm.
*   Recognise the need to plan infrastructure to limit the impact on natural resources and ensure sustainable resource use.
*   Construct prevention structures and elementary infrastructure as planned for farm layout.

UNIT STANDARD ASSESSOR CRITERIA

N/A

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

UNIT STANDARD NOTES

N/A

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY
Core	48970	National Certificate: Animal Production	Level 1	NQF Level 01	Reregistered	2023-06-30	AgriSETA

Core	48971	National Certificate: Mixed Farming Systems	Level 1	NQF Level 01	Reregistered	2023-06-30	AgriSETA
Core	48972	National Certificate: Plant Production	Level 1	NQF Level 01	Reregistered	2023-06-30	AgriSETA

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS UNIT STANDARD:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

1. Abrahama Construction & Projects
2. Africa Land - Use Training
3. Balemi Consulting Pty Ltd
4. Biofuels Business Incubators NPC
5. Boikgantsho Consulting & Events
6. Bumunhu Services Providers Cc
7. Cedara College of Agriculture
8. Centurion Akademie (Pty) Ltd
9. Deloitte
10. Dew Crisp (PTY) Ltd
11. Dihwai Food Cultural and Agricultural Services
12. Elsenburg Agricultural Training Institute
13. Escay Catering and other Services
14. Farm for Africa Training and Development
15. Fort Cox Agricultural College
16. GA Community Care Consultants
17. Goldfields FET College
18. Heedmorine Training
19. Impact Plus Training Consultants
20. Interactive Trading 747 (PTY) LTD
21. Interstate Clearing 092 (Pty) Ltd
22. Kgopane Trading Enterprise
23. KMK Training Services (PTY) Ltd
24. Lovedale Public TVET College
25. Madzivhandila Agricultural College
26. Mananthatshema Skills Dev. Centre
27. Matlharini Multi Centre Skills
28. Matotomana Training & Gen Trading
29. Mbimbini Training and Community Development
30. Mobile Agri Skills Development and Training NPC
31. Mogaladi Business Enterprise
32. Montshepetsa Bosui Farming & Training Cnt
33. Morwa Agri-development cc
34. Mpontshe Training
35. Mthashana FET College - Vryheid Campus
36. Mvelo Consultant
37. National Institute For The Deaf
38. Ngwato Wa Mphela Agriculture Training Services
39. Nkalebetja Agricultural Projects and Management
40. Nophelo Training Centre
41. Novi General Services
42. P N K Management Services
43. Progressive Environmental Projects
44. Retsogile Education and Training
45. Scientific Roets (Pty) Ltd
46. Sekhukhune FET College - Central Office
47. Selipha Trading (Pty) Ltd
48. Setlakala Business Development

49. Siyafundisa I Africa
50. Siyasanga Training Centre
51. Skills Fusion
52. Suidwes Beleggings Eiendoms Beperk
53. Thuto Boshwa Skills Development Services
54. Tinotsile Training and Development
55. Tompi Seleka Agricultural College
56. TPN Training and Recruitment cc
57. Tripple R Training Provider
58. Tshenkeng's Consulting
59. Umfolozi FET College
60. Vari Consulting
61. Voyano Project Management

Learner ②

SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:

Apply a systems approach to decision making

SAQA US ID	UNIT STANDARD TITLE
252026	Apply a systems approach to decision making

ORIGINATOR
SGB Generic Management

PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY
-

FIELD			SUBFIELD	
Field 03 - Business, Commerce and Management Studies			Generic Management	

ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	Level TBA: Pre-2009 was L5	6

REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered	2018-07-01	2023-06-30	SAQA 06120/18

LAST DATE FOR ENROLMENT	LAST DATE FOR ACHIEVEMENT
2024-06-30	2027-06-30

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

This Unit Standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them.

The qualifying learner is capable of:
- Applying critical and analytical skills to analyse an issue or problem.
- Engage with stakeholders in analysing the issue/problem and developing solutions.
- Selecting feasible solutions through a systems approach.
- Formulating and communicating the decision.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners are competent in:
- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Computer Literacy at NQF Level 4.

UNIT STANDARD RANGE

- The learner is required to apply the learning in respect of this/her own area of responsibility.
- Unit refers to the division, department or business unit in which the learner is responsible for managing and leading staff.
- Entity includes, but is not limited to, a company, business unit, public institution, small business, Non-Profit Organisation or Non-Governmental Organisation.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Apply critical and analytical skills to analyse an issue or problem.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Critical and analytical skills are applied to analyse and define an issue/problem affecting the functioning of a unit.

ASSESSMENT CRITERION 2

Critical and analytical skills are applied to determine factors impacting on the issue/problem and other areas in a unit and the entity affected by the issue/problem.

SPECIFIC OUTCOME 2

Engage with stakeholders in analysing the issue/problem and developing solutions.

OUTCOME RANGE

Stakeholders include team members from own unit, managers and staff from other units in the entity, suppliers and customers.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The purpose of the consultation is communicated to stakeholders with reference to the aspects of the issue/problem and solutions to be discussed.

ASSESSMENT CRITERION 2

The critical and analytical processes for analysing the issue/problem and generating ideas on addressing the issue/problem are explained with examples.

ASSESSMENT CRITERION 3

The participation of stakeholders is obtained in analysing the unit's internal and external environment to identify factors relevant to the issue/problem.

ASSESSMENT CRITERION 4

The participation of team members is obtained in developing solutions to the issue/problem that would contribute towards the functioning of the unit and the broader system within which it operates.

ASSESSMENT CRITERION 5

The different ideas, values and perspectives of team members and stakeholders are recognised and respected in view of the value they add to the solution developed.

SPECIFIC OUTCOME 3

Select feasible solutions through a systems approach.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The inputs from stakeholders are analysed to identify feasible solutions to the issue/problem that would improve the functioning of the unit and the broader system within which it operates.

ASSESSMENT CRITERION 2

The identified solutions are prioritised in terms of their potential outcomes on the various processes/sections in the unit, the wider entity and external stakeholders.

ASSESSMENT CRITERION 3

A solution(s) is selected that is most appropriate within a systems context taking into consideration interrelated issues that impact on the solution and areas that will be impacted upon by the implementation of the solution.

SPECIFIC OUTCOME 4

Formulate and communicate the decision.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The decision on addressing the issue/problem is formulated with reference to the impact of the decision on the unit and the broader system within which it operates.

