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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 456

19 May 2006



SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Banking and Micro Finance

Registered by Organising Field 03, Business, Commerce and Management, publishes the following qualification for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification. The qualification can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate for Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification should reach SAQA at the address *below and no later than 15 June 2006*. All correspondence should be marked **Standards Setting – SGB for Banking and Micro Finance** and addressed to

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DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Financial Markets and Instruments

SAQA QUAL ID	QUALIFICATION TITLE		
50481	National Certificate: Financial Markets and Instruments		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Banking and Micro Finance	3		
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
National Certificate	Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	120	Level 6	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

Learners who achieve this qualification are able to understand and interpret information of financial markets and instruments. This allows individuals to enter the financial arena in a practical way. The aim is to provide access in this field to a vast range of individuals. Learners will be able to work effectively towards the field of specialised trading and investment funding transactions.

The purpose of this qualification is to contribute to the full personal development of each learner and the socio-economic development of the society at large particularly in the context of the financial markets and investments. It aims to provide a solution to historically limited access to the financial markets.

The achievement of this qualification enables the learner to utilise specialised financial instruments such as futures, options and other derivatives for trading, funding and investments. Investments could be in an individual capacity or in the corporate environment. It will enable the learner to understand and apply risk measures in the market.

The outcomes of this qualification are highly regarded by esteemed institutions in the financial markets who themselves make use of it to build capacity in their own employees.

The intention of the qualification is to:

- > Promote development of knowledge and skills that are required in the financial markets, which includes giving financial advice.
- > Enhance the learner's potential.
- > Enable learners to continue growing in the working environment and enhance to more senior positions.
- > Provide lifelong learning in the financial markets field with a recognised qualification.

The qualification intends to empower the learner to acquire knowledge, skills, attitudes and values required to operate ethically and responsibly as financial advisors, planners or intermediaries and to respond to the challenges of the economic environment and changing nature of the financial markets. It should add value to the qualifying learner in terms of enrichment of the person, status, licensing, and recognition.

The qualification provides an opportunity to learn and apply academic skills in relation to the workplace and will allow for multi-skilling. The qualification is structured in such a way that it exposes learners to different kinds of investments with a view to enabling them to make an informed recommendation involving financial investments, funding requirements and economic interaction.

It is anticipated that the qualification will promote the notion of lifelong learning.

Rationale:

Financial markets and instruments influence to a large extent most individuals in South Africa. It is thus important that a good understanding and knowledge be imparted as to how they work and what effect they have on a practical basis. The Qualification will meet the needs of learners in a variety of positions in the Financial Services Industry.

This qualification will also benefit the corporate environment as the lead participant in financial markets and instruments.

The qualification is intended for learners who:

- > Attained: 48533: "National Certificate: Banking Services Advice", NQF Level 5 and wish to continue on a path of life-long learning specialising in Financial Markets.
- > Attained: 23973: "National Certificate: Financial Services: Wealth Management", NQF Level 5 and wish to continue on a path of life-long learning specialising in Financial Markets.
- > Worked in the sub-sectors of the Financial Services industry for many years, but have no formal Qualifications in their area of specialisation.
- > Want to extend their range of skills and knowledge of the industry so that they can become knowledgeable workers in the industry.
- > Want to enrol on a learnership with the Bankseta.
- > Require a Level 6 Qualification for licensing purposes with the Financial Services Board (FSB).

The scope of the qualification will reach the following industries:

- > Financial services industry.
- > Banking.
- > Insurance.
- > Auditing and accounting.
- > Unit Trust industry.
- > SMME's in the financial services sector.

The qualification should also conceptualise the South African Financial Markets relating to worldwide trading and financial environments. The qualification is structured in a way that exposes learners to different kinds of investments with a view to enabling them to make an informed choice of a career path linked to financial investments.

The qualification suits the following learners within the above-mentioned environments:

- > Financial Advisors.
- > Financial Administrators.
- > Portfolio Managers.
- > Financial Analysts.
- > Compliance officers.
- > Brokers and relationship managers in the banking environment.
- > Risk Assessors/Managers.
- > Treasurers.
- > Financial Traders.
- > Corporate financiers.
- > Structured financiers.

This is what this qualification aims to achieve which is in line with current/proposed legislation (for example the FAIS Bill) as well as requirements from regulatory bodies for example the Johannesburg Securities Exchange (JSE) and the Bond Exchange of South Africa.

The qualification allows an individual to work towards a nationally recognised Qualification. It is flexible enough to accommodate both learners in formal education and learners already employed in the Financial Services Industry. The Qualification at this level is a continuation of a career path that may have started in various sectors of the Financial Services industry. It is also generic enough to allow maximum mobility within the industry. Skills, knowledge, values and attributes reflected in the qualification are building blocks that will be developed further at Level 7.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

A combination of competencies obtained will serve as a learning base to progress into the level 6 qualifications.

It is assumed that learners are competent in the following:

- > Mathematical literacy at NQF level 5.
- > Communication literacy at NQF level 4.
- > Economic competency at NQF level 5.

Recognition of prior learning:

The qualification is specifically designed to accommodate a broad range of recognition of prior learning. This intention is reflected in the structure of the qualification and also in the rules for combination of credits towards the qualification. Generic Unit Standards are used on the NQF to ensure that there is portability and transparency between qualifications and a learner will be able to receive recognition of prior learning on the applicable Unit Standards based on the rules of combination.

An assessor has the right to assess any particular aspect of prior learning to ensure the designed outcomes in this qualification are achieved and relevant. This will ensure that up to date understanding of the financial markets and instruments is applied.

Recognition of prior learning may allow for accelerated access to further learning. Credits towards a Unit Standard are subject to quality assurance by BANKSETA or a relevant accredited ETQA and are conducted by an assessor.

In conclusion, the qualification may be achieved in whole or in part through the recognition of prior learning, which will include the learning outcomes achieved through formal and informal learning and through work experience.

Access to the qualification:

This qualification has open access. Access to the qualification will be based on work experience and/or relevant qualification and training in the financial services sector.

Learning disabilities will be taken into account (e.g. blind learners will be given equal opportunity to reach the Exit Level Outcomes).

QUALIFICATION RULES

After considering the industry requirements and skills shortages, it was agreed that there should be a common set of Unit Standards applicable to the financial markets and the financial services industry as a whole. This will allow articulation and portability of the qualification within the industry.

> Fundamental:

15 Credits have been assigned to Fundamentals. These unit standards are regarded as essential for anyone working in the Financial Markets field and therefore are compulsory.

> Core:

The Core learning component contains 78 credits from Unit Standards designated to focus on the areas of Financial Markets and Instruments. They provide an opportunity to develop knowledge through research and the application of knowledge and study skills. These unit standards are compulsory.

> Elective:

The Elective unit standards that may be selected in this qualification provide maximum flexibility and allow learners to achieve a Qualification that is relevant to the work they do and to their chosen career paths. It also provides the opportunity to specialise in a specific field. Learners are required to select Electives that add up to a minimum of 27 credits.

EXIT LEVEL OUTCOMES

After completion of this qualification, the learner will be competent to trade, invest and do funding operations, using specialised financial instruments by performing the following exit level outcomes and capabilities:

1. Evaluate the outcome of different investment decisions.
2. Evaluate the performance and results of a company and equity instruments.
3. Evaluate information of the debt market.
4. Identify trends and market movements.
5. Calculating cash flow implications of different instruments.
6. Manage risk in the financial markets.

The qualification will play a crucial role in promoting life-long learning.

Critical Cross-Field Outcomes:

The learner who acquires the qualification will be able to show the following critical cross-field outcomes:

- > Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- > Work effectively with others as a member of a team.
- > Organize and manage him/herself and his/her activities responsibly and effectively, collect, analyse, organize and critically evaluate performance.
- > Communicate effectively using mathematical and language skills.
- > Demonstrate an understanding of the world and as a set of operated systems by recognizing that problem-solving contexts do not exist in isolation.
- > Benefit by full personal development, thus contributing to the social and economic development of South African society at large.

ASSOCIATED ASSESSMENT CRITERIA

Assessors should use assessment tools to conduct assessments against the unit standards specified in the qualification.

1:

- > Current economic events that will impact the financial markets are analysed and a personal interpretation is expressed.
- > Information is gathered from a number of sources, analysed, interpreted and presented reliably and accurately.
- > Financial market data is evaluated and used to substantiate an argument and to interpret changing trends in the macro and micro-environments that impact on financial instruments.
- > Foreign exchange market information is evaluated and utilised in making financial decisions as applied to different local and international instruments.

