Learner Introduction

Pack to National Qualifications Framework

This information pack serves as a general information booklet to the learner. It has to be completed with learners in a classroom form where all the information is thoroughly explained. Periodically the learners are requested to sign the pages covered so to ensure their understanding of what has been covered. It is of critical importance that every learner understands the National Qualifications Framework as explained in this booklet. During the audit process conducted internally and by the relevant SETA the learners will be questioned on their knowledge regarding the topics covered.

Learner Details

Name & Surname   _____

ID Number   _____

Age   _____

Address   _____

                        _____

                        _____

                        _____

Telephone number (Cell) _____

Telephone number (Other) _____

Gender   _____

Race   _____

Property   _____

Course   _____

Geographical Area   _____

Next of Kin details   _____

                        _____

                        _____

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New Learner Orientation Checklist

Name of Employee   _____   Position   _____

Department   _____   Supervisor / Manager   _____

For each of the items listed below, a check is required from the learners to acknowledge that they have been given the relevant information, as well as the date of the completion.

PART 1 – INTRODUCTION

☐   _____   Welcome to the new position. (State your name and obtain names that the new

employees preferred to be called)

☐ _____ Give a detailed tour of the property

☐ _____ Give a detailed tour of their departments / area of work

☐ _____ Introduction to fellow employees

Additional information required

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| |

PART 2 – DISCUSSION OF DAILY PROCEDURES

☐ _____ Beginning and ending times of shifts

☐ _____ Break and meal periods

☐ _____ Uniforms (responsibilities of the learners, cleanliness of etc.)

☐ _____ Assignment of locker and change areas

☐ _____ Employee meals (if any)

☐ _____ First Aid & accident reporting procedures

☐ _____ Time clock or signing in log procedures for starting and ending shifts

☐ _____ Shift rosters and schedules

Additional information required

PART 3 – INFORMATION REGARDING SALARIES & WAGES

☐ _____ Rate of pay

☐ _____ Deductions

☐ _____ Pay periods

☐ _____ Overtime policies

☐ _____ Completion of all documents regarding the position

Additional information required

PART 4 – REVIEW OF POLICIES AND PROCEDURES

☐ _____ General Safety rules and regulations

☐ _____ Fires, Accidents and Emergencies

☐ _____ Maintenance and use of equipment and chemicals in the workplace

☐ _____ Punctuality/Absenteeism/Illnesses

☐ _____ Emergencies

☐ _____ Use of telephones and cell phones

☐ _____ Leaving work station or work areas

☐ _____ Smoking, eating, drinking and the use of medicines and drugs

☐ _____ Packages/Personal belongings at work

☐ _____ Leave/Off-days/Off days

Additional information required

I, _____ (full names and surname) confirm that I have received a full induction to _____ (name of property), on _____ (date).

I understand what the policies and procedures are of the items that have been explained to me. I understand that if I have any further questions regarding any of the above mentioned items, that I can ask the Assessor/Facilitator or any of the Department Heads to assist in explaining it to me, until I fully comprehend what is expected of me.

Furthermore I wish to state that I have accepted these Policies & Procedures and that I will do my best at adhering to them, at all times.

Name _____   Date _____   Designation _____

Name _____   Date _____   Designation _____

Name _____   Date _____   Designation _____

Introduction to the National Qualifications Framework

Learnerships are designed for both current employees as well as unemployed people. Learnerships are designed to improve and uplift the skills levels of individuals. The intention is to enhance South Africa's productivity by having a skilled workforce which can contribute to economic development. A learnership is a structured, work-based learning program which:

- Combines theory and practice
- Includes on-the-job and off-the-job learning
- Requires a signed agreement between the employer, learner and training provider
- Requires a contract of employment in the case of unemployed learners
- Leads to no changes in terms and conditions of employment for employed learners
- Results in the achievement of a national qualification recognized by South African Qualifications Authority and registered on the National Qualifications Framework.

How do they know which Learnerships to do?

The need for a learnership is usually identified by research. A learnership is designed and registered to a specific need for education and training. Companies often identify the need for a learnership when they develop a human resource strategy to ensure that their company has all of the skills and knowledge it requires to be successful. Employers then complete an annual Workplace Skills Plan, which they submit to SETA. The plan shows their need for different kinds of training.

Who registers Learnerships?

Learnerships are registered by the Department of Labour (DoL). The Department of Labour will only register the learnership if the SETA can show that it is needed. SETA's approve the need for a learnership by doing research and collecting information on the skills needs of the certain sector.

Employers may also submit written requests to the SETA for registration of identified qualifications as learnerships. The SETA then pursues the registration of identified qualifications as learnerships through the Department of Labour. The Department of Labour evaluates the application and decides whether or not to register the learnership.

What benefits do learnerships have for employers?

- A culture of learning and development is supported by learnerships
- Staff improve the skills needed to carry out their jobs competently

- Motivated staff, who perform better, can increase productivity

- Companies improve their competitiveness and gain an edge in the market

What benefits do learnerships have for employees?

- Acknowledgement of skills that employees have already acquired

- Development of skills which will improve service delivery

- Opportunities of career development and mobility

- Ability to learn more and make career path progress

- Increased self-esteem, confidence and motivation

What benefits do learnerships have for unemployed people?

- They are exposed to a world of work

- They acquire competence through applying the required skills on-the-job

- They are monitored by knowledgeable, experienced mentors

- They are work ready, or employable, by the end of the process

What are Learnership / Qualification Agreements?