ASSESSMENT CRITERION 2

Actions required to implement the decision in the unit are described with reference to activities, role players, resources and time lines.

ASSESSMENT CRITERION 3

Change processes that are required to support the implementation of the decision are described with reference to their impact on the success of the implementation of the decision.

ASSESSMENT CRITERION 4

The decision is communicated to relevant team members in the unit and other stakeholders who will be involved in its implementation in a user-friendly format.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

• Anyone assessing a candidate against this Unit Standard must be registered as an assessor with the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
• Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
• Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

• The systems approach as applied to decision making and problem solving.
• Critical and analytical thinking techniques.
• Techniques for analysing and defining problems.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems using critical and creative thinking processes in order resolve issues, problems and challenges in a unit.

UNIT STANDARD CCFO WORKING

Work effectively with others as a member of a team, group, organisation or community to ensure participation by team members in developing solutions to an issue/problem in a unit.

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one`s activities responsibly in order to proactively address issues, problems and challenges in a unit.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information in order to have all relevant information available for addressing issues, problems and challenges in the unit.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written communication in involving team members in critical and analytical thinking processes.

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically, showing responsibility to the environment and health of others when developing solutions to issues/problems.

UNIT STANDARD CCFO DEMONSTRATING

Demonstrate an understanding of the world as a set of interrelated systems by recognising that problem solving contexts and challenges do not exist in isolation and that a variety of factors need to be taken into account in a systems approach to decision making.

UNIT STANDARD CCFO CONTRIBUTING

Participate as responsible citizens in the life of local, national and global communities in applying critical thinking practices within the unit and being culturally and aesthetically sensitive across a range of contexts in applying critical thinking practices within a unit.

UNIT STANDARD ASSESSOR CRITERIA

N/A

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

UNIT STANDARD NOTES

N/A

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY
Core	63769	National Certificate: Business Analysis Support Practice	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	MICTS
Fundamental	59201	National Certificate: Generic Management	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	As per Learning Programmes recorded against this Qual
Fundamental	60070	National Certificate: Inspection and Assessment (Non-Metallics)	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	MERSETA
Fundamental	63529	National Certificate: Railway Signalling Technology	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	TETA
Elective	71969	National Certificate: Automotive Components: Manufacturing and Assembly	Level 5	Level TBA: Pre-2009 was L5	Passed the End Date - Status was "Reregistered"	2015-06-30	MERSETA
Elective	78943	National Certificate: Autotronics	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	MERSETA
Elective	66789	National Certificate: Environmental Management	Level 5	NQF Level 05	Reregistered	2023-06-30	LG SETA
Elective	83026	National Certificate: Information and Communications Technology (ICT) Software Testing	Level 5	NQF Level 05	Reregistered	2023-06-30	MICTS
Elective	79627	National Certificate: Mechatronics	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2015-06-30	MERSETA
Elective	59258	National Certificate: Polygraphy	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	SAS SETA

Elective	50060	National Certificate: Public Administration	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	PSETA
Elective	63369	National Diploma: Trade Union Practice	Level 5	NQF Level 05	Reregistered	2023-06-30	ETDP SETA
Elective	67460	National Diploma: Public Administration	Level 6	NQF Level 06	Reregistered	2023-06-30	As per Learning Programmes recorded against this Qual

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS UNIT STANDARD:

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1. ABA Sebenzi
2. ADT SECURITY SERVICES PTY LTD
3. ADT SECURITY SERVICES PTY LTD CAPE TOWN
4. ADT SECURITY SERVICES PTY LTD PINE TOWN
5. ADT SECURITY SERVICES PTY LTD PORT ELIZABETH
6. ADT SECURITY SERVICES PTY LTD PRETORIA NORTH
7. All Access Holdings
8. Asiphokuhle Training and Research Institute
9. Avenida (Pty) Ltd
10. Bantubanye Skills
11. Batho - Pele
12. Boikgantsho Consulting & Events
13. Boston City Campus and Business College (PTY) Ltd
14. Business Management Training College (Pty) Ltd
15. Bytes People Solutions A Division of Altron TMT (Pty) Ltd
16. Career Pathing Solutions (Pty) Ltd (KRUGERSDORP) (TP)
17. CELERATED
18. College of Production Technology
19. CREATIVE FOUNDATION TRAINING
20. CTC College(PTY) LTD.
21. Dawsons Training Academy (Pty) Ltd (DURBAN) (TP)
22. DISASTER MANAGEMENT SOLUTIONS (PTY) LTD (DMS)
23. DYNA TRAINING (PTY) LTD (Cape Town)
24. Edutel Wholesale & Retail Academy
25. Elective Training Institute Enterprise CC
26. Equal Career Services (Pty) Ltd (CENTURION) (TP)
27. FLIGHT CENTRE South Africa Pty (Ltd)
28. GLOBAL PROSPECTUS TRAINING PTY LTD
29. Golden Ratio College (Pty) Ltd
30. GORDAN INSTITUTE OF BUSINESS SCIENCE
31. Icando
32. Imperial Technical Training Academy (WADEVILLE) (TP)
33. IQ Skills Academy (PTY) LTD.
34. Jobafrik Consulting
35. Jumpco (Pty) Ltd
36. Kalideen Management
37. Kgolo Institute
38. Kgotla Trading Enterprise
39. Khosithi Training
40. Khula Nonke Training & Development
41. Kuyakhula Development Initiatives
42. Letlhokoa Management Services CC
43. LO Tantsi Fire Consultants CC.
44. Mangalani Business Enterprises