2:

- > Equity market instruments are explained, evaluated and used in various investing strategies.
- > The nature and working of various equity instruments are assessed with reference to current instruments traded in the market.
- > Derivative instruments are evaluated and applied to equity instruments enhancing the investment and financing strategies.
- > Company results and media reports are interpreted and summarised from a range of sources and presented reliably and accurately.

3:

- > Debt market instruments are explained, evaluated and used in various investing and financing strategies.
- > The nature and working of various wholesale debt instruments are assessed with reference to current instruments traded in the market.
- > Derivative instruments are evaluated and applied to debt instruments enhancing the investment and financing strategies.

4:

- > Different types of trends are evaluated based on current economic and market conditions.
- > Interest rate information is gathered, analysed, interpreted, and summarised, from a range of sources and presented reliably and accurately.
- > Technical knowledge is applied to make an investment or financing decision based on current financial trends.

5:

- > Various financial instruments are analysed and evaluated based on their cash flow requirements and investment characteristics.
- > Investment strategies are explained and applied with reference to various cash flow management

techniques.

> Exchange requirements are explained and applied regarding cash flow procedures on different financial instruments.

6:

> The concept of financial risk is explained with reference to financial instruments, current economic trends and general risk management practices.

> International economic events and policies are evaluated to interpret local risk indicators on different financial instruments.

> Methods, techniques and procedures of risk management are applied with reference to specific economic policies, legislative requirements and industry practices.

Integrated assessment:

In the assessment strategy as a whole, evidence must be established through a variety of options:

> Case studies.

> Problem-solving assignments.

> Simulated trading environment.

> Portfolio management contributing to strategic planning.

> Media interpretation relating to qualification outcomes.

> Written and oral testing.

> Reflective questioning.

Assessment tools used include:

> Written (e.g. tests/case studies/projects).

> Simulations.

> Role-play/structured classroom discussions.

> Portfolio of evidence.

> Technology based testing.

The assessment must integrate a number of different methods in order to give the assessor reliable and valid proof of competence and evidence of required attitudes.

Throughout the qualification use is made of both formative and summative assessment methods, to ensure integrated assessment results.

The final integrated assessment needs to have the following characteristics:

> Research is done on an ongoing basis to keep up to date with changes in the financial markets and to keep in touch with the needs of individuals and the industry at large.

> A portfolio of all the training material used is kept and reviewed on a regular basis.

> The learners will be accountable for self-evaluation exercises at the end of each module for the duration of the learning programme.

> The assessor should use a continuous assessment method. This mechanism ensures that learning did take place and knowledge was imparted in the previous module. Evaluation is done through short tests, activities and assignments.

> After the completion of the training programme, the learners have to participate in a summative assessment before being awarded the qualification.

It should measure applied competence. It should thus assess whether learners are able to integrate the ability to perform important financial actions (a practical competence), understand the theoretical basis for these actions (foundational competence), and reflect on and make changes to financial and investment practices (reflective competence).

INTERNATIONAL COMPARABILITY

The demands on worldwide financial markets are influencing the local market. South Africa has seen various foreign direct investments into the country and local markets have spread to international markets. An example of this is where the local equities market system was merged with the London Stock Exchange system. Various local companies are listed on international bourses (New York Stock Exchange, London Stock Exchange, etc.). The South African market is also linked to the international financial market in areas such as debt (i.e. government raises capital by issuing instruments on the international markets) and foreign exchange.

The leading countries in the financial market are the United Kingdom (London) and the United States of America (New York).

International comparability of unit standards and qualifications was essential to ensure that South Africa incorporates global standards and events. The Qualification compares and correlates with known and accepted international qualifications and programmes. Outcomes of this qualification benchmark with similar international entities and programmes such as:

1. Chartered Financial Analyst Institute (CFA):

> About the Entity and Programme:

The CFA Institute is a global organisation that awards the CFA designation (Chartered Financial Analyst). The institute is responsible for education and professionalism in the industry since 1925. The organisation is made up of more than 70 000 individuals from a worldwide base. The Institute follows the Global Investment Performance Standards, which guides the industry.

> Comparability:

Several of the CFA programmes relate to the qualification. The following programmes were reviewed and compared:

> Economics: Focus areas include macroeconomic analysis, money and the banking system, inflation, monetary and fiscal policies, financial environment and foreign exchange. These compare favourably with trends and market movements, investment decisions and equity market and instruments in the qualification.

> Analyse Equity Investments include functioning of the securities market, indices, security valuations, industry analysis and equity concepts. These compare favourably with equity instruments and company results in the qualification.

> Financial Statement Analysis: Focus areas include structure of financial statements, income vs. assets, cash flow statements, analysing cash flows, earning per share, inventory review and other working capital. This compares with company results and equity instruments.

> Fixed Income Investments: Debt securities, risk associated with bonds, sector reviews, yield spreads, valuations and cash flow considerations are included. This compares with the debt market, cash flow implications, different investment decisions and risk in the qualification.

> Derivative Investments: Derivative market review, forward and future contracts, options, swaps and risk management application of option strategies are included. This compares with the different investment decisions, equity and debt markets and managing risk in the financial markets.

> Portfolio Management addresses asset allocation, portfolio management and pricing models. This compares with different investment decisions and market movements.

2. ACI Financial Markets Association:

> About the Entity and Programme:

ACI consists of over 15 000 members in 78 countries. They are based in Europe and provide a portfolio of examinations aimed at dealers in the financial markets and personnel supporting the trading function in banks and financial institutions globally. They run a programme called the ACI Dealing Certificate, which is a prerequisite in some countries before a dealer, may trade.

> Comparability:

The ACI syllabus includes: Interest rate evaluation, Money Market instruments and derivatives relating thereto, the Foreign Exchange markets and swaps, settlement procedures and the risk environment. These areas relate to trends and market movements, risk, investment decisions and the cash flow of different instruments. It also directly compares with the debt market.

3. Global Assessment of Risk Professionals (GARP):

> About the Entity and Programme:

GARP is a not-for-profit association consisting of 51430 individuals around the world (over 100 countries)

who are involved in financial risk management. Areas they address include banks, asset management firms, insurance companies, central banks, securities regulators and hedge funds.

Their Certification Examination (FRM) programme has increasing recognition of the global risk management community. GARP review and publish trends, strategies and best practices affecting financial risk management.

> Comparability:

The GARP qualifications mainly address and compare with the risk element of the qualification. Their programmes include Market risk measurement and management, Credit risk and Operational risk. The following fields are addressed: derivatives, fixed income securities, interest rates, cash-flow at risk, bond pricing, credit ratings, credit spreads, portfolio credit risk, liquidity risk and hedging.

These focus areas relate to the qualification in managing risk in the financial markets, evaluate the debt market and evaluating different investment decisions.

4: New York Institute of Finance (NYIF):

> About the Entity and Programme:

Over the past 80 years the NYIF presented programmes to assist financial services companies and multinational corporations. They have trained over 600 000 business professionals worldwide. The group includes the Financial Times and other known financial intellectual capital entities.

They adhere to the National Association of State Boards of Accountancy (NASBA) for continual education.

> Comparability:

The relating programmes include the International Capital Markets, which addresses different types of instruments, value measurement of the debt market and foreign exchange. Other programmes (Global Markets, Practical Economics and Fund selection) include emerging market and other world market reviews, inflation, debt, foreign exchange, Unit Trusts, asset allocation and indexing.

These programmes compare to the cash flow implications of different instruments, debt markets and different investment decisions in the qualification. It also looks at different trends and market movements.

5. Chartered Institute of Management Accounts (CIMA):

> About the Entity and Programme:

CIMA is a leading global membership body that offers an internationally recognised professional qualification in management accountancy. CIMA has over 65 000 members in 156 countries. CIMA qualification is based on three pillars, namely Business Management, Financial Management and Management Accounting. The last two pillars mentioned overlap with this qualification as compared below.

> Comparability:

The CIMA qualifications relate in the following manner:

> Financial Management Pillar: Financial Statement analysis, measurement of income and capital, control and measurement performance.

> Management Accounting Pillar: Risk and internal control and management of financial risk.

This compares with the qualification in managing risk in the financial markets by using different instruments and techniques. It also relates to the evaluation of company performances.

African and SADC Countries:

Different programmes that are used in the SADC and other African countries were reviewed:

1. Macroeconomic and Financial Management Institute of Eastern and Southern Africa (Mefmi):

> About the Entity and Programme:

Mefmi is a regionally owned institute with 13 member countries in Southern and Eastern Africa. Their mission and focus is to build sustainable capacity in Central Banks, Ministries of Finance and Planning Commissions. They are guided and quality assured by the member countries in the region.