A Learnership / qualification agreement is a legal contract that is signed by all the parties who intend to embark on a learnership, before the learnership is started. The learnership agreement has been designed by the Department of Labour to clarify the rights and responsibilities of the signatories on the agreement.

By who and when is the learnership agreement signed?

This is a registration document that is completed and submitted to the SETA for approval and registration before the commencement of the learnership starts. The learnership agreement is completed in full and signed by the Learner, Employer and the Training Provider, in duplicate.

Who approves and registers the Learnership Agreements?

The employer submits the completed learnership agreement to the SETA for approval and registration. The agreement is checked to ensure that all of the necessary information is provided. Within 30 (thirty) days, the SETA must advise the employer in writing of their decision whether or not to register the agreement.

Rights, Responsibilities and Duties of the parties that sign the Learnership Agreement

Employer

The Skills Development Act and the Learnership Agreement template state the following in relation to the rights and duties of the employer:

Rights: the employer has the right to require the learner to:

- Perform duties in terms of this Agreement; and
- Comply with the rules and regulations concerning the employer's business concern

Duties: the employer must comply with the duties in terms of the Act and all other applicable legislation including:

- Basic Conditions of Employment Act (No. 75 of 1997)
- Any applicable determination made in terms of section 18(3) of the Act
- Labour Relations Act (No. 66 of 1995)
- Employment Equity Act (No. 55 of 1998)
- Occupational Health & Safety Act (No. 85 of 1993) or Mines Health & Safety Act (No. 27 of 1996)
- Compensation for Occupational Injuries and Diseases Act (No. 130 of 1993)
- Provide the learner with appropriate training in the work environment to achieve the relevant outcomes required by the learnership
- Provide appropriate facilities to train the learner in accordance with the workplace component of learning
- Provide the learner with adequate supervision at work
- Release the learner during normal working hours to attend off-the-job education and training required by the learnership
- Pay the learner the agree learning allowance, both while the learner is working for the employer and while the learner is attending approved off-the-job training
- Conduct on-the-job assessment, or cause it to be conducted.
- Keep up-to-date records of learning and periodically discuss progress with learners
- If the learner was not in the employment of the employer at the time of concluding the learnership agreement, advise the learner of:
    - The terms and conditions of his/her employment, including the learner allowance and workplace policies and procedures

- Apply the same disciplinary, grievance and dispute resolution procedures to the learner as to other employees.

Training Provider

- The registered training provider has the right of access to the learner's books, learning material and workplace, if required.

The training provider must:

- Be educated and trained in terms of the Agreement
- Provide the learner with support as required by the learnership
- Record, monitor and retain details of training provided to the learner in terms of the learnership
- Conduct off-the-job assessment in terms of the learnership, or cause it to be conducted
- Provide reports to the employer on the learner's performance

Learners

Rights

- Be educated and trained in terms of this Agreement
- Have access to the required resources to receive training in terms of the learnership
- Have his/her performance in training assessed and have access to the assessment results
- Receive a certificate upon successful completion of the learning
- Raise grievances in writing with the SETA concerning any shortcomings in the training

Duties

- Work for the employer as part of the learning process
- Be available for and participate in all learning and work experience required by the learnership
- Comply with workplace policies and procedures
- Complete any timesheets or any written assessment tools supplied by the employer to record relevant workplace experience
- Attend all study periods and theoretical learning sessions with the training provider and undertake all learning consistently.

Appeals Procedures

This policy is a requirement by SETA and has been put into place to protect the learner and the organisation. All NQ appeals must be taken seriously, once a learner embarks on the NQ journey, it is the responsibility of the Assessor/ Facilitator to communicate the procedure to the learner. All appeals must be communicated to the relevant person, i.e. the General Manager or Human Resources Manager. All appeals must be brought to the attention of the moderator.

Purpose

The aim of this policy is to provide a set procedure to be followed in the event of a learner, trainee, student or employee wishing to appeal against a decision made by a NQ Assessor or Training Facilitator whilst assessing the Learner, Trainee, Student or Employee on a NQ unit standard.

Scope

This appeals procedure will be available to all members of staff, trainees Learners and students who have registered as a NQ candidate, and who are being assessed for National Qualifications.

Procedure

3.1.   When being assessed against NQ unit standards, employees, learners, trainees and students will be assessed as being "competent" or "not yet competent" in a particular skill or task.

3.2.   The National Assessor will assess and mark the learner on the Unit Standard Assessment sheet with regard to their competency in that particular skill or task.

3.3.   Should the candidate, wish to appeal against a decision made by National Assessor based on their competency in a particular skill or task, they are to complete the NQ Appeal Form – see copy Attached and submit to the relevant person, i.e. the Principal of School, the General Manager or Human Resources Manager.

3.4.   On receipt of the NQ Appeal Form, the General Manager, principal or HR Manager will investigate the reasons for the decision made by the Assessor.

3.5.   A meeting will be arranged between the Assessor and the employee/ learner concerned, to discuss the appeal, and to reach an amicable solution.

3.6.   Should an amicable solution not be reached, an appeal, in writing must be made by the candidate to the Group Trainer and Moderator within 5 days of the meeting.

3.7.   The decision made will be final and appeals will be kept on the Learners' file

NATIONAL QUALIFICATIONS APPEAL FORM

Name   :   _____

Employee No   :   _____

Department   :   _____

Name of Assessor :   _____

(Please indicate appropriate area and level of the National Qualification that you are completing):

_____   Level: _____

_____   Level: _____

Unit Code against which appeal is being made: _____

Reason for Appeal:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Employee (Learner) Signature: _____

Date: _____

(This form must be submitted directly to the Human Resources Department or General Manager of the property that the learner is based at)

Workplace Evaluation Sheet

Testimonial Assessment from Department Head/Supervisor against Critical Cross Field Outcomes.