45. Mazasa Management Consulting CC.
46. McCarthy Automotive Artisan Academy (MIDRAND) (TP)
47. McCarthy Automotive Artisans Academy (PINETOWN) (TP)
48. MEGRO LEARNING LOWVELD
49. Miczo's Enterprise
50. MML Consulting CC.
51. Mod-Mosh Projects and Consulting (PTY) LTD
52. Mortarboard Training Solutions
53. MSC Education Holdings (Pty) Ltd
54. NCC Environmental Services
55. Nela Kahle 80 cc
56. Nkqubela Community Developers
57. NS Global Academy
58. Ntsangalala Business Enterprise
59. Nyankwavi Investment CC.
60. ORGANISATIONAL DEVELOPMENT INTERNATIONAL (PTY) LTD
61. Pioneer Business Consulting
62. Plastics Federation of South Africa (MIDRAND) (TP)
63. Plastics Federation of South Africa (WESTMEAD) (TP)
64. Poshido Training
65. Power Rush Trading 170 CC.
66. Ronald Sewell & Associates SA (Pty) Ltd T/A Sewells (BRYANSTON) (TP)
67. Russ Projects T/A Academy Workplace Development (AWD) (HARRIETDALE) (T
68. SANDVIK MINING & CONSTRUCTION RSA (PTY) LTD
69. Scaw Metals Group (Pty) Ltd T/A Scaw Metals (DINWIDDIE) (TP)
70. SERVEST(PTY) LTD
71. SG Coal (Pty) Ltd (TP)
72. SIGNA ACADEMY PTY LTD
73. SmartMatta (Pty) Ltd
74. Smollan Sales & Marketing (Pty) Ltd
75. Summat Training Institute
76. Talent Emporium Academy (PTY) Ltd
77. Thando Consulting Services
78. The Automobile Association of South Africa NPC T/A The AA Technical College(MIDRAND) (TP)
79. The Automobile Association of South Africa T/A AA Training Academy (MO
80. Thubelihle Graduate Institute
81. Toyota Academy Toyota SA Motors (Pty) Ltd (SANDTON) (TP)
82. Ukhamba Quality Skills
83. Umqondo Consultancy
84. University of Fort Hare
85. Vantage Training
86. Vhutshilo Health And Training Organisation
87. Vicmat Consultants
88. Wildlife and Enviroment Society of South Africa
89. XL AT Consulting CC
90. Y3K Training cc (CAPE TOWN) (TP)
91. Ya Hina Management Consulting and projects

SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:

Formulate recommendations for a change process

SAQA US ID	UNIT STANDARD TITLE			
252021	Formulate recommendations for a change process			
ORIGINATOR				
SGB Generic Management				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			**SUBFIELD**	
Field 03 - Business, Commerce and Management Studies			Generic Management	
ABET BAND	**UNIT STANDARD TYPE**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 5	Level TBA: Pre-2009 was L5	8
REGISTRATION STATUS	**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**	
Reregistered	2018-07-01	2023-06-30	SAQA 06120/18	
LAST DATE FOR ENROLMENT		**LAST DATE FOR ACHIEVEMENT**		
2024-06-30		2027-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

This Unit Standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them.

The qualifying learner is capable of:
- Demonstrating knowledge of and insight into the need for change within the context of environment change.
- Analysing an area requiring a change process.
- Selecting a model for implementing a change management process.
- Formulating recommendations on implementing the change process.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners are competent in:
- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Computer Literacy at NQF Level 4.

UNIT STANDARD RANGE

- The learner is required to apply the learning in respect of his/her own area of responsibility.
- Unit refers to the division, department or business unit in which the learner is responsible for managing and leading staff.
- Entity includes, but is not limited to, a company, business unit, public institution, small business, Non-Profit Organisation or Non-Governmental Organisation.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Demonstrate knowledge of and insight into the need for change within the context of environment change.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The nature of change and its impact on organisational sustainability are explained with reference to internal and external environmental change affecting a specific unit.

ASSESSMENT CRITERION 2

The need for change is motivated by identifying the benefits of change for a unit.

SPECIFIC OUTCOME 2

Analyse an area requiring the implementation of a change process.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The need for change in a unit of an entity is identified in terms of a desired state compared with the current state.

ASSESSMENT CRITERION 2

The results of a SWOT or other suitable analysis are presented to substantiate the argument in favour of a change process.

ASSESSMENT CRITERION RANGE

The SWOT analysis should include the benefits of implementing change, the main risks and obstacles, the positive forces to be harnessed and the change resilience in the unit.

SPECIFIC OUTCOME 3

Select a model for implementing a change management process.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The characteristics of two change models are described with reference to their appropriateness for different change processes.

ASSESSMENT CRITERION 2

The reasons for selecting the model are described with reference to the findings of the analysis.

SPECIFIC OUTCOME 4

Formulate recommendations on implementing the change process.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The change management plan presented describes the changes to be implemented in relation to the needs identified in the SWOT analysis.

ASSESSMENT CRITERION RANGE

The change management plan includes the phases of the plan, the actions, the persons responsible for the actions, the time frames, communication with stakeholders, desired outcomes, anticipated obstacles, expected positive and negative responses to the change, as well as plans to overcome the obstacles and negative responses.

ASSESSMENT CRITERION 2

The actions proposed for managing the anticipated human responses to the change process are appropriate to the findings of the SWOT analysis.

ASSESSMENT CRITERION 3

The role and competencies of the change leader responsible for facilitating the dynamics of the change process are motivated in relation to the proposed change process.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

•   Anyone assessing a candidate against this Unit Standard must be registered as an assessor with the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
•   Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
•   Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The knowledge underpinning the above specific outcomes is:
•   Theories of change.
•   Theories of change management.
•   Human responses to change.
•   Models of change management.
•   Techniques for conducting a SWOT analysis (i.e. strengths, weaknesses opportunities and threats).
•   Components of a change management plan.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

The learner is able to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made in relation to the recommendations made for change process for a unit.

UNIT STANDARD CCFO WORKING

The learner is able to work as a member of a team in promoting a change process in a unit.

UNIT STANDARD CCFO ORGANISING

The learner is able to organise and manage him/herself and his/her activities responsibly and relation to the recommended change process for a unit.

UNIT STANDARD CCFO COLLECTING

The learner is able to collect, organise and critically evaluate information in applying this information in formulating recommendations on a change process for a unit.

UNIT STANDARD CCFO COMMUNICATING

The learner is able to communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations in formulating recommendations on a change process for a unit.

UNIT STANDARD CCFO DEMONSTRATING

The learner is able to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in applying knowledge of and insight into the complexity of change processes.