> Comparability:

Their relating programmes include: Debt management, Macroeconomic management and Financial sector management. The outcomes of these programmes include portfolio analysis, recording systems, economic modelling, monetary policy formulation, time, value of money, foreign exchange and internal controls.

These programmes compare well with the qualification applying the financial markets in an African context. It strongly addresses areas such as the debt market and managing risk in the financial markets.

2. South African Reserve Bank College:

> About the Entity and Programme:

The college was established to upgrade the central banking skills of individuals to the highest level to support the mission of the Bank and that of other central banks in the SADC region by offering a variety of training opportunities itself or in conjunction with other training institutions.

> Comparability:

> Financial Market Analysis: This programme is run in conjunction with the IMF Institute addressing areas such as the role of financial markets, financial instruments, money market instruments, bonds and equity pricing. SARB College also has a Derivatives programme.

These programmes compare favourably with the qualification in that it addresses risk management in the financial markets and assists evaluation of different investment decisions.

Conclusion:

In selecting the unit standards a comparison between the South African and international markets was done. This is an essential link between the global economy and the local market indicating the sensitivity of the market interactions. The qualification compares well with leading international programmes and qualifications.

This qualification will give the learner a competitive ability in the international financial markets and instruments environment.

ARTICULATION OPTIONS

The qualification articulates the needs in the following industries/fields:

- > Banking.
- > Insurance.
- > Financial Planning.
- > Auditing and Accounting.
- > Unit Trusts and other Collective Investment Schemes.
- > Financial market traders.

This qualification will also assist and enhance similar qualifications in the financial markets and instruments arena. The qualification builds on a range of outcomes in various sub-sectors and will provide articulation with a range of qualifications.

Horizontal Articulation:

- > 48965: "Certificate: Municipal Financial Management", NQF Level 6.
- > 36437: "National Certificate: Local Economic Development", NQF Level 6.

Vertical Articulation:

> Successful learners should be able to access Qualifications at NQF Level 7 such as the MBA, Financial Management and Planning and Commerce Programmes.

MODERATION OPTIONS

Internal and external moderation of learner achievement is essential to meet requirements of transparency, affordability, fairness, reliability and validity.

The moderation process will support the professional and educational development needs in the financial markets sector. Moderation of the qualification will occur through the process of moderation established for individual unit standards.

The following will be included in the moderation:

- > Assessors must be registered as an Assessor with the relevant ETQA.
- > Moderators must be registered as Assessors with the relevant ETQA.
- > Training providers must be accredited by the relevant ETQA.
- > It is recommended that the relevant ETQA will co-ordinate all moderation activities in accordance with their policies and procedures.
- > Moderation should be included at exit points of the qualification.
- > Moderation should also encompass achievement of the competence described both in individual unit standards as well as the integrated competence described in the qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- > A minimum of 1 (one) year's practical, relevant occupational experience.
- > Declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by SAQA.
- > Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided.

NOTES

N/A

UNIT STANDARDS

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	14517 Apply basic economic principles to the financial services sector	Level 5	5	Registered
Core	117821 Enhance work practices within a treasury by the application of market knowledge in a banking environment	Level 5	15	Registered
Core	12883 Evaluate companies based on their financial statements	Level 6	15	Registered
Core	12887 Demonstrate an understanding of the functioning of the international financial markets within the South African context	Level 6	18	Registered
Core	12896 Analyse and evaluate the financial markets	Level 7	15	Registered
Core	117820 Identify the risk implications of trading associated within a treasury in a banking environment	Level 7	10	Registered
Elective	7347 Structure a financial solution to meet a business banking need	Level 5	16	Reregistered
Elective	7350 Structure a banking-related solution to meet a financial need involving foreign exchange	Level 5	20	Reregistered
Elective	12881 Complete and submit reports within the financial markets sector as required by legislation and by company policy	Level 5	7	Registered
Elective	13401 Demonstrate an understanding of the core concepts underlying private equity transactions	Level 5	7	Registered
Elective	13402 Demonstrate an understanding of the core concepts of corporate finance	Level 5	7	Registered
Elective	14524 Demonstrate and apply knowledge and insight into property as an investment	Level 5	3	Registered
Elective	117773 Explain the structure and mechanics of Financial Markets	Level 5	28	Registered
Elective	117806 Manage risk within a forex trading environment	Level 5	18	Registered
Elective	12886 Operate within the ethical, professional and legal limits of the South African and international legislation and codes of practice regulating the financial markets	Level 6	20	Registered
Elective	12889 Demonstrate an understanding of the settlements processes applicable to the financial markets	Level 6	15	Registered
Elective	12890 Operate within the rules and directives of the financial markets exchanges	Level 6	12	Registered
Elective	12895 Offer equitable deals to clients based on up-to-date knowledge of the structure, functioning and status of the relevant financial market	Level 6	15	Registered
Elective	12892 Demonstrate an understanding of the use of micro- and macro-economic indicators as forecasting and planning tools within the financial markets	Level 7	18	Registered
Elective	12893 Identify and control risk within the financial markets	Level 7	15	Registered

Fundamental	12882 Perform mathematical and statistical calculations relevant to the financial markets	Level 6	15	Registered
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No. 457

19 May 2006

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Procurement, Logistics and Supply Chain Management

Registered by Organising Field 03, Business, Commerce and Management, publishes the following qualification for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification. The qualification can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate for Standards Setting and Development at the SAQA offices, **Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.**

Comment on the qualification should reach SAQA at the address *below and no later than 15 June 2006*. All correspondence should be marked **Standards Setting – SGB for Procurement, Logistics and Supply Chain Management** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: *Mr. D Mphuthing*

Postnet Suite 248

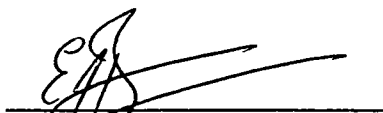
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S BHIKHA
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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Production and Inventory Management

SAQA QUAL ID	QUALIFICATION TITLE		
50459	National Diploma: Production and Inventory Management		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Procurement, Logistics and Supply Chain Mngt	3		
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
National Diploma	Business, Commerce and Management Studies	Procurement	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	240	Level 5	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This Qualification will contribute to increasing levels of competence of learners within Production and Inventory Management. It provides learners with a formal Qualification that allows for recognition, further mobility and transportability.

The skills, knowledge, values and understanding demonstrated within this Qualification are essential for a positive impact on social and economic transformation and upliftment within the democratic South African society. The learner will gain understanding of essential terminology, concepts, and strategies related to demand management, procurement and supplier planning, material requirements planning, capacity requirements planning, sales and operations planning, master scheduling, performance measurements, supplier relationships, quality control, and continuous improvement.

This Qualification will enable learners to function as team members of the multi-disciplinary Supply Chain Management sector as reliable and productive employees in the delivery of holistic Supply Chain Management Functions.

The Qualification will help learners to:

- > Increase their functional knowledge of production and inventory management.
- > Improve efficiency across the processes of the organisation's supply chain.
- > Streamline operations through accurate forecasting.
- > Predict outcomes more accurately.
- > Maximize customer satisfaction by delivering products and services Just-in-Time.
- > Increase profitability by optimising the organisation's inventory investment.
- > Enhance their credibility among peers, employers, and customers.

This Qualification is important and helpful for the following individuals.

- > Area warehouse supervisor.
- > Customer service administrator.
- > Demand manager.
- > Inbound logistics planner.
- > Inbound stock controller.
- > Information systems controller.
- > International logistics manager.
- > Inventory manager.
- > Inventory planning and control.
- > Logistics managers.

- > Logistics planner.
- > Logistics supervisor.
- > Material planner.
- > Material Service Coordinator.
- > Materials Controller.
- > Materials Manager.
- > Operations Manager.
- > Picker/packer.
- > Project planner/specialist/co-ordinator.
- > Buyer.
- > Production planner and controller.
- > Purchasing and materials manager.
- > Replenishment administrator.
- > Stock administrator.
- > Stock movement controller.
- > Stores/warehouse administrator.
- > Stores/warehouse controller.
- > Stores/warehouse manager.
- > Stores/warehouse supervisor.
- > Supply chain manager.
- > Team leader.
- > Transport coordinator.
- > Transport manager.
- > Transport Planner.

The learner who has successfully completed this Qualification could be eligible for recognition by the internationally recognised body of knowledge (APICS) American Production and Inventory Control Society and (SAPICS) The South African Production and Inventory Management.