This sheet has to be completed every week. It is the responsibilities of the student to take this sheet to his/her direct manager or supervisor and ask them to complete it, based on the Learners' performance. Once completed, it is the responsibility of the Learner to hand this form to the Assessor who will keep a copy thereof on the learners' file

General Guidelines

Personal Appearance

- o Personal freshness for body, mouth and fingernails is imperative.
- o Hair must always be groomed and off the face.
- o Name badges are to be worn at all times.
- o Always wear correct uniforms, which must be clean and neatly pressed.
- o Shoes to be polished daily
- o Smoking permitted in designated areas.
- o Wash your hands regularly.
- o Chewing gum is not permitted at any time.

Courtesy - "Courtesy – the basis of good service"

- o Do not argue with a guest, even if you are right.
- o Ensure your tone of voice is favorable at all times; never be cheeky or sarcastic.
- o Smile
- o Stand straight, don't slouch.
- o Always have a pen available.
- o Call guests by their names, wherever possible.
- o Know who to report guest problems to.

Telephones

- o   Always answer telephones promptly.
- o   Respond with name and the department.
- o   Know to whom to refer telephone calls to.
- o   Answer the telephones as required by the organization
- o   Speak clearly and concisely
- o   Smile – remember your smile is projected in your voice

Guidelines for Evaluations

- •   This should be done by working alongside staff members of the department who cover these tasks daily – resulting in the student learning by practically doing these tasks.
- •   When a student proves he/she is proficient at these tasks, the allocated staff member, supervisor or Head of Department can sign off the task.
- •   Students can prove proficiency in more than one task at a time; one job can cover 5 or 6 tasks.
- •   Students can prove a working knowledge of certain tasks by discussing the tasks, should it be impossible for the task to be practically practiced.

Footnote: Critical Cross-Field Outcomes that are being assessed here are:

- ∗   The Learners' problem solving ability
- ∗   The Learners' ability to participate as part of a team or group while working
- ∗   The Learners' ability to organise and manage themselves and their activities
- ∗   The Learners' ability to collect, analyse, organize and critically evaluate information
- ∗   The Learners' ability to communicate effectively in their workplace
- ∗   The Learners' ability to display/adapt and work with cultural awareness/variety
- ∗   The Learners' ability to make use of technology and equipment

Punctuality			Work performance quality		
Always on time		10 – 8	Enthusiastic, accurate & uses		10 – 8
Occasionally late		7 – 6	Consistent with some initiative		7 – 6
Often late		5 – 1	Acceptable quality		5 – 1
Always late		0	Unacceptable		0
Attendance			**Responsibility**		
Always at the Hotel		10 – 8	Excellent		10 – 8
Missed occasionally		7 – 6	Good		7 – 6
Missed more than 5 days		5 – 1	Fair		5 – 1
Regularly absent		0	Poor		0
General Appearance			**Interest shown to Training**		
Always neat & well groomed		10 – 8	Excellent		10 – 8
Usually well presented		7 – 6	Good		7 – 6
Sometimes well presented		5 – 1	Fair		5 – 1
Seldom well presented		0	Poor		0
Politeness & Manners			**Industry Suitability**		
Always polite & well mannered		10 - 8	Excellent		10 - 8
Usually polite & well mannered		7 - 6	Good		7 - 6
Sometimes polite & well mannered		5 - 1	Fair		5 - 1
Seldom polite & well mannered		0	Poor		0
Attitude			**Training Hours**		
Always enthusiastic, helpful & motivated		10 - 8	Spends all the time working		10 - 8
Usually enthusiastic, helpful & motivated		7 - 6	Spends most of the time working		7 - 6
Sometimes enthusiastic, helpful &		5 - 1	Spends some of the time working		5 - 1
Seldom enthusiastic, helpful & motivated		0	Spends little time working		0

Area concerned	Percentage
Punctuality	
Attendance	
General Appearance	
Politeness & Manners	
Attitude	
Work performance quality	
Responsibility	
Interest shown in training	
Industry suitability	
Training hours	
TOTAL	

W

eekly Shift Roster

This sheet has to be completed by the Learner after every weeks' shifts they have worked in their workplace. Its purpose is to prove their competence of the vocational areas by the experience gained while working in those areas. The Learners' has to complete the weekly schedule and then have their direct supervisor / manager sign it. It must then be handed to the assessor / facilitator who will keep it on their file

Workplace Experience: Weekly Shift Roster

Day	Date	Started	Ended	Learner signature	HOD Signature
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

A Guide to Better Practical Learning

- Know the departmental requirements **BEFORE** starting with the department.
- Be at least 10 minutes early for each shift.
- Take a note pad and pen with you and take notes every shift, you will need this for your weekly reports.
- Show an interest in learning, everybody in the department can teach you something.
- Ask questions; don't presume they have to tell you!
- Learn the organizational structure and reporting lines within each department.
- Know the hours of work.
- Learn the department's functions.
- Learn how the department contributes to the Hotel
- Learn the positive and negative aspects of each job.
- Learn the amount and type of guest contact.
- Learn how efficient and effective communication is to, within and from the department is insured. Learn the types and methods of communication used.
- Students MUST complete all departments. Days missed for any reason what so ever have to be made up on off days or holidays.
- Students not adhering to these rules will be disciplined.
- Any changes to shift times must be recorded on the shift schedule.