UNIT STANDARD ASSESSOR CRITERIA

N/A

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

UNIT STANDARD NOTES

N/A

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY
Core	59201	National Certificate: Generic Management	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	As per Learning Programmes recorded against this Qual
Elective	59258	National Certificate: Polygraphy	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	SAS SETA

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS UNIT STANDARD:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

1. All Access Holdings
2. Asiphokuhle Training and Research Institute
3. Avenida (Pty) Ltd
4. Batho - Pele
5. Boston City Campus and Business College (PTY) Ltd
6. Business Management Training College (Pty) Ltd
7. Career Pathing Solutions (Pty) Ltd (KRUGERSDORP) (TP)
8. College of Production Technology
9. Connex Marketing cc
10. CREATIVE FOUNDATION TRAINING
11. DISASTER MANAGEMENT SOLUTIONS (PTY) LTD (DMS)
12. DYNA TRAINING (PTY) LTD (Cape Town)
13. Edutel Wholesale & Retail Academy
14. Equal Career Services (Pty) Ltd (CENTURION) (TP)
15. Golden Ratio College (Pty) Ltd
16. IQ Skills Academy (PTY) LTD.
17. Jobafrik Consulting
18. Kalideen Management
19. KALIDEEN MANAGEMENT SERVICES
20. Kgolo Institute
21. Kgotla Trading Enterprise
22. Khosithi Training
23. Letlhokoa Management Services CC
24. LO Tantsi Fire Consultants CC.
25. Maxlen Holdings
26. MEGRO LEARNING LOWVELD
27. Mod-Mosh Projects and Consulting (PTY) LTD
28. Mohlaje Solutions (Pty) Ltd
29. Mortarboard Training Solutions
30. MSC Education Holdings (Pty) Ltd
31. MSC Education Holdings (Pty) Ltd t/a MSC Business College
32. Nela Kahle 80 cc
33. Ntsangalala Business Enterprise
34. ORGANISATIONAL DEVELOPMENT INTERNATIONAL (PTY) LTD
35. Pioneer Business Consulting
36. Plastics Federation of South Africa (MIDRAND) (TP)
37. Plastics Federation of South Africa (WESTMEAD) (TP)
38. Power Rush Trading 170 CC.
39. Ronald Sewell & Associates SA (Pty) Ltd T/A Sewells (BRYANSTON) (TP)
40. SANDVIK MINING & CONSTRUCTION RSA (PTY) LTD
41. Scaw Metals Group (Pty) Ltd T/A Scaw Metals (DINWIDDIE) (TP)

42.	SIGNA ACADEMY PTY LTD
43.	Smollan Sales & Marketing (Pty) Ltd
44.	Summat Training Institute
45.	Tshepang Consulting & Project
46.	Umqondo Consultancy
47.	UNIVERSITY OF BUSINESS EXCELLENCE(PTY)LTD
48.	University of Fort Hare
49.	Vantage Training
50.	Vicmat Consultants
51.	Ya Hina Management Consulting and projects

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:

Apply the principles of ethics to improve organisational culture

SAQA US ID	UNIT STANDARD TITLE			
252042	Apply the principles of ethics to improve organisational culture			
ORIGINATOR				
SGB Generic Management				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD		**SUBFIELD**		
Field 03 - Business, Commerce and Management Studies		Generic Management		
ABET BAND	**UNIT STANDARD TYPE**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 5	Level TBA: Pre-2009 was L5	5
REGISTRATION STATUS	**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**	
Reregistered	2018-07-01	2023-06-30	SAQA 06120/18	
LAST DATE FOR ENROLMENT		**LAST DATE FOR ACHIEVEMENT**		
2024-06-30		2027-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

This Unit Standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them.

The qualifying learner is capable of:
• Demonstrating understanding of the relationship between values, ethics and organisational culture and its impact on achieving goals and objectives.
• Applying the concept of corporate ethics to a unit.
• Analysing the unit in relation to the principles of corporate ethics.
• Formulating recommendations for promoting organisational values, the code of conduct and ethical practices within a unit and entity.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners are competent in:
• Communication at NQF Level 4.
• Mathematical Literacy at NQF Level 4.
• Computer Literacy at NQF Level 4.

UNIT STANDARD RANGE

• The learner is required to apply the learning in respect of his/her own area of responsibility.
• Unit refers to the division, department or business unit in which the learner is responsible for managing and leading staff.

- Entity includes, but is not limited to, a company, business unit, public institution, small business, Non-Profit Organisation or Non-Governmental Organisation.
- Corporate ethics includes business ethics and the ethical norms and standards of public sector entities.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Demonstrate understanding of the relationship between values, ethics and organisational culture and its impact on achieving goals and objectives.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The relationship between personal values, organisational ethics, and the entity's culture is demonstrated through examples from the South African workplace.

ASSESSMENT CRITERION 2

The complexity of the conflicts between personal values and the entity's values and ethical codes is illustrated with examples from the South African workplace.

ASSESSMENT CRITERION 3

The potential impact of organisational values and culture on the entity's triple bottom line are analysed and described.

SPECIFIC OUTCOME 2

Apply the concept of corporate ethics to a unit.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The imperatives for ethical conduct in South African organisations are explained with reference to acts, regulations, codes and other documents relevant to the entity.

ASSESSMENT CRITERION RANGE

Relevant documents include the South Africa's Constitution, the King Report, PFMA, the principles of Batho Pele, as well as acts, regulations and codes governing the sector or specific industry.

ASSESSMENT CRITERION 2

The role of corporate governance within an entity is analysed to determine the contribution of a unit in promoting internal organisational codes and ethical practices.

ASSESSMENT CRITERION 3

The specific ethical practices of a unit in different areas are analysed with examples.

ASSESSMENT CRITERION RANGE

Areas include accounting information, marketing, sales, production, intellectual property, tendering processes, Information Technology and Human Resources.

SPECIFIC OUTCOME 3

Analyse a unit in relation to the principles of corporate ethics.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

An instrument is selected for analysing individual and organisational conduct in respect of organisational values, codes of conduct and corporate ethics.

ASSESSMENT CRITERION 2

The instrument is applied to gather and record information within a unit in respect of organisational values, codes of conduct and corporate ethics.

ASSESSMENT CRITERION 3

The instrument is applied to evaluate the current state in a unit against the desired state in respect of organisational values, codes of conduct and corporate ethics.

SPECIFIC OUTCOME 4

Formulate recommendations for strengthening shared organisational values, the code of conduct and ethical practices.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

An implementation plan is prepared that described the strengthening of the entity's values, code of conduct and ethical practices in the unit.

ASSESSMENT CRITERION 2

The role and responsibilities of the manager are described in terms of decision making to strengthen the values, code of conduct and ethical practices in a unit and the entity.