Learners credited with this Qualification will be able to:

- > Increase productivity and reduce costs from the executive suite to the factory floor.
- > Explore the principles, concepts, and techniques for planning and controlling inventory at all stages of the manufacturing and distribution cycle, including establishing an inventory management plan, controlling inventory based on that plan, and monitoring performance.
- > Compare the various perspectives of value and understand that supply chain management enables companies to manage the trade-off between these perspectives
- > Identify the three ways to measure value: operational, customer, and financial.
- > Explain the causes of non-value-added activities.
- > Understand that supply chains increase net value by increasing value-added activities as well as minimizing non-value-added activities.
- > Identify how supply chains create net value according to the three ways of measuring value.
- > Describe the major decisions faced in analysing logistics and explain how these decisions support the physical and information flows in a supply chain.
- > Compare the landed cost of physical goods procured domestically versus physical goods procured internationally.
- > Explain how international logistics can be used to integrate physical goods from different countries of origin into the supply chain.
- > Discuss the goals of an effective logistics strategy and explain how the different pieces of a logistics system work together to support the logistics strategy.
- > Identify the Production logistics risks associated with managing a worldwide supply chain.
- > Understand why the measuring of supply chain performance is important.
- > Understand the role that performance measurement plays in a successful supply chain strategy.
- > Determine the appropriate types of measurements to consider.
- > Understand industry initiatives such as theory of constraints (TOC) and activity-based costing (ABC) that play a role in performance measurement.
- > Determine the organisational impact of implementing and modifying supply chain performance measurements.
- > Access the latest and most salient supply chain information.
- > Maintain professionalism in Supply Chain Management practice.
- > Contribute to the Supply Chain Management function.
- > Render a thorough Supply Chain Management service.

Rationale:

Production and inventory management are pivotal to an organisation's goal of getting the right products, to

the right customers, faster. The speed and quality of the flow of materials - from source suppliers to end consumers - is a significant differentiator in competitive, global markets.

This Qualification should provide learners with access to employment opportunities within the broader Production, Inventory Logistics and Supply Chain Management sectors. It reflects the need of the community, government and employers for workers to become competent in the essential skills needed for further learning and to receive recognition for existing skills and knowledge in this sector. This Qualification aims to develop learners, promote professionalism, work ethics and good governance. The level of flexibility within the range of electives will also allow the individual to pursue further career opportunities within Production and Inventory Management.

The Qualification combines a practical, hands-on approach with core principles and practices used in the production and inventory industry today.

The Qualification enables employees to gain technical and functional know-how, as well as the confidence to enhance their job performance. Learners will understand how to deliver products and services Just-in-Time, streamline operations through accurate forecasting, and manage all aspects of the supply chain.

Upon completion of the Qualification learners will be able to demonstrate increased production and inventory management technical knowledge to the employers, demonstrate confidence in their ability to contribute to the organisation's success, gain peer and industry recognition for their professional abilities, and establish professional growth, and self-assessment skills that last a lifetime.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that the learner entering this Qualification will have the following knowledge and skills:

- > Communication at NQF level 4 or equivalent.
- > Mathematical literacy at NQF level 4 or equivalent.
- > Ability to use quantitative techniques (statistics) at NQF level 4 or equivalent.
- > Computer literacy.

Recognition of Prior Learning

This Qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience according to the policies and procedures specified by the SETA/ETQA. The learner should be thoroughly briefed on the mechanism to be used and support and guidance should be provided. Care should be taken that the mechanism used provides the learner with an opportunity to demonstrate competence and is not so onerous as to prevent learners from taking up the RPL option towards gaining a Qualification.

Access to the Qualification

Access to this Qualification is open to all learners in possession of an FETC or equivalent Qualification at NQF Level 4.

QUALIFICATION RULES

The Qualification is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training.

- > All learning in the *Fundamental and Core Components* is compulsory.
- > The learner must choose one of the two Elective Exit Level Outcomes to complete the Qualification.

EXIT LEVEL OUTCOMES

Fundamental component

1. Demonstrate an understanding of and apply the principles of Inventory Control.
2. Demonstrate an understanding of and apply principles of planning.
3. Demonstrate understanding of and apply the fundamentals of operations management.

Core component

4. Demonstrate an understanding of and apply the concepts and skills related to inventory purchasing and physical distribution.
5. Demonstrate an understanding of and apply the skills related to Supply and Demand Management.
6. Demonstrate an understanding of the concepts of and apply the skills related to Planning Material Requirements to support the Master Schedule.
7. Demonstrate an understanding of and apply the principles and practices of prioritising, executing and controlling of operations.
8. Demonstrate an understanding of and apply the principles of the strategic management of resources.
9. Demonstrate an understanding of and apply the theory and practice of strategic planning while participating in Supply Chain strategic planning activities.

Elective component

10. Demonstrate an understanding of and apply the principles of distribution requirements planning and customer service.

OR

11. Demonstrate an understanding of and apply the Lean operating principles in manufacturing.

Critical Cross-Field Outcomes

All the Critical Cross-Field Outcomes are addressed through the Qualification. Examples of how this can be done are indicated below:

Identifying:

> Identify and solve problems using critical and creative thinking processes, e.g. by trying to find creative solutions to how to optimise production and Inventory Resources.

Working:

> Work effectively with others as a member of a team, group, organisation or community to integrate Supply Chain methodologies and work applications.

Organizing:

> Organize and manage oneself and one's activities responsibly and effectively in order to ensure that Supply Chain Management is effectively used to enhance work productivity.

Collecting:

> Collect, analyse, organize and critically evaluate information in order to assess risk factors associated with the Supply Chain, e.g. Inventory risks, efficiency risks and procurement risks.

Communicating:

> Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion, e.g. through advising and motivating others with regard to service delivery issues.

Science:

> Use Science and technology effectively and critically, showing responsibility to the environment and health of others, e.g. use appropriate computer software for data capturing and document storage purposes.

Demonstrating:

> Demonstrate an understanding of the world as a set of interrelated systems by recognizing that problem-solving contexts do not exist in isolation, e.g. in keeping in mind that the strength of the chain depends on the weakest link.

Contributing:

> Participating as responsible citizens in the life of local, national and global communities, e.g. acting as custodian of ethical behaviour and maintaining a high Level of commitment to providing effective and efficient services to the community.

ASSOCIATED ASSESSMENT CRITERIA

Fundamental component

1.

> The essential vocabulary used in Inventory control is understood and used correctly in the work context orally and in writing.

> The basic principles of inventory management are understood and applied appropriately in the work

situation.

- > Basic methods of planning and controlling inventory are used consistently in manufacturing, institutions, distribution, and retail environments.
- > Current and evolving technologies of inventory management are examined to determine which are most suitable to the organisation.
- > Stock selection is made and stock quantities are determined using the technology and techniques of inventory management that are most suitable for the organisation in question.

2.

- > Basic planning principles are understood by way of providing practical examples for a specific organisation.
- > The need for planning at all levels in an organisation is understood in terms of both tactical and strategic planning related to inventory control and supply chain management.
- > Problem-solving skills and techniques are used to solve real and simulated problems related to supply chain management and planning.

3.

- > Systems to produce goods and services are designed to ensure customer satisfaction and organisational profitability.
- Range: Includes but is not limited to: Total Quality Management systems, facilities planning and use, project management and planning, operations resource management, cost analysis.
- > Operations management systems are implemented, according to organisational plans and objectives and problems are identified and remedial action designed and implemented to minimise their effect.
 - > The relationship between the different sections and/or operations in and organisation are explained giving an indication of their interdependence.

Core Component

4.

- > Identify and solve problems with the supply and demand of aggregate inventory.
 - > Communicate effectively with all trade partners in Supply Chain Management.
- Range: Trade partners will include but not limited to; purchasing, operations, sales and marketing, finance, product development, distribution and customers and suppliers.

5.

- > The purpose of conducting a market analysis to determine market potential and to direct the operations of an organisation to ensure its profitability and sustainability is explained using examples from specific organisations.
- > The purpose of completing a Master Production Schedule according to international requirements is explained by emphasizing the advantages of using it and the potential problems associated with not using it.

6.

- > The purpose and need for Inventory management techniques are understood by providing examples.
- > Materials Requirement Planning Charts and re-order recommendation reports are understood and used in real or simulated environments.
- > The use of safety stock to support customer service is understood by providing examples.

7.

- > The purpose and need for priority planning are explained with examples.
- > Production schedules are defined and established for an organisation to meet organisational objectives.
- > Production schedules are generated and maintained to ensure correct supply of stock and materials at all times.
- > Valid and reliable schedules based on demonstrated and rated capacity are understood and drawn up for an organisation.
- > Forward and backward schedules are explained with examples.