Disciplinary Procedures

"Discipline is a form of correcting behaviour; it must not be viewed as punishment"

Step 1: Counselling Session.

(To take place in informal surroundings, in the form of a conversation.)

- o The Student is advised of the violation, explaining what / why it is wrong, and how to correct it.
- o The session is to include the Student and a witness.
- o The session is to end on a positive note.
- o The details are recorded on the Students' file.

Step 2: Verbal Warning (To take place in semi-formal surroundings.)

- o This will follow a counselling session, where the same offence is repeated.
- o The session is to include the Student and a witness.
- o The Student is advised of the specific violation and asked for an explanation.
- o The student is advised how to correct it. A solution is agreed upon.
- o The student is to sign receipt of the Verbal Warning.
- o The session is to end on a positive note.
- o The details are recorded on the Students' file.

Step 3: Written Warning (To take place in Formal surroundings.)

- o This will follow a verbal warning, where the same offence is repeated.
- o The session is to include the Student, other staff member and a member of senior management.
- o The Student is advised of the specific violation and the seriousness thereof.
- o The Student is asked for an explanation.
- o The student is advised how to correct it. A solution is agreed upon.
- o The Student is advised of the consequences, should the offence be repeated.
- o The student is to sign receipt of the Written Warning.
- o The session is to end on a positive note.
- o The details are recorded on the Students' file.

Step 4: Final Written Warning

- o   This will follow a written warning, where the same offence is repeated.

- o   The session is to include the Student, Faculty member and Principal.

- o   The Student is advised of the specific violation.

- o   The Student is advised of the seriousness of not correcting this behaviour.

- o   The Student is asked for an explanation.

- o   The student is advised how to correct it. A solution is agreed upon.

- o   The Student is advised of the consequences, should the offence be repeated.

- o   The student is to sign receipt of the Written Warning.

- o   The session is to end on a positive note.

- o   The details are recorded on the Students' discipline card.

Step 5: Expulsion

- o   The Student is advised that he / she cannot continue with the program.

- o   The Student is advised of the cause.

- o   The session is to end on a positive note.

Certification

The SETA ETQA assumes full responsibility for the issuing of certificates of accreditation to constituent providers and certificates for learning achievements and shall not delegate this responsibility, thus ensuring the integrity of the certification and awards process

Certification is issued upon Learner achievement:

→ Completed NQF Qualifications for which SETA is accredited to Quality Assure (regardless of what type of learning programme led to the qualification) will be issued a Certificate

→ Learnership achievements which relate to NQF Qualifications and Unit Standards for which SETA is accredited to Quality Assure will be issued a Certificate

→ Completed individual Unit Standards which SETA is accredited to Quality Assure will be issued a Statement of Achievement

Certificate Information

The SETA-issued certificates will meet the SAQA certificate requirements and as such will bear the following information:

→Learner Full Name (First Names followed by Surname)

→Learner Identity Number

→Date of achievement and date of issue

→Certificate name and type

→Description of unit standards or qualification achieved

→Credit values where applicable

→Signatories of both the SETA CEO and ETQA manager

Assessment

Assessment is the new way of education; it is called Outcomes Based Education (OBE). Here you are measured for your competence in performing tasks related to your workplace and qualification. The qualification is based on 30% theoretical knowledge and 70% practical, which means that today's education and training focuses more on the your ability to perform the duties, rather than just your knowledge on the topic.

Each qualification consists of Unit Standards. The unit standards form part of the qualification, all unit standards has to be completed before the qualification can be awarded to you. A unit standard has an amount of credits awarded to it. These credits show the amount of notional hours that you should spend, in the workplace, performing this particular task/duty. Each unit standard also has a level indicating the level of difficulty the unit standard has.

Each learner will be required to attend facilitation (classroom style education) for the theoretical component of your qualification. Here the organisational requirements will be explained. This explains to you the way the duties are expected to be done, at the company where you are based. It helps you to understand what is expected of you. It will also help you to understand how the company, and the other employees in the company, makes sure that their customers get the best quality products.

You will be required to complete a workbook which serves as part of your Portfolio of Evidence. This workbook will be checked by your assessor before assessment can take place. In your workbook there will be questions related to the different unit standards in the qualification you will complete.

The workbook must be completed in the classroom sessions where the facilitation takes place. There will also be assignment which you have to complete and you are recommended that you complete the assignments to the best of your ability.

After you have completed unit standards in your workbook, the assessor will check the work and then an appointment will be set up with you, by the assessor to complete the assessment. Assessment is where the assessor will assess your ability to perform the given tasks competently. This assessment will include observations.

During observations, the assessor will require of you to complete duties in your workplace, practically. While you are completing the duties, as requested, the assessor will gather the evidence required for you to complete the unit standard.

Before any assessment takes place, the assessor will sit down and plan the assessment with you, in detail. During this planning you will be explained what is required of you during the assessment. A date, time and place will be set for the assessment, with your approval and you will be required to make sure you are present for these assessments.

Once the assessment is completed, the assessor will judge the evidence and will make a decision on your competence. There are two outcomes to assessment decisions; competent and not yet competent. **Competent** means that you are able to complete the duties correctly as required by the company and the guides to best practice and

Not yet competent means that you are not yet able to complete these duties competently. It does however, not mean that you have failed. If the decision of the assessor is that you are not yet competent, the assessor will explain to you what their reasons are for that decision. Then another date will be set with you, for a coaching session where the tasks will be explained to you.