ASSESSMENT CRITERION 3

The communication activities for promoting the entity's values, code of conduct and ethical practices are outlined in the plan, with role allocation and time frames.

ASSESSMENT CRITERION 4

The process for monitoring and evaluating improvements in relation to the entity's organisational values, code of conduct and ethical practices in a unit is described with role allocation and time frames.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

- Anyone assessing a candidate against this Unit Standard must be registered as an assessor with the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

- The South African Constitution.
- King Report on Corporate Governance.
- National and international best practices in respect of business/corporate ethics.
- Personal and organisational values.
- Principles of business/corporate ethics.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems using critical and creative thinking processes in applying ethical principles in the unit.

UNIT STANDARD CCFO WORKING

Work effectively with others as a member of a team, group, organisation or community to improve the culture of the unit.

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one`s activities responsibly and effectively in order to demonstrate ethical conduct.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information in order to identify areas of unethical conduct in the unit.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion to promote ethical conduct in the unit.

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically, showing responsibility to the environment and health of others in promoting ethical practices in the unit and entity.

UNIT STANDARD CCFO DEMONSTRATING

Demonstrate an understanding of the world as a set of interrelated systems by recognising that mathematical problem-solving contexts do not exist in isolation to demonstrate how personal, social, organisational and national values and beliefs impact on the entity's culture.

UNIT STANDARD CCFO CONTRIBUTING

Participating as responsible citizens in the life of local, national and global communities by promoting ethical practices in the unit and entity.

UNIT STANDARD ASSESSOR CRITERIA

N/A

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

UNIT STANDARD NOTES

N/A

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY
Core	66189	National Certificate: Quality Management Systems	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	SERVICES
Core	73129	National Diploma: Public Relations Practice	Level 5	NQF Level 05	Reregistered	2023-06-30	SERVICES
Fundamental	59201	National Certificate: Generic Management	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	As per Learning Programmes recorded against this Qual
Fundamental	80046	National Certificate: Tactical Road Traffic Operations	Level 5	NQF Level 05	Reregistered	2023-06-30	SAS SETA
Fundamental	59299	National Certificate: Wholesale and Retail: Buying Planning	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	W&RSETA
Fundamental	63369	National Diploma: Trade Union Practice	Level 5	NQF Level 05	Reregistered	2023-06-30	ETDP SETA
Elective	71969	National Certificate: Automotive Components: Manufacturing and Assembly	Level 5	Level TBA: Pre-2009 was L5	Passed the End Date - Status was "Reregistered"	2015-06-30	MERSETA
Elective	78943	National Certificate: Autotronics	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	MERSETA
Elective	79627	National Certificate: Mechatronics	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2015-06-30	MERSETA

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS UNIT STANDARD:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

1. ADT SECURITY SERVICES PTY LTD
2. ADT SECURITY SERVICES PTY LTD CAPE TOWN
3. ADT SECURITY SERVICES PTY LTD PINE TOWN
4. ADT SECURITY SERVICES PTY LTD PORT ELIZABETH
5. ADT SECURITY SERVICES PTY LTD PRETORIA NORTH
6. All Access Holdings
7. Asiphokuhle Training and Research Institute
8. Avenida (Pty) Ltd
9. Batho - Pele
10. Boston City Campus and Business College (PTY) Ltd
11. Business Management Training College (Pty) Ltd
12. Career Pathing Solutions (Pty) Ltd (KRUGERSDORP) (TP)
13. College of Production Technology
14. Compuscan Academy
15. Connex Marketing cc
16. Cornerstone Performance Solutions (Pty) Ltd
17. CREATIVE FOUNDATION TRAINING
18. DAM SCHOOL OF POLICING
19. Dawsons Training Academy (Pty) Ltd (DURBAN) (TP)
20. DISASTER MANAGEMENT SOLUTIONS (PTY) LTD (DMS)
21. DYNA TRAINING (PTY) LTD (Cape Town)
22. Edutel Wholesale & Retail Academy
23. Equal Career Services (Pty) Ltd (CENTURION) (TP)
24. Felix Risk Training Consultants
25. Golden Ratio College (Pty) Ltd
26. HJN TRAINING CC Pretoria
27. Imperial Technical Training Academy (WADEVILLE) (TP)
28. IQ Group Holdings (Pty) Ltd
29. IQ Skills Academy (PTY) LTD.
30. JEPPE COLEGE OF COMMERCE & COMPUTER STUDIES
31. Jobafrik Consulting
32. Kalideen Management
33. KALIDEEN MANAGEMENT SERVICES
34. Kgolo Institute
35. Kgotla Trading Enterprise
36. Khosithi Training
37. Letlhokoa Management Services CC
38. LO Tantsi Fire Consultants CC.
39. Maxlen Holdings
40. MBOWA COLLEGE
41. McCarthy Automotive Artisan Academy (MIDRAND) (TP)
42. McCarthy Automotive Artisans Academy (PINETOWN) (TP)
43. MEGRO LEARNING LOWVELD
44. Mod-Mosh Projects and Consulting (PTY) LTD
45. Mohlaje Solutions (Pty) Ltd
46. Mortarboard Training Solutions
47. MSC Education Holdings (Pty) Ltd
48. MSC Education Holdings (Pty) Ltd t/a MSC Business College
49. Nela Kahle 80 cc
50. NOVA LEADERSHIP DEVELOPMENT
51. Ntsangalala Business Enterprise
52. ORGANISATIONAL DEVELOPMENT INTERNATIONAL (PTY) LTD
53. Pioneer Business Consulting

54. Plastics Federation of South Africa (MIDRAND) (TP)
55. Plastics Federation of South Africa (WESTMEAD) (TP)
56. PND Academy of Learning cc
57. Power Rush Trading 170 CC.
58. RAND TRAINING COLLEGE (PTY) LTD
59. Ronald Sewell & Associates SA (Pty) Ltd T/A Sewells (BRYANSTON) (TP)
60. Russ Projects T/A Academy Workplace Development (AWD) (HARRIETDALE) (T
61. SANDVIK MINING & CONSTRUCTION RSA (PTY) LTD
62. Scaw Metals Group (Pty) Ltd T/A Scaw Metals (DINWIDDIE) (TP)
63. SERVEST(PTY) LTD
64. SG Coal (Pty) Ltd (TP)
65. SHEPPERD ACADEMY
66. SIGNA ACADEMY PTY LTD
67. Smollan Sales & Marketing (Pty) Ltd
68. Summat Training Institute
69. The Automobile Association of South Africa NPC T/A The AA Technical College(MIDRAND) (TP)
70. The Automobile Association of South Africa T/A AA Training Academy (MO
71. The Facilitation Workshop
72. Toyota Academy Toyota SA Motors (Pty) Ltd (SANDTON) (TP)
73. Tshepang Consulting & Project
74. UKHUSELO TRAINING ACADEMY AND SECURITY CC
75. Umqondo Consultancy
76. UNIVERSITY OF BUSINESS EXCELLENCE(PTY)LTD
77. University of Fort Hare
78. Vantage Training
79. Vicmat Consultants
80. Ya Hina Management Consulting and projects

SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:

Analyse leadership and related theories in a work context

SAQA US ID	UNIT STANDARD TITLE			
120300	Analyse leadership and related theories in a work context			
ORIGINATOR				
SGB Administration				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD		**SUBFIELD**		
Field 03 - Business, Commerce and Management Studies		Public Administration		
ABET BAND	**UNIT STANDARD TYPE**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**CREDITS**
Undefined	Regular-Fundamental	Level 5	Level TBA: Pre-2009 was L5	8
REGISTRATION STATUS	**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**	
Reregistered	2018-07-01	2023-06-30	SAQA 06120/18	
LAST DATE FOR ENROLMENT		**LAST DATE FOR ACHIEVEMENT**		
2024-06-30		2027-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

This Unit Standard will be useful to learners who are working within the Public Sector, Local Government, commercial or community environment. It will enable learners to gain insight into the role of leadership within a work context, and thus providing them with the skills and knowledge to add value to one's job. This Unit Standard will also provide value to public officials who are involved in integrated development planning or public sector management and administration specialists.
The qualifying learner is capable of:
- Explaining the concept of leadership.
- Differentiating between leadership and management.
- Analysing and comparing leadership theories.
- Applying the different roles and qualities of leadership in a work context.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners are competent in Communication at NQF Level 4.

UNIT STANDARD RANGE

N/A

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Explain the concept of leadership.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Various definitions of leadership are identified and explained with examples in the workplace.

ASSESSMENT CRITERION RANGE

At least four definitions are provided.

ASSESSMENT CRITERION 2

The roles and qualities of a leader are explained using examples.

ASSESSMENT CRITERION RANGE

Qualities of a leader should include at least five examples but are not limited to humaneness, empathy, objectivity, transparency, accountability, responsibility, honesty, integrity, assertiveness, consistency, reference to historical and present leaders.

Leadership roles include but are not limited to being a visionary, motivating self and others, creating synergies, facilitating a developmental environment, being an innovator, being creative.

SPECIFIC OUTCOME 2

Differentiate between leadership and management.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Leadership and management are defined and differentiated using examples.

ASSESSMENT CRITERION 2

The roles and qualities of a leader are differentiated and compared with those of a manager in a work context.

ASSESSMENT CRITERION 3

The concepts of accountability and responsibility pertaining to a leader and manager are discussed and explained in terms of advantages and disadvantages in the work place.

ASSESSMENT CRITERION RANGE

Accountability and responsibilities should include at least two examples but are not limited to complying with related institutional policy and procedures, local government legislation, levels of authority, structure of organisation.

ASSESSMENT CRITERION 4

The role of a leader and a manager is compared in terms of their complementary roles in the work place.

SPECIFIC OUTCOME 3

Analyse leadership theories.

OUTCOME RANGE

At least four different leadership theories must be identified and analysed.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The various theories of leadership are identified and discussed in a work context.

ASSESSMENT CRITERION 2

Trends and developments relating to the different leadership theories are examined with examples.

ASSESSMENT CRITERION RANGE

At least four examples but not limited to trait leadership, leadership base on behaviour styles, servant leadership, transformational leadership and visionary leadership.

ASSESSMENT CRITERION 3

The various leadership theories are justified in terms of advantages and disadvantages.

SPECIFIC OUTCOME 4

Apply the different roles and qualities of leadership in a work context.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The roles and qualities within leadership contexts are analysed with examples.

ASSESSMENT CRITERION 2

The leadership style of selected leaders are analysed in order to determine its effect in a context.

ASSESSMENT CRITERION RANGE

At least three case studies are analysed.

ASSESSMENT CRITERION 3

The term role-model is analysed in order to establish its effect on the work context.

ASSESSMENT CRITERION 4

A leadership theory is selected and applied in own work context.

ASSESSMENT CRITERION 5

Leadership roles, qualities and abilities are analysed in order to formulate own leadership development strategy.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

• Any individual wishing to be assessed (including through RPL) against this Unit Standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
• Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
• Any institution offering learning that will enable achievement of this Unit Standard or assessing this unit standard must be accredited as a provider with the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
• Moderation of assessment will be conducted by the relevant ETQA at its discretion.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The learner must demonstrate an understanding of:
• Leadership definitions.
• Leadership theories.
• Roles of leaders.
• Leadership functions.
• Management functions and roles - the difference between management and leadership.
• Institutional policies, procedures and legislation.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems using critical and creative thinking processes to interpret how leadership theories, roles and values are applied to own work context.

UNIT STANDARD CCFO WORKING

Work effectively with others as a member of a team, group, organisation or community to determine leadership needs

within own context.

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one's activities responsibly and effectively in order to ensure proactive leadership.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information in order to apply the roles of leadership in different work contexts.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion to lead effectively.

UNIT STANDARD CCFO DEMONSTRATING

Demonstrate an understanding of the world as a set of interrelated systems by recognising that problem-solving contexts relating to leadership do not exist in isolation and that varying factors will impact on leadership.

UNIT STANDARD ASSESSOR CRITERIA

N/A

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

UNIT STANDARD NOTES

Additional

Articulation Possibilities:

This Unit Standard will enable a learner to articulate to other qualifications in Business Administration, Generic Management, Public Finance Management and Administration, Municipal Finance Management and Administration.