8.

- > Methods and techniques to align resources with the strategic plan is explained with examples of good practice.
- > The way in which performance measurements are used to align competitive advantage and productive behaviour patterns is explained using examples of good practice.
- > The roles and responsibilities of individuals in successfully implementing change in an organisation are explained with an emphasis on what happens if they are not executed according to plan.
- > Recommendations for Supply Chain strategy and policy development are provided to ensure organisational sustainability.

9.

- > Factors that can change an organisation's competitive position are explained with examples of both positive and negative factors.
- > Specific strategic and operational situations as well as the alignment and integration with other supply chain management processes and other emerging concepts are understood by providing examples.
- > The process of organisational change and the tools used to gain employee commitment is explained with examples.
- > Recommendations are clearly and concisely documented and presented in a form to facilitate decision.
- > Knowledge and understanding of the theory and practice of strategic planning is demonstrated while participating in Supply Chain strategic planning activities.

Elective component

10.

- > Methods of calculating safety stock are determined by statistical variation in warehouse demand and agreed service levels are understood by providing examples.
- > The Push and Pull systems of managing distribution are explained with examples.
- > Methods of how to operate a fixed planning and manufacturing cycle are demonstrated with the use of a timetable.
- > Methods to improve service levels and/or simultaneously reduce stock, work in process and obsolescence are understood and applied according to organisational requirements.

OR

11.

- > The essential vocabulary used in Lean philosophies is explained and used orally and in writing in a work context.
- Range: Lean philosophies include but not limited to Just In Time, Six Sigma, Quality Management.
- > The philosophies of Lean manufacturing are understood and applied in the work situation.
 - > Continuous improvement methodologies are understood and applied in the workplace according to requirements.
 - > Current and evolving philosophies of Lean operating are examined to determine which are most suitable for the organisation.
 - > The production principles and materials logistics are understood by providing practical examples.

Integrated Assessment

Integrated assessment at the level of the Qualification provides an opportunity for learners to show they are able to understand the knowledge and application necessary to make a decision to enter Supply Chain Management and deal with issues across a range of contexts. Integrated assessment must evaluate the quality of observable performance as well as the thinking behind the performance.

Some assessment aspects will demand practical demonstration on site, while others may not. In some cases inference will be necessary to determine competence depending on the nature and context within which performance takes place.

The assessor will collect evidence of the learner's competence by:

- > Observing the learner on site.
- > Asking questions and initiating short discussions to test understanding.
- > Looking at records and reports.

Formative Assessment

Formative assessment takes place during the process of learning and assessors should use a range of assessment methods and tools that support each other to assess total competence. These tools may include but are not limited to the following:

- > In-situ (on-the-job) observations.
- > Role-play simulations.
- > Structured group discussions.
- > Knowledge tests, exams, case studies, projects, registers, logbooks, workbooks.
- > Verbal report backs (presentations).
- > Portfolios of evidence.
- > Projects.

- > Experiential learning.
- > Working in teams.
- > Scenario sketching.

The assessment method and or tools used by the assessor must conform to the following criteria:

- > It must be fair in a sense that it does not hinder or advantage the learner.
- > It must be valid in a sense that it measures what it intends to measure.
- > It must be reliable in a sense that it is consistent and delivers the same output across a range of learners.
- > It must be practical in a sense that it takes into account the available financial resources, facilities, equipment and time.

Summative Assessment

Summative assessment is carried out at the end of the learning programme to assess the acquired competencies of the learner and could take the form of an examination or a series of shorter tests.

INTERNATIONAL COMPARABILITY

In selecting countries for international comparison it is important to consider countries where the economic context in which the Qualification is to be used is similar to the South African context. Ideally, this Qualification should be compared to Qualifications from a country with a developed economy and a second developing country with an emerging economy in order to include contexts that have similarities to the South African situation.

This certification programme is written in 26 countries around the world.

The Qualifications in the following countries were researched to identify international Qualifications in Production and Inventory Management.

- > Singapore.
- > Malaysia.
- > United Kingdom.
- > United States of America.

Singapore

The following qualification from Singapore was looked at:

- > Diploma in Materials Management - DMM:
 - > The DMM programme is specially designed to equip purchasing and materials professionals at corporate level with the knowledge and the skills required for managerial effectiveness. The primary focus of the programme is on the development of analytical skills and decision-making abilities so that these professionals would acquire new knowledge and skills in order to cope with such a turbulent environment.

This programme is designed for materials, logistics, supply and traffic management professionals such as materials managers, purchasing manager and buyers.

Applicants must have five GCE 'O' Levels, Certificate in Purchasing/Materials Management, Diploma in Business Studies, Engineering or any qualification deemed to be equivalent by the Admission's Committee. Applicants should preferably have three years of working experience. Applicants who do not possess the above qualifications but deemed to have many years of managerial and supervisory experience may apply on a case-by-case basis.

The programme is of eighteen months duration. It consists of nine courses and a final project.

- > Principles of Purchasing.
- > Legal Aspects of Purchasing.
- > Production Planning and Control.
- > Quantitative Analysis of Business.
- > Financial and Managerial Management.
- > Operations Management.
- > Electronic Commerce/Materials Information Systems.
- > Principles of Economics.
- > Strategic Management.
- > Management Application Project.

The DMM is a continuous assessment through written assignments, special projects and examinations.

This ensures that actual application of concepts and knowledge coupled with professional experience will make learning more practical and relevant.
In terms of target learners, access to the qualification, programme content and time frame this qualification is similar to this National Diploma.

Malaysia

The following Malaysian Qualification was looked at:

- > Diploma in Production and Inventory Management - DPIM.
- > The DPIM is targeted at working adults interested in developing core competency in the body of knowledge relating to production and inventory management as well as supply chain management (SCM). The key objectives of DPIM are to provide the candidate with:
 - > Understanding the various functions within the production and inventory management.
 - > Team-based problem solving skills.
 - > Cross industry awareness.
 - > Standardisation of knowledge for effective communication.

This is a one-year programme targeted at practitioners who would like to have specialist knowledge in production and inventory management. Candidates will need to attend three groups of subject matters and may not necessarily be taken in a specific sequence.
In terms of target learners, programme content and time frame this qualification is similar to this National Diploma.

United Kingdom

The following Qualification from the United Kingdom was looked at:

- > Diploma in Production and Inventory Management.
- > The Diploma in Production and Inventory Management provides an education for the professional who is responsible for managing key aspects of operations in manufacturing and service industries and for the practitioner engaged in the day to day activities of production and inventory management. The Diploma is the only course in the UK, which offers such an educational experience.

It is a nationally recognised qualification awarded by the Institute of Operations Management (IOM), covering all aspects of manufacturing/services planning and control, the Diploma specifically addresses subjects such as master planning, material and capacity planning, inventory and logistics management, shop floor control and lean manufacturing. It also recognises the broader knowledge required of today's professionals and covers both general management principles, such as managing people, managing finance and managing other aspects that influence success, as well as addressing the wider business context, such as strategy, competitive advantage, resources and measuring performance.

The programme aims to provide a knowledge and understanding of the key aspects of operations management, together with an understanding of the internal and external factors that influence operational efficiency and the success of the business.
In terms of target learners, programme content and time frame this qualification is similar to this National Diploma.

United States of America

The following Qualification from the United States was looked at:

- > Certificate in Production and Inventory Control.
- > The Certificate in Production and Inventory Control is given in cooperation with the Los Angeles Chapter of the Association for Operations Management. It is offered both online, on campus and at company-sponsored sites.

The certificate is designed for those who wish to gain a broad education in the principles of supply chain management. Those already in the fields of production and inventory control, manufacturing, quality assurance, purchasing and procurement as well as those anticipating a career change will benefit from this practical training presented by professionals currently employed in the field. Topics covered include: supply chain management, detailed scheduling and planning, material requirements planning, capacity requirements planning, inventory management, supplier planning, procurement, operations execution and control, production processes, quality incentives, inventory control, master planning of resources, forecasting, master scheduling, strategic management of resources, and integrating operating processes into the strategic plan.

Each of the five courses making up the certificate is thirteen weeks in length giving a total course time of 65

weeks. The certificate is fully accredited by the Western Association of Schools and Colleges (WASC), the western member of a nationwide network of educational accrediting bodies. Each course in the programme grants three semester units of upper division degree applicable credit accepted by most universities and colleges. Determination regarding acceptance of transfer credit is at the discretion of each individual college or university. In terms of target learners, programme content and time frame this qualification is similar to this National Diploma.