After you are comfortable that you understand the duties and tasks then, then a date will be set with you again for another assessment. ***If you feel that the decision of the assessor is not correct, fair, transparent and valid, you as a learner have the right to appeal against the assessment decision (covered on page 7 of this document).***

Principles of Assessment

Appropriateness - The tasks that the learners are performing must be relevant to the Unit Standard they are being assessed against.

Fairness - All the learners being assessed against the same Unit Standard, has to perform the same tasks, for the purpose of assessment.

Manageable - The times allocated to the Assessment, of the learner, have to be adhered to.

Time Efficient - The Assessment has to be completed within the allowed timeframe.

Integration into Work - The Assessment plan explains where the Assessment should take place. The questioning must be reflexive; learner to reflect back after Assessment has been completed.

Validity - The Assessor must use the correct Assessment methods; both the Assessor and learner must be registered.

Direct - Proof has to be shown of the Assessment methods that were used.

Authentic - In their own handwriting, both the Assessor and the learner have to sign all the Assessment instruments.

Sufficient - All of the outcomes and the range statements have to be covered.

Systematic - The Assessment Plan has to show that the Assessment process is done in a systematic order.

Open - Regarding the feedback process, it has to be open and transparent to everybody; the learner has to sign the assessment plan to show their agreement with it.

Consistent - The Assessor has to show proof that the learner has completed the same task on more than one occasion.

Unit Standards

All the qualifications are made up of unit standards. These unit standards are written based on skills required to complete a certain task or duty. There are two different areas in the qualification, firstly you get the *Generic* part and then you get the *Vocational* part. The *Generic* part of the qualification is based on the items that you will be doing every day and might not be an accurate description of you general duties.

Take for instance the unit standard (7812) Perform basic calculations, you will not do calculations for a whole shift or a whole week at once. But you could do a little amount of calculations in every shift, thus making up a great amount of time doing these calculations throughout the year.

Then you get the *Vocational* part of the qualification. This part is made up of unit standards that are more detailed to your daily duties in your specific occupation. These unit standards you will be able to do more precisely on a daily basis. Examples of unit standards here will vary according to your chosen field of study (Food & Beverage, Professional Cookery, Accommodation Services or Front Office).

Furthermore, every qualification is made up of a different grouping of unit standards that are divided into the following parts in the qualification, *Compulsory*-, *Core*- and *Elective* Unit Standards. The *Core* and *Compulsory* Unit Standards is the unit standards which form the basis of the qualification, all of them have to be completed.

The *Elective* unit standards are a grouping of unit standards that Are affiliated with the qualification and the vocation, but as there are differences in every organization, some unit standards may not be applicable to some organizations. For instance, you may not have room service in some companies, so the unit standard (7737)

Prepare and clear areas for room service will apply to some places but not to others. So the *__learner__* has the choice of electing the unit standards that they would like to complete in the qualification. As long as these unit standards chosen, are practiced, continually in the organization.

A group of unit standards placed together will form a qualification. You have to complete all the unit standards to be able to qualify for the qualification though. Every unit standard has a level value added to it, as well as an amount of credits.

These credits represent the amount of notional hours (hours spent actually practicing and doing that unit standard in the workplace), keeping in mind that every credit represents ten notional hours. If we take Unit Standard (7812) – Perform Basic Calculations (Level 2, Credits 20), for instance, this is a level two version of this unit standard and it has twenty credits awarded to it.

This means that you would actually spend 200 hours, during the year of the qualification, doing calculations. So when the time comes to complete assessments on some of the unit standards, it is not always possible to complete one right in the beginning of the qualification, using XX18 (7812) as an example. But this example is more geared towards the Generic Unit standards.

Below there is an explanation of the different levels of National Qualification Framework and the unit standards that form part of the mixture of qualifications thereof. This will give you a clearer understanding of the different levels that are used.

Qualification Type   **NQF LEVEL BAND**

NQF Level 8 - HIGHER EDUCATION AND TRAINING

- Post-doctoral research degrees
- Doctorates
- Masters degrees

NQF Level 7

- Professional Qualifications
- Honours degrees

NQF Level 6

- National first degrees
- Higher diplomas

NQF Level 5

- National diplomas
- National certificates

NQF Level 4

Further Education and Training Certificate

NQF Level 3

NQF Level 2

Further Education and Training

- National certificates

NQF Level 1

General Education and Training Certificated

General Education and Training

Grade 9

ABET Level 4

- National certificates

SAQA has adopted an eight-level framework, with levels 1 and 8 respectively being regarded as open ended.

Level 1 accommodates three Adult Basic Education and Training (ABET) certification levels as well as the General

Education and Training Certificate

Moderation

Moderation is a process where assessment is checked for quality and consistency. The Moderation process ensures that all the learners are assessed correctly and that the evidence gathered by the assessor and learner is sufficient, valid, transparent and fair.

It also ensures that the learner has been given the opportunity to practice their rights and responsibilities as learners, in the assessment process. It is a very critical component in the assessment process, making sure that the process is done correctly and in line with the requirements set out by the South African Qualifications Authority.

There will be at moderation visits during the assessment of learners, where the moderator will interview the learners and their supervisors/managers to ensure the quality of their education and learning. When there is an appeal to the assessment decision of a learner, the appeals process will directly involve the moderator. The moderator will interview the learner and address the appeal. After the completion of the qualification, each and every learner's Portfolio of Evidence will be moderated before being submitted for certification.

Feedback

Feedback is one of the most important parts of the learning process. After every assessment, whether it is on the workbook of the learner or after a practical assessment, both the learner and the assessor will have the opportunity to give feedback to each other. This feedback will be recorded on the assessment tools for further reference and evidence.