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY
Core	50081	Further Education and Training Certificate: Leadership Development	Level 4	NQF Level 04	Reregistered	2023-06-30	LG SETA
Core	80946	National Certificate: Community Development	Level 5	NQF Level 05	Reregistered	2021-06-30	As per Learning Programmes recorded against this Qual
Core	63369	National Diploma: Trade Union Practice	Level 5	NQF Level 05	Reregistered	2023-06-30	ETDP SETA
Core	58008	National Diploma: Aircraft Piloting	Level 6	NQF Level 06	Passed the End Date - Status was "Reregistered"	2016-12-31	TETA
Fundamental	59201	National Certificate: Generic Management	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	As per Learning Programmes recorded against this Qual
Fundamental	49743	National Certificate: Manufacturing Management	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	FOODBEV
Elective	64697	Further Education and Training Certificate: Community Health Work	Level 4	NQF Level 04	Reregistered	2023-06-30	HW SETA
Elective	58779	Further Education and Training Certificate: Production Technology	Level 4	NQF Level 04	Reregistered	2023-06-30	MERSETA
Elective	58337	Further Education and	Level 4	NQF Level	Reregistered	2023-	ETDP SETA

		Training Certificate: Trade Union Practice		04		06-30
Elective	58580	National Certificate: Aerodrome Control	Level 5	Level TBA: Pre-2009 was L5	Passed the End Date - Status was "Reregistered"	2016-12-31	TETA
Elective	58581	National Certificate: Air Traffic Support	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	TETA
Elective	79406	National Certificate: Maintenance Coordination	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2015-06-30	MERSETA
Elective	50060	National Certificate: Public Administration	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2023-06-30	PSETA
Elective	58023	National Diploma: Aircraft Piloting	Level 5	NQF Level 05	Passed the End Date - Status was "Reregistered"	2016-12-31	TETA
Elective	58802	National Diploma: Disability Employment Practice	Level 5	NQF Level 05	Reregistered	2023-06-30	SABPP

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS UNIT STANDARD:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

1. A4 Consultancy CC
2. ABA Sebenzi
3. ADT SECURITY SERVICES PTY LTD
4. ADT SECURITY SERVICES PTY LTD CAPE TOWN
5. ADT SECURITY SERVICES PTY LTD PINE TOWN
6. ADT SECURITY SERVICES PTY LTD PORT ELIZABETH
7. ADT SECURITY SERVICES PTY LTD PRETORIA NORTH
8. Africa Corporate Training Institute and HR Consulting
9. Africa Institute For Public Administration
10. Afriwealth Consulting
11. AfroXpert Performance Developement cc
12. Akili Training
13. Aldabri 106 Institute for Quality (Pty) Ltd
14. All Access Holdings
15. Alpha Business Consultants
16. Amabamba Recruitment
17. Amadube Investments CC
18. Asiphokuhle Training and Research Institute
19. Avenida (Pty) Ltd
20. Aviation Training Academy
21. Batho - Pele
22. BDCE
23. Boikgantsho Consulting & Events
24. Boston City Campus and Business College (PTY) Ltd
25. Break The Chains Development Services
26. Breakeven 59(PTY) Ltd
27. Bright Day Consultancy
28. Bright Ideas Projects 2905 cc
29. Business Management Training College (Pty) Ltd
30. BW Khuzwayo Consulting CC
31. C Ngubane & Associates Inc.
32. Career Pathing Solutions (Pty) Ltd (KRUGERSDORP) (TP)

33.   Change Strategies Consulting Services CC
34.   Chartall Business College
35.   Classic Human Capital Solutions
36.   College of Production Technology
37.   Compuscan Academy
38.   Concepts of Sustainable Management (CSM)
39.   Connex Marketing cc
40.   Continuing Education For Africa
41.   Continuing Education Programme
42.   Cornerstone Performance Solutions (Pty) Ltd
43.   Cradle Stars Trading Enterprise
44.   Cre8ive Organisational Development
45.   CREATIVE FOUNDATION TRAINING
46.   Creative Venture Joint Trading and Projects
47.   CTC College(PTY) LTD.
48.   Dean Institute Of Learning (Pty) Ltd
49.   Dee's Training (PTY) LTD
50.   Didintle Training Services
51.   DISASTER MANAGEMENT SOLUTIONS (PTY) LTD (DMS)
52.   Ditirelo Skills Development Services
53.   DITSELA LABOUR INSTITUTION
54.   DYNA TRAINING (PTY) LTD (Cape Town)
55.   Eden Training Academy
56.   Edutel Wholesale & Retail Academy
57.   Elective Training Institute Enterprise CC
58.   ELIJAH BARAYI MEMORIAL TRAINING CENTRE
59.   Elvis Koena Consulting (Pty) Ltd
60.   Equal Career Services (Pty) Ltd (CENTURION) (TP)
61.   Execuprime Business College (Pty) Ltd
62.   Felix Risk Training Consultants
63.   Fire Protection Association of Southern Africa
64.   Frugatrax Consultants
65.   Furniture World Training Centre
66.   GOBELA CONSULTING
67.   Goitsikitso Enterprise Trading
68.   Golden Ratio College (Pty) Ltd
69.   Golden Rewards 2192 CC
70.   Gotsec Skills Training
71.   HDPSA
72.   HDPSA GROUP (PTY) LTD
73.   Hlombe and Associates
74.   IQ Group Holdings (Pty) Ltd
75.   IQ Skills Academy (PTY) LTD.
76.   Isibani Skills Academy
77.   JESUA CONSULTANTS (Hartenbos) (WA)
78.   Jesua Consultants (Pty) Ltd (MOSSEL BAY) (TP)
79.   JNUTO Trading and Projects
80.   Jobafrik Consulting
81.   Josmap Training Institute
82.   JTM Empowered
83.   K Shabangu FET College
84.   KAGISHO BUSINESS CONCEPTS (Pty) LTD
85.   Kalideen Management
86.   KALIDEEN MANAGEMENT SERVICES
87.   Kamanga Skills Projects
88.   Kappia Consulting Services
89.   Karabo Ya Karabo
90.   Kernel Management and Consulting (PTY) LTD.
91.   Keydimensions Risk Solutions
92.   Kgolo Institute
93.   Kgotla Trading Enterprise