ARTICULATION OPTIONS

This Qualification articulates horizontally with the following Qualifications:

- > National Diploma: Complex Procurement: NQF level 5 - ID49469.
- > National Certificate: Management and Administration: NQF level 5 - ID49126.
- > National Diploma: Freight Forwarding: NQF level 5 - ID22444.
- > National Certificate: Management: NQF level 5 - ID24493.
- > National Diploma: Freight Handling Logistics: NQF level 5 - ID14590.

This Qualification could articulate Vertically into Qualifications in Management, Logistics, Supply Chain Management and Administration at NQF level 6.

MODERATION OPTIONS

- > Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant ETQA.
- > Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.
- > Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQA's (including professional bodies); and in terms of the moderation guideline detailed immediately below.
- > Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards, exit level outcomes as well as the integrated competence described in the Qualification.

Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

The following criteria should be applied by the relevant ETQA:

- > Relevant logistics Qualification at NQF level 5 or higher.
- > Minimum of 3 years' experience.
- > Registration as an assessor with the relevant ETQA.

NOTES

N/A

UNIT STANDARDS

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



SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Marketing

Registered by Organising Field 03, Business, Commerce and Management, publishes the following qualification for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification. The qualification can be accessed via the SAQA web-site at www.saqa.org.za. Copies may also be obtained from the Directorate for Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification should reach SAQA at the address *below and no later than 15 June 2006*. All correspondence should be marked **Standards Setting – SGB for Marketing** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: dmphuthing@saqa.co.za


S. BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Advertising

SAQA QUAL ID	QUALIFICATION TITLE		
50479	Further Education and Training Certificate: Advertising		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Marketing	3		
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
Further Ed and Training Cert	Business, Commerce and Management Studies	Marketing	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	125	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of the qualification is to equip entry-level persons in the advertising industry with the competence required to supply support services in an advertising environment. Qualifying learners are able to manage their time, solve problems and make decisions independently, conduct gap analysis and control, work in teams and respect individual abilities, maintain interpersonal relations, create their own role and value, and promote entrepreneurship in the advertising sector. This qualification allows learners to self-select the advertising industry and their specific area of interest.

Qualified learners know how to derive value from creative work, and, therefore, can assert their value in economic sectors. They gain an orientation to business and entry to industry is made easier, at a lower level, resulting in a broader base of competence. Qualified learners can progress/advance into specialist areas and functions, and are able to make an informed decision regarding their own career paths. The qualification is aimed at improving earning capability and equipping learners with competitive skills and client service competence. They learn how to facilitate communication in and by the advertising sector. These areas of competence are transferable to all other areas of life, and qualified learners' sense of self value and worth is affirmed. They are empowered in the process through the opportunity to become experts. Qualified learners are also often self-employed.

Because qualifying learners will have exposure to all elements of advertising, this qualification forms the basis for progression, and qualified learners are able to add value in the various specific areas or functions, cumulatively adding value to advertising end-products. Setting a minimum standard for the quality of a qualification will also enhance the quality of education and training by ensuring that providers deliver at least at the minimum standard.

The National Certificate: Advertising (NQF Level 4) will ensure that that qualifying learners are capable of:

- > Communicating with advertising agency stakeholders in a variety of ways in two languages.
- > Using mathematics in advertising and personal applications for specified purposes.
- > Adhering to advertising work ethic and industry accepted practice standards.
- > Describing advertising clients, products and business systems in competitive environments.
- > Fulfilling specific roles within advertising teams to meet objectives.
- > Selecting areas of specialisation in advertising based on assessment of own strengths and weaknesses.

Qualifying learners will also achieve specialist competence in one of the following areas:

- > Storing advertising information for easy access and retrieving information as required.
- > Selecting external resources for art and creative direction according to specified resource requirements.
- > Preparing and finishing art work and copy for print and delivery according to given specifications.

- > Gathering information relevant for strategy, research or client service.
- > Producing and managing creative or client service documentation and organising meetings according to given requirements.
- > Collecting information regarding media that meets media planning requirements.
- > Processing production accounts against given budgets.
- > Supporting advertising productions according to given production management requirements.
- > Allocating resources to advertising jobs according to delivery (traffic) requirements.

Rationale:

Previously, only learners with a Further and Training Education Certificate (FETC) that granted access to Higher Education entered the Advertising sector. This FETC will allow learners to enter the sector at a lower level and to develop the competencies which allow them to perform a valuable function in the sector while at the same time preparing themselves for further learning in advertising so that they can move up into higher level advertising occupations.

The advertising industry in South Africa generally requires two areas of competence, namely, frontline (with a focus on the big picture) and behind-the-scenes/back-end (with a detail focus). People employed in advertising agencies apply these competencies to fulfill administrative, creative, media, strategies and research, client service, production and traffic functions. At entry-level, competence in these functions allow learners to be employed as technology assistants, traffic assistants, archivists, art buyers, artist assistants, production assistants (radio or television), strategy data gatherers, media analysts, production accounts processors, creative or art director secretaries, client service secretaries, brand and category (trainee) assistants, and contact managers.

Ineffective resource application in the advertising sector has typically resulted in persons with high-level competencies performing functions that require lower level competencies. This qualification develops the appropriate competencies required by the advertising industry for people employed at entry level. The availability of such entry-level competence will also allow all employees in the advertising sector to focus on their areas of strength, resulting in productivity improvements, added value for advertising products and services, and improved credibility of advertising products and services.

The advertising industry in South Africa employs an estimated 3000 to 5000 people. However, the advertising sector plays a role in all other sectors, as qualified learners are employed not only in this sector, but also in marketing departments in, for example, the retail and financial services sectors. In addition, although the exact economic and social impact of advertising is not known, positive effects of advertising include the promotion of competition and entry of new competitors, provision of information to consumers that allows them to make informed choices, support of national communications networks, stimulation of product development that results in the expansion of production and creating economies of scale, and the promotion of full employment in the economy.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The following learning is assumed to be in place upon commencement of learning towards the qualification:

- > Communication at NQF Level 3.
- > Mathematical Literacy at NQF Level 3.

Recognition of prior learning:

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence should be judged according to the general principles of assessment. Learners who have met the requirements of any Unit Standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standard/s. A qualification will be awarded should a learner demonstrate that the exit level outcomes of the qualification have been attained.

Access to the qualification:

Access to this qualification is open bearing in mind the Learning Assumed to be in place.

QUALIFICATION RULES

- > All the Fundamental Component Unit Standards are compulsory (56 credits).
 - > All the Core Component Unit Standards are compulsory (50 credits).
- For the Elective Component learners are required to attain at least 19 out of 264 credits, as follows:
- > For Archiving (i.e. storing advertising information for easy access and retrieving information as required) - at least 19 credits:
 - > Unit Standard Title: Conduct project documentation management to support project processes (10137), Level: 4, Credits: 6
 - > Unit Standard Title: Explain how data is stored on computers (14944), Level: 4, Credits: 7
 - > Unit Standard Title: Process data using information technology (110025), Level: 4, Credits: 5
 - > Unit Standard Title: Use a Graphical User Interface (GUI)-based database application to solve a given problem (117927), Level 4, Credits: 6
 - > For Art Buying (i.e. selecting external resources for art and creative direction according to specified resource requirements) - at least 19 credits:
 - > Unit Standard Title: Gather, record and interpret business related information (115499), Level: 4, Credits: 4
 - > Unit Standard Title: Apply Return on Investment (ROI) theory and practice to a business unit (114209), Level: 4, Credits: 6
 - > Unit Standard Title: Identify and utilise marketing resources to meet objectives (10013), Level: 4, Credits: 4
 - > Unit Standard Title: Identify expertise and resources (10026), Level: 4, Credits: 3
 - > Unit Standard Title: Network locally (14549), Level: 4, Credits: 5
 - > For Artist Assisting (assisting DTP operations) (i.e. preparing and finishing art work and copy for print and delivery according to given specifications) - at least 19 credits:
 - > Unit Standard Title: Liaise with a range of customers of a business (10024), Level: 4, Credits: 4
 - > Unit Standard Title: Realise and review a design (117512), Level: 4, Credits: 15
 - > Unit Standard Title: Use visual communication techniques to represent a concept (117511), Level: 4, Credits: 10
 - > For Brand and Category Assisting (i.e. gathering information relevant for strategy, research or client service, including information regarding billing status, or brands and brand categories, etc; brand information includes local knowledge) - at least 19 credits:
 - > Unit Standard Title: Network locally (14549), Level: 4, Credits: 5
 - > Unit Standard Title: Record raw data (10030), Level: 4, Credits: 3
 - > Unit Standard Title: Analyse new developments reported in the media that could impact on a business sector or industry (13943), Level: 4, Credits: 10
 - > Unit Standard Title: Present information in report format (110023), Level: 4, Credits: 6
 - > Unit Standard Title: Produce accounting reports (117491), Level: 4, Credits: 10
 - > Unit Standard Title: Identify and utilise marketing resources to meet objectives (10013), Level: 4, Credits: 4
 - > Unit Standard Title: Identify expertise and resources (10026), Level: 4, Credits: 3
 - > Unit Standard Title: Handle a range of customer complaints (10025), Level: 4, Credits: 4
 - > Unit Standard Title: Identify customers of the business (10015), Level: 4, Credits: 4
 - > Unit Standard Title: Liaise with a range of customers of a business (10024), Level: 4, Credits: 4
 - > Unit Standard Title: Gather, record and interpret business related information (115499), Level: 4, Credits: 4
 - > Unit Standard Title: Inform client of planned process and follow-up on requests (115500), Level: 4, Credits: 4
 - > Unit Standard Title: Resolve client requests and queries (115498), Level: 4, Credits: 4
 - > For Creative Directing/Art Directing Secretaries (i.e. producing and managing creative or client service documentation and organising meetings according to given requirements) - at least 19 credits:
 - > Unit Standard Title: Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet (116943), Level: 4, Credits: 3
 - > Unit Standard Title: Plan, organise and support project meetings and workshops (10136), Level: 4, Credits: 4
 - > Unit Standard Title: Generate information and reports for internal and external use (110000), Level: 4,