During feedback times, the learner will be given the opportunity to explain to the assessor how they feel about the assessment that has taken place as well as any other areas of concern that they might have regarding their qualification. The assessor will also have the opportunity to give the learner their feedback regarding the progress of the learner and other areas of concern, if there is any. It is very important that feedback occurs on a regular basis and that this feedback is recorded on the assessment tools.

Qualification

All qualifications and part qualifications registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED QUALIFICATION:

National Certificate: Ports and Harbours

SAQA QUAL ID	QUALIFICATION TITLE			
58759	National Certificate: Ports and Harbours			
ORIGINATOR		**ORIGINATING PROVIDER**		
SGB Transport and Logistics Operations				
QUALITY ASSURING BODY				
TETA - Transport Education and Training Authority				
QUALIFICATION TYPE	**FIELD**		**SUBFIELD**	
National Certificate	Field 11 - Services		Transport, Operations and Logistics	
ABET BAND	**MINIMUM CREDITS**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**QUAL CLASS**
Undefined	137	Level 5	New Level Assignment Pend.	Regular-Unit Stds Based
REGISTRATION STATUS		**SAQA DECISION NUMBER**	**REGISTRATION START DATE**	**REGISTRATION END DATE**
Reregistered		SAQA 0695/12	2012-07-01	2015-06-30
LAST DATE FOR ENROLMENT		**LAST DATE FOR ACHIEVEMENT**		
2016-06-30		2019-06-30		

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 qualification does not replace any other qualification and is not replaced by any other qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

Shipping is a global business of great importance to international trade. The utilization of modern management principles, concepts for improving efficiency and sound management practices are increasingly required in the shipping industry. Many of the middle and upper level executives in shipping have a background in functional or technical areas and have limited management training. This qualification will offer re-skilling and up-skilling of such people operating in a port environment.

Learners will acquire the necessary knowledge and skills to manage the operations of ports or sea terminals to international standards.

The qualifying learner will be able to:

- Establish and maintain sound working relations with all relevant role-players in the marine transport industry.
- Apply local and international law, conventions and policies related to maritime operations and ports.
- Apply knowledge of maritime and port economics to oversee the organisational activities in a port or harbour.
- Apply financial and administrative management in a port or harbour environment.

Rationale:

This National Certificate at NQF level 5 resulted from an identified industry and employer need and represents a step in the established sub-field learning pathway. It will contribute to sustainable and professional management of ports and terminals to ensure South Africa's economic growth and prosperity.

This qualification has been generated to ensure South Africa's compliance with international competitive trends in the ports and harbours industry. A new port training strategy was the subject of a United Nations Conference on Trade and Development (UNCTAD) held in Porto during May 2002. Three South African delegates were in attendance. A plan of action for the implementation of the new Port Management Programme (PMP) was established at the conference for three represented linguistic groups, being French, Portuguese and English. This qualification provides for implementation of that programme in South Africa.

To date all training of managers for South African ports was outsourced to Belgium and the Netherlands. Furthermore, there is a need for an NQF compliant qualification that will provide the South African authorities with the opportunity to present this education and training locally. The typical learners for this qualification will include:

- Terminal operators.
- Supervisors.
- Middle Manager.
- Stevedore operators.
- Ships' agents.
- Clearing and forwarding agents.
- Deck officers.
- Master Mariners.
- Port managers.
- Harbour masters.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners are competent in:

- Communication in English at NQF Level 4 or equivalent.
- Mathematical literacy at NQF Level 4 or equivalent.
- Computer literacy at NQF Level 3 or equivalent.

Recognition of Prior Learning:

This Qualification and all the fundamental, core and elective Unit Standards associated with it can be achieved by any learner through the recognition of prior learning, which includes learning outcomes achieved through formal, informal and non-formal learning and work experience. The qualification can be obtained in whole or in part through RPL.

Access to the Qualification:

Access is open to learners with an FETC or equivalent NQF level 4 qualification.

RECOGNISE PREVIOUS LEARNING?

Y

QUALIFICATION RULES

- All fundamental Unit Standard credits totalling 25 are compulsory.
- All Core Unit Standard credits totalling 100 are compulsory.
- Learners are to choose Unit Standards totalling a maximum of 12 credits.

The total credits for this qualification is 137.

EXIT LEVEL OUTCOMES

1. Communicate with internal and external role-players to ensure optimal participation and performance required to oversee port operations.

2. Apply legal, regulatory and statutory requirements within the port and harbour environment.

3. Explain maritime economics and international trade in relation to the role and function of ports and harbours in the South African context.

4. Explain port economics in relation to the nature and characteristics of port operations in the South African context.

5. Apply management principles, concepts and methods to oversee port operations.

6. Oversee the financial and administrative requirements of a section/division/organisation in the ports and harbours environment.

ASSOCIATED ASSESSMENT CRITERIA

Assessment Criteria for Exit Level Outcomes 1:

1.1 Appropriate tools and information systems are used to manage communication and information in terms of organisational resources.
1.2 Communication theory is applied in leading discussions, making presentations and chairing meetings related to internal and external stakeholders.
1.3 Written and oral communication techniques are used with stakeholders of ports and harbours.
1.4 Information is collated and analysed to develop conclusions and communicate recommendations in performing an oversight role in ports operations.
1.5 Service levels to a range of ports and harbours customers are measured and monitored according to organisational procedures.
1.6 Leadership strategies are applied and institutional accountability enhanced to deal with managing a variety of ports and harbours role-players and stakeholders.