94. Khosithi Training
95. Khululekani Training Centre
96. KOKANO PROJECTS PTY LTD
97. Lagnita Skills Solutions
98. Leronsa Trading Enterprise
99. Letlhokoa Management Services CC
100. Lewerb Holdings (PTY) Ltd
101. LMMM Training and Development
102. LO Tantsi Fire Consultants CC.
103. Loago Business Consulting
104. Lusa Community Chest
105. Lusa Social Entrepreneurship Institute
106. M.I.C. Training and Development
107. MacSteel Services Centres SA (WADEVILLE) (TP)
108. Maikarabelo Business Enterprise
109. Maile Consulting
110. Makaota Training Consultants
111. Makhophila Business Enterprise
112. Makhuva Consulting
113. Management College of Southern Africa (MANCOSA)
114. Mangalani Business Enterprises
115. Manpower Skills Academy
116. Maqhawe College
117. Marcado Human Resources Strategies
118. Mathye and Ditlou Dynasty Corporate
119. Maxlen Holdings
120. Mcebo Technologies
121. MEGRO LEARNING LOWVELD
122. Mgwezane Training and Events Management CC.
123. Miczo's Enterprise
124. Mission Point Consulting
125. MJ Mafunisa Consulting (PTY) LTD
126. Mmalethabo Consulting
127. Mohlaje Solutions (Pty) Ltd
128. Mortarboard Training Solutions
129. Mosako Wa Kitso
130. MSC Education Holdings (Pty) Ltd
131. MSC Education Holdings (Pty) Ltd t/a MSC Business College
132. MTHENGENYA & ASSOCIATES
133. MTK Corporate Solutions
134. Nela Kahle 80 cc
135. Neopeo Trading & Projects
136. Netgrow Training Solutions
137. Networx for Career Development
138. Networx Training Foundation
139. Nhlahle Development Agency
140. NJ & L Trading Enterprise CC.
141. Nkqubela Community Developers
142. NM Cuts
143. Nokusho M Consulting and Trading
144. NOVA LEADERSHIP DEVELOPMENT
145. NS Global Academy
146. Ntsangalala Business Enterprise
147. Nyankwavi Investment CC.
148. Omithombo Management Academy
149. OPTIMUM LEARNING TECHNOLOGIES PTY LTD
150. Organisation Development International (Pty) Ltd (CENTURION) (TP)
151. ORGANISATIONAL DEVELOPMENT INTERNATIONAL (PTY) LTD
152. Organisational Development International (TP)
153. Paneso Development and Trading
154. Petra institute of Development (PTY) Ltd

155. Pioneer Business Consulting
156. Pitt Institute T/A Imithombo Institute
157. Plastics Federation of South Africa (MIDRAND) (TP)
158. Plastics Federation of South Africa (WESTMEAD) (TP)
159. PND Academy of Learning cc
160. Power Rush Trading 170 CC.
161. Powergate Trading 1040
162. Powernexus
163. Production Management Institute
164. Production Management Institute of Southern Africa (PMI)
165. Production Management Institute of Southern Africa (PMI) - Johannesburg
166. Production Management Institute of Southern Africa - Durban
167. PRODUCTION MANAGEMENT INSTITUTE SA PTY LTD (PORT ELIZABETH)
168. Pudi's Educational Services And Youth Development
169. Qabuka-Vuka Development Trading
170. QTE Training & Consulting cc T/A QTE (GERMISTON) (TP)
171. Quick Leap Investment
172. Reach The Limit (PTY) LTD
173. Reflections Development Institute
174. Regent Business School (Pty) Ltd t/a Regent Business School
175. Rema Tip Top SA (Pty) Ltd (BENONI) (TP)
176. Resonance Institue of Learning
177. Retshetse Training Project
178. RME Projects
179. Ronald Sewell & Associates SA (Pty) Ltd T/A Sewells (BRYANSTON) (TP)
180. Sabela Learning Academy
181. SANDVIK MINING & CONSTRUCTION RSA (PTY) LTD
182. Sasalethu Consulting and Associates
183. SAZM TRADING AND PROJECTS PTY LTD
184. Scaw Metals Group (Pty) Ltd T/A Scaw Metals (DINWIDDIE) (TP)
185. Seige Trading Solutions
186. Seqebo Training and Counselling
187. SERVEST(PTY) LTD
188. SEVEN ARROWS PROTECTION ALLIANCE CC
189. SIGNA ACADEMY PTY LTD
190. Sinokuhle Konke Trading Enterprise
191. Siyakhulisa Leadership Academy
192. Siyashesha Leadership Incubator
193. Smollan Sales & Marketing (Pty) Ltd
194. South African Governance and Business College
195. SSS Sheet Metal Work cc T/A Sheetech SA (DURBAN) (TP)
196. STARPLEX 408 CC
197. Summat Training Institute
198. SWARANANG MANAGEMENT CONSULTING CC
199. T Mabuya & Associates (Pty) Ltd
200. Talent Emporium Academy (PTY) Ltd
201. Tankimo Trading (Pty) Ltd
202. Tasc Business Consulting and Training
203. TCEP (Pty) Ltd
204. Tembe Service Providers
205. The BLV Coaching
206. The Crimson CO CC.
207. The Facilitation Workshop
208. THE NEW RECLAMATION GROUP (PTY) LTD (Prospecton) (TP)
209. Thubelihle Graduate Institute
210. Thuto Lere Community Empowerment Programme
211. Thuto-Boswa Education and Training Solution
212. Tloumogale Business Development & Consulting
213. Tradesman Consulting and Training Solutions
214. Training Force (Pty) Ltd
215. Training Force (Pty) Ltd (Durban) (TP)

216. Tsebo Kitso Trainings
217. Tsebong Training Centre
218. Tshepang Consulting & Project
219. Tshwane Training Institute (PTY) LTD.
220. Tsoga re dire Holdings (Pty) Ltd
221. Tummo Development Enterprise
222. Tuns Trading and Projects (Pty) Ltd
223. Ukhamba Quality Skills
224. Umfolozi FET College
225. Umqondo Consultancy
226. Umsenge SDCS
227. UNIVERSITY OF BUSINESS EXCELLENCE(PTY)LTD
228. University of Fort Hare
229. Vantage Training
230. Vhutshilo Health And Training Organisation
231. Vicmat Consultants
232. Visionary Academy
233. West Coast Public FET College - Central Office
234. Westline Aviation Pty Ltd
235. Wide Horizon Advanced Training (PORT ELIZABETH) (TP)
236. Ya Hina Management Consulting and projects
237. Yellow Media Learning Institute (Pty) Ltd
238. Zag Consultants
239. Zanda Izifiso Ezinhle