Credits: 10

- > Unit Standard Title: Present information in report format (110023), Level: 4, Credits: 6
- > Unit Standard Title: Liaise with a range of customers of a business (10024), Level: 4, Credits: 4
- > Unit Standard Title: Monitor, evaluate and communicate project schedules (10143), Level: 4, Credits: 4
- > Unit Standard Title: Monitor marketing information flow and collect process marketing data (10027), Level: 4, Credits: 4

> For Media Analysis (i.e. collecting information regarding media, that meets media planning requirements) - at least 19 credits:

> Unit Standard Title: Access, process, adapt and use data from a wide range of texts (115792), Level: 5, Credits: 5

- > Unit Standard Title: Analyse and interpret data and marketing information (10056), Level: 5, Credits: 8
- > Unit Standard Title: Collect and use data to establish complex statistical and probability models and solve related problems (7465), Level: 4, Credits: 5
- > Unit Standard Title: Edit, Code and Capture data (10031), Level: 4, Credits: 5
- > Unit Standard Title: Explain how data is stored on computers (14944), Level: 4, Credits: 7
- > Unit Standard Title: Monitor marketing information flow and collect process marketing data (10027), Level: 4, Credits: 4
- > Unit Standard Title: Process data using information technology (110025), Level: 4, Credits: 5
- > Unit Standard Title: Use a Graphical User Interface (GUI)-based database application to solve a given problem (117927), Level: 4, Credits: 6

> For Production Accounts Processing (i.e. processing production accounts against given budgets) - at least 19 credits:

- > Unit Standard Title: Record business financial transactions (114736), Level: 4, Credits: 5
- > Unit Standard Title: Finalise and interpret accounts (114741), Level: 4, Credits: 4
- > Unit Standard Title: Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget (10134), Level: 4, Credits: 6
- > Unit Standard Title: Compile debtor correspondence in accordance with legislation and standard procedures (116598), Level: 4, Credits: 6
- > Unit Standard Title: Interpret basic financial statements (117156), Level: 4, Credits: 4

> For Production Assisting (i.e. supporting advertising productions according to given production management requirements) - at least 19 credits:

- > Unit Standard Title: Conduct project documentation management to support project processes (10137), Level: 4, Credits: 6
- > Unit Standard Title: Contribute to project initiation, scope definition and scope change control (13835), Level: 4, Credits: 9
- > Unit Standard Title: Fulfill procurement activities and supervise procurement administration (10142), Level: 4, Credits: 8
- > Unit Standard Title: Implement project administration processes according to requirements (10139), Level: 4, Credits: 5
- > Unit Standard Title: Monitor, evaluate and communicate project schedules (10143), Level: 4, Credits: 4
- > Unit Standard Title: Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget (10134), Level: 4, Credits: 6

> For Strategy Data Gathering (i.e. gathering information relevant for strategy, research or client service, including information regarding billing status, or brands and brand categories, etc; brand information includes local knowledge) - at least 19 credits:

- > Unit Standard Title: Follow sampling requirements (10028), Level: 4, Credits: 9
- > Unit Standard Title: Record raw data (10030), Level: 4, Credits: 3
- > Unit Standard Title: Gather, record and interpret business related information (115499), Level: 4, Credits: 4
- > Unit Standard Title: Generate information and reports for internal and external use (110000), Level: 4, Credits: 10
- > Unit Standard Title: Monitor marketing information flow and collect process marketing data (10027), Level: 4, Credits: 4
- > Unit Standard Title: Present information in report format (110023), Level: 4, Credits: 6
- > Unit Standard Title: Process data using information technology (110025), Level: 4, Credits: 5
- > Unit Standard Title: Identify and utilise marketing resources to meet objectives (10013), Level: 4, Credits: 4
- > Unit Standard Title: Identify expertise and resources (10026), Level: 4, Credits: 3

- > For Traffic Assisting (i.e. allocating resources to advertising jobs according to delivery (traffic) requirements) - at least 19 credits:
 - > Unit Standard Title: Operate an inter-departmental traffic system (10036), Level: 4, Credits: 8
 - > Unit Standard Title: Contribute to the management of project risk within own field of expertise (10141), Level: 4, Credits: 5
 - > Unit Standard Title: Fulfill procurement activities and supervise procurement administration(10142), Level: 4, Credits: 8
 - > Unit Standard Title: Identify, organise and co-ordinate project life cycle phases for control purposes (10131), Level: 4, Credits: 5
 - > Unit Standard Title: Implement project administration processes according to requirements (10139), Level: 4, Credits: 5
 - > Unit Standard Title: Monitor, evaluate and communicate project schedules (10143), Level: 4, Credits: 4
 - > Unit Standard Title: Schedule project activities to facilitate effective project execution (10133), Level: 4, Credits: 8
 - > Unit Standard Title: Support the project environment and activities to deliver project objectives (10149), Level: 4, Credits: 14

EXIT LEVEL OUTCOMES

1. Communicate with advertising agency stakeholders in a variety of ways in two languages.
2. Use mathematics in advertising and personal applications for specified purposes.
3. Adhere to advertising work ethic and industry accepted practice standards.
4. Describe advertising client requirements, advertising products and advertising business systems in competitive environments.
5. Fulfil specific roles within advertising teams to meet objectives.
6. Describe areas of specialisation in the advertising industry.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Oral and written communication is sustained in a variety of contexts using technology appropriate for specific contexts and stakeholders.
 - > Texts are composed, analysed and evaluated against specified criteria for specific contexts and appropriate responses for specified contexts are compiled.
 - > Creative and functional aspects of language are utilised correctly and appropriately for specific contexts.
 - > Language is used effectively within the advertising context.
2.
 - > Financial aspects of personal, business, national and international issues are investigated according to agreed financial and economic principles.
 - > Findings on life-related problems are justified in terms of correct, accurate statistics and probabilities.
 - > Representation, analysis and calculation of shape and motion in 2-and 3-dimensional space are mathematically accurate and justified for specific contexts.
3.
 - > Learner conduct meets agreed ethical requirements at all times.
 - > Team member roles and responsibilities are correctly identified.
 - > Assigned tasks are completed effectively in terms of personal and team resources, and industry accepted practice standards.
 - > Timekeeping requirements are adhered to and assigned tasks are completed within agreed time frames.
 - > Specified industry etiquette is adhered to within specific contexts.
4.
 - > Advertising business systems and products/services are accurately identified and described in terms of business strategy and objectives.
 - > Given client requirements are accurately identified and assigned tasks are completed effectively in terms of client requirements.
5.
 - > Roles and responsibilities required to work in a team are carried out in specific contexts.

> Factors affecting a team within workplace and learning environments are identified correctly.

6.

> Information regarding areas of specialisation within advertising processes is gathered from sources appropriate for the type of information and the purpose of information gathering.

> Description of operations relevant for specialisation areas is accurate.

Integrated assessment

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the assessment of learners for the qualification and any of the Unit Standards that make up this qualification.