Assessment Criteria for Exit Level Outcomes 2:

2.1 The National Ports Act and related port rules are applied in the context of South African ports and harbours.
2.2 South African Maritime Safety Association (SAMSA), Maritime Pollution (MARPOL) and International Ship and Port Facility Security Code (ISPS) requirements are applied in the port or harbour and approaches.
2.3 The principles, rules and regulations of the Public Finance Management Act (PFMA) are applied in relation to the required accounting systems and accountability.
2.4 The Labour Relations Act (LRA) is interpreted and implemented in accordance with the provisions related to various bodies and role-players.

Assessment Criteria for Exit Level Outcomes 3:

3.1 The demand and supply of ports and terminals is explained in terms of the comparative advantages/disadvantages of South African ports to competitors.
3.2 Port productivity and pricing practices are analysed in relation to international best practice.

3.3 International trade is explained in relation to the maritime economics and the role and function of ports and terminals.
3.4 Risk regions of trade are identified and tariffs and non tariff barriers are explained in terms of South African product groups and services.
3.5 The maritime transport industry and the role of the National Ports Authority is explained in the context of South Africa.
3.6 The internal and external functions of a port are described in relation to the services rendered.

Assessment Criteria for Exit Level Outcomes 4:

4.1 The layout and operations of ports/harbours and terminals are analysed in relation to the terminal or port type and infrastructure.
4.2 The operational processes are described in terms of the import/export logistical flow.
4.3 Vessel classification and registration are described in relation to the purpose of vessel types.
4.4 The nature of the different cargoes handled by vessels as well as the specialised cargo handling equipment used are described in terms of safety regulations.

Assessment Criteria for Exit Level Outcomes 5:

5.1 Port/harbour or terminal related problems are defined and investigated in terms of organisational procedures.
5.2 Possible solutions are generated by using a range of problem-solving techniques and evaluated against the established criteria in order to determine suitability.
5.3 The optimum solution is implemented according to organisational constraints and evaluated against the criteria.
5.4 The implementation of an organisation`s code of ethics is evaluated and a plan to improve commitment and compliance is developed in the context of port operations.
5.5 Potential risks to ports/harbours and terminals are identified and their impact are determined in relation to port operations.
5.6 Port/terminal continuity plans are developed, implemented and evaluated in consultation with all relevant stakeholders according to organisational procedures and policies.

Assessment Criteria for Exit Level Outcomes 6:

6.1 Ships disbursements are calculated and recorded in accordance with statutory requirements and port operations.
6.2 Expenses/overdue accounts generated during vessels port stays are monitored and allocated/recovered according to port or terminal procedures.
6.3 Vessel working documentation, operational ship documentation and cargo documentation is monitored and administered according to statutory requirements and organizational procedures.
6.4 Container control documentation is monitored and administered in relation to the principals and depots.
6.5 Business unit budget needs are analysed, presented and justified with reference to management expenses and economic viability.
6.6 Actual expenses and revenue are monitored and controlled against projected expenses and revenue.

Integrated Assessment:

Integrated assessment at the level of the Qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across Unit Standards to achieve competence that is grounded and coherent in relation to the purpose of the Qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome as described in the exit level outcomes.

Integrated assessment must judge the quality of the observable performance, and also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will demand practical evidence while others may be more theoretical, depending on the type of outcomes to be assessed. The ratio between action and interpretation is not fixed, but varies according to the demands of the particular exit level outcome of the Qualification.

While the generic components of this Qualification at NQF Level 5 can be assessed through occupational contexts

and activities relating to Port management, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are portable. The primary aim of this Qualification is to ensure that learners have a sound knowledge and skills base to prepare them for further learning, whatever career path they may choose. Learners must be able to transfer generic skills across a number of different contexts, and apply them within a number of learning areas.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

INTERNATIONAL COMPARABILITY

A new port training strategy was the subject of a United Nations Conference on Trade and Development (UNCTAD) held in Porto during May 2002 and attended by 65 countries. Three South African delegates were in attendance, where a plan of action for the implementation of the new Port Management Programme (PMP) was established for three represented linguistic groups, being French, Portuguese and English.

This programme represents international best practice for the management of ports and harbours. It has been developed in consultation with all the internationally relevant maritime transport organisations and representatives of all the countries involved in international maritime trade. The Port Management Programme comprises the following 4 modules:

- Module 1: International trade and transport.
- Module 2: Organisation of a port system.
- Module 3: The functioning of a port system.
- Module 4: Future challenges of the port.

This qualification is fully aligned with the PMP and its four modules.

Another benchmark for the training and development of port managers in developing countries is the Port Reform Toolkit. This has been developed by the Public-Private Infrastructure Advisory Facility (PPIAF) and the World Bank. This learning programme comprises the following 8 modules:

- Module 1: Framework for Port Reform.
- Module 2: The Evolution of Ports in a Competitive World.
- Module 3: Alternate Port Management Structures and Ownership Models.
- Module 4: Legal Tools for Port Reform.
- Module 5: Financial Implications of Port Reform.
- Module 6: Port Regulation.
- Module 7: Labour Reform and Related Social Issues.
- Module 8: Implementing Port Reform.

This National Certificate in Ports and Harbours Level 5 was designed to meet the requirements of both the UNCTAD Port Management Programme and the Port Reform Toolkit. The competencies identified for this qualification has been pegged at NQF level 5 representing the first level of management in the ports and harbours environment.

The unit standards in this qualification have been generated to ensure that they cover the nature and scope of the modules of these programmes that form the basis for best practice in the maritime industry. The following unit standards in this qualification represent all the port and harbour environment learning identified by the international maritime transport community in the modules referred to above:

- Understand the maritime industry.
- Apply regulations, codes and statutory reporting in the port environment.
- Describe the role of the port authority in maritime transport.
- Describe port terminal operations.
- Explain the economics of ports and harbours.
- Demonstrate an understanding of the international trade environment.
- Understand the basics of Ships Design and Cargo operations.
- Work with container control administration.

- Complete financial, statutory and operational shipping documentation.

This qualification also includes generic management competencies not included in the PMP or the PPIAF as the South African situation demands that the learners for whom this qualification has been designed are competent in the identified management competencies to be able to function effectively in their jobs. The competencies are included in the following unit standards:

- Monitor the level of service to a range of customers.
- Solve problems, make decisions and implement solutions.
- Apply the principles of ethics and professionalism in a business environment.
- Monitor, assess and manage risk.
- Apply the budget function in a business unit.
- Apply basic financial procedures to PFMA principles.
- Use appropriate tools and information systems to manage own information and communication.

It can be concluded that this National Certificate in Ports and Harbours, Level 5 closely resembles the international training needs as expressed by the UNCTAD programme and the Port Reform Kit. The difference lies in the additional outcomes listed above.

ARTICULATION OPTIONS

The qualification articulates vertically with the following:

- National Diploma: Transportation Management, Level 6, ID 983.
- National Diploma: Transport Economics, Level 6, ID 919.

Examples of horizontal articulation with this Qualification:

- ID 49398: National Certificate: Incident Management, NQF Level 5.
- National Certificate: Transportation Management, Level 5, ID 1187.

MODERATION OPTIONS

- Any institution offering learning that will enable achievement of this qualification must be accredited by the relevant ETQA.

- External Moderation of assessment will be overseen by the relevant ETQA at its discretion.

- The accredited Training Provider will oversee internal Moderation of assessment.

- Moderation should encompass achievement of competence described in both individual unit standards as well as the integrated competence described in the qualification.

- Moderation must also encompass achievement of the competencies described in the exit level outcomes described above.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

- Assessors must be registered as assessors with a relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Assessors must be in possession of a Management qualification or a related qualification in Transport and Logistics Operations at a minimum of NQF level 6.

NOTES

As per the SAQA decision, after consultation with the Quality Councils, to re-register all qualifications and part qualifications on the National Qualifications Framework that meet the criteria for re-registration, this qualification has been re-registered from 1 July 2012.
N/A

UNIT STANDARDS:

	ID	UNIT STANDARD TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Core	117638	Understand the basics of Ships Design and Cargo operations	Level 4	NQF Level 04	10
Core	117632	Work with container control administration.	Level 4	NQF Level 04	10
Core	244454	Analyse port terminal operations	Level 5	New Level Assignment Pend.	10
Core	114873	Apply basic financial procedures to PFMA principles	Level 5	New Level Assignment Pend.	3
Core	120310	Apply client service techniques to improve service delivery	Level 5	New Level Assignment Pend.	6
Core	244459	Apply regulations, codes and statutory reporting in the ports and harbours environment	Level 5	New Level Assignment Pend.	8
Core	117683	Complete financial, statutory and operational shipping documentation	Level 5	New Level Assignment Pend.	8
Core	244455	Demonstrate an understanding of port and harbour economics	Level 5	New Level Assignment Pend.	6
Core	244456	Describe the role and function of a port authority in maritime transport	Level 5	New Level Assignment Pend.	6
Core	114498	Manage a budget for frontline service environment	Level 5	New Level Assignment Pend.	5
Core	115833	Monitor, assess and manage risk	Level 5	New Level Assignment Pend.	6
Core	230078	Apply the principles of ethics to a business environment	Level 6	New Level Assignment Pend.	10
Core	118023	Demonstrate an understanding of the international trade environment	Level 6	New Level Assignment Pend.	12
Fundamental	120304	Analyse, interpret and communicate information	Level 5	New Level Assignment Pend.	9
Fundamental	244471	Understand the maritime transport industry	Level 5	New Level Assignment Pend.	8
Fundamental	12433	Use communication techniques effectively	Level 5	New Level Assignment Pend.	8
Elective	120391	Apply leadership skills to relationship management	Level 4	NQF Level 04	8
Elective	114877	Formulate and implement an action plan to improve productivity within an organisational unit	Level 4	NQF Level 04	8

Elective	117655	Know and understand the basics of marine insurance	Level 4	NQF Level 04	8
Elective	242817	Solve problems, make decisions and implement solutions	Level 4	NQF Level 04	8
Elective	15234	Apply efficient time management to the work of a department/division/section	Level 5	New Level Assignment Pend.	4
Elective	114278	Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995)	Level 5	New Level Assignment Pend.	12
Elective	15230	Monitor team members and measure effectiveness of performance	Level 5	New Level Assignment Pend.	4
Elective	13237	Optimise the quality assurance system	Level 5	New Level Assignment Pend.	6

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

NONE

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:

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 Quality Assuring Bodies 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 Quality Assuring Body should be notified if a record appears to be missing from here.

NONE

I, _____ (learner name & surname) hereby agree that the above document has been explained to me, in detail and that I understand it comprehensively. I understand that if I have any further questions regarding any of the topics covered, that I can ask my assessor to explain them to me, until I understand them.

Declaration of commitment:

I undertake to fulfil all the requirements of the assessment practices as specified by the Assessor and the Service Provider.

Company: _____

Full names of learner: _____

Signature: _____

Date   : _____

Course: _____

Nominated by:

Name and Surname _____

Position in company _____

Signature   :   _____   Date: _____