The assessment criteria in the unit standards are performance-based, assessing applied competence, rather than only underpinning knowledge, or skills. The Critical Cross-Field Outcomes are also achieved in the unit standards. In addition to the competence assessed to achieve the unit standards, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to occupational and learning contexts. Assessment approaches used should be appropriate for assessing applied competence. Integrated assessment is meaningful if there are clear relationships between the purpose statement, exit level outcomes and integrated assessment of this qualification.

Learners who qualify must be able to integrate concepts, ideas and behaviours across unit standards to achieve the purpose of the qualification. Evidence (as specified in the associated assessment criteria) is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and in an integrated way, and thus its purpose.

Evidence of integration required by the exit level outcomes may be presented by learners when being assessed against the unit standards, and separate assessment for integration against the exit level outcomes may not be necessary. Workplace experience can be recognised when assessing towards this qualification. Integrated assessment should include observable performance (skills) as well as the quality of thinking (knowledge) behind such performance. Formative assessment can be employed during learning towards the unit standards and during integration to achieve exit level outcomes, to ensure that integration takes place when summative assessment is employed.

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

- > Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. Remember that the learner needs to be declared competent in terms of the qualification purpose and exit level outcomes.
- > Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- > Make sure evidence is gathered across the entire range, wherever it applies.

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

- > Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- > Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
- > Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.
- > Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of qualification.

All assessments should be conducted in line with the following well-documented principles:

- > Appropriate: The method of assessment is suited to the performance being assessed.
- > Fair: The method of assessment does not present any barriers to achievements, which are not related to the evidence.

- > Manage: The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- > Integrate into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- > Valid: The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
- > Direct: The activities in the assessment mirror the conditions of actual performance as close as possible.
- > Authentic: The assessor is satisfied that the work being assessed is attributable to the learner being assessed.
- > Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > Open: Learners can contribute to the planning and accumulation of evidence. Learners for assessment understand the assessment process and the criteria that apply.
- > Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors.

INTERNATIONAL COMPARABILITY

Although the advertising industry in South Africa is relatively small, it is internationally acclaimed as one of the industry leaders in terms of its outputs. The leading international agencies are based in the United States of America, Europe (United Kingdom, and France) and Japan. Information about French and Japanese qualifications was inaccessible due to the (French or Japanese) language of publication.

In the United States of America, programmes are aimed at various higher level learners, including advertising media planners, traffic personnel, copywriters, illustrators, directors, account executives, etc. The lowest level of qualifications is at the equivalent of NQF Level 5. There are no equivalent qualifications at the level of this South African qualification, and, therefore, no direct comparison is possible. At the equivalent level, short courses are offered mostly by private providers. For example, entry level account executives, referred to as Assistant Account Executives, are required to be able to do clerical tasks, analyse client competitor information, participate in meetings, write reports, and coordinate schedules with the creative, media, and research departments. These aspects are addressed in the elective component of this South African qualification. Assistant art directors in the United States of America are required to be able to prepare paste-ups of ads, and do rough lettering, assist with designing layouts and storyboards, develop the advertising concepts, and over-see the print photography or filming of commercials. Assistant planners are required to calculate the reach and frequency of specific vehicles, use computers to access media data banks and calculate figures needed for the media plan. Junior buyers are required to maintain schedules and track expenditures, follow buying procedures and terminology, and negotiate quotes. Entry-level media researchers collect facts and figures, ratings and audience composition information. The equivalents of all these competencies are addressed in this South African qualification in the elective unit standards.

In the United Kingdom there are qualifications of equal duration at a level below this South African qualification, namely, the Level 3 Certificate in Advertising and Promotion and the Level 3 Certificate in Advertising Design and Art Direction. The Certificate in Advertising and Promotion includes learning regarding advertising roles and strategies, campaign development, campaign realisation, applying specialist knowledge and skills to problem solving, planning and developing advertising ideas and advertising design. The Certificate in Advertising Design and Art Direction includes learning regarding developing design solutions for advertising, campaign visual identities, design campaign and brand extensions and applying specialist knowledge and skills to problem solving. These two United Kingdom qualifications focus more on creative competence than this South African qualification. In South Africa, these competencies are addressed in other qualifications at a higher level.

In Africa, Botswana learning programmes focus mainly on multi-media. In Namibia, advertising qualifications are placed within the field of Visual Arts, as is the case in South Africa, and qualifications start at a level above the level of this qualification, for example, a Bachelor's degree in Art for Advertising, including typography, graphic design, African arts, colour theory, and illustration.

The South African qualification is a local innovation, and it provides entry into the advertising world at a level below that of most other countries. Direct comparison, therefore, is not possible, but this qualification provides access to higher level qualifications that compare internationally, and is set to provide a competitive advantage for South African companies by ensuring effective use of resources.

ARTICULATION OPTIONS

Vertical articulation is possible with the following qualifications:

- > National Certificate: Management (NQF Level 5), NLRD ID: 1093
- > National Certificate: Management and Administration (NQF Level 5), NLRD ID: 49126
- > National Certificate: Marketing Management (NQF Level 5), NLRD ID: 21170

Horizontal articulation is possible with the following qualifications:

- > Further Education and Training Certificate: Trade exhibitions (NQF Level 4), NLRD ID: 49276
- > Further Education and Training Certificate: Fundraising (NQF Level 4), NLRD ID: 48854
- > Further Education and Training Certificate: Marketing Communications (NQF Level 4), NLRD ID: 20903
- > Further Education and Training Certificate: New Venture Creation (SMME) (NQF Level 4), NLRD ID: 23953
- > Further Education and Training Certificate: Management and Administration (NQF Level 4), NLRD ID: 49129
- > Further Education and Training Certificate: Business Administration Services (NQF Level 4), NLRD ID: 35928
- > Further Education and Training Certificate: Generic Project Management (NQF Level 4), NLRD ID: 21160
- > Further Education and Training Certificate: Marketing Management (NQF Level 4), NLRD ID: 20899
- > Further Education and Training Certificate: Marketing Research (NQF Level 4), NLRD ID: 20894

MODERATION OPTIONS

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification.

Particular moderation and accreditation requirements are:

- > Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the unit standards that make up this qualification must also be accredited through the relevant ETQA.
- > The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed here.
- > Moderation must include both internal and external moderation of assessments for the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the qualification.
- > Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.
- > Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

To register as an assessor, the following are required:

- > A qualification in advertising or marketing at NQF Level 5 or above.
- > Registration as an assessor with the relevant ETQA.

NOTES

N/A

UNIT STANDARDS

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	10020 Demonstrate an understanding of the competitive environment	Level 4	4	Reregistered
Core	10022 Comply with organisational ethics	Level 4	4	Reregistered
Core	10324 Describe features, advantages and benefits of a range of products or services	Level 4	6	Reregistered
Core	114589 Manage time productively	Level 4	4	Registered

Core	117513	Use knowledge of self to make a life decision in the creative world	Level 4	5	Registered
Core	117729	Describe different business systems and their interdependence within an organisation	Level 4	5	Registered
Core	117730	Describe the alignment of the business system to the business strategy and objectives	Level 4	4	Registered
Core	119462	Engage in sustained oral/signified communication and evaluate spoken/signified texts	Level 4	5	Registered
Core	120379	Work as a project team member	Level 4	8	Registered
Core	15096	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5	Registered
Elective	7465	Collect and use data to establish complex statistical and probability models and solve related problems	Level 4	5	Reregistered
Elective	10013	Identify and utilise marketing resources to meet objectives	Level 4	4	Reregistered
Elective	10015	Identify customers of the business	Level 4	4	Reregistered
Elective	10024	Liaise with a range of customers of a business	Level 4	4	Reregistered
Elective	10025	Handle a range of customer complaints	Level 4	4	Reregistered
Elective	10026	Identify expertise and resources	Level 4	3	Reregistered
Elective	10027	Monitor marketing information flow and collect process marketing data	Level 4	4	Reregistered
Elective	10028	Follow sampling requirements	Level 4	9	Reregistered
Elective	10030	Record raw data	Level 4	3	Reregistered
Elective	10031	Edit, Code and Capture data	Level 4	5	Reregistered
Elective	10036	Operate an inter-departmental traffic system	Level 4	8	Reregistered
Elective	13843	Support the project environment and activities to deliver project objectives	Level 4	14	Draft
Elective	13943	Analyse new developments reported in the media that could impact on a business sector or industry	Level 4	10	Reregistered
Elective	14549	Network locally	Level 4	5	Registered
Elective	14944	Explain how data is stored on computers	Level 4	7	Registered
Elective	110000	Generate information and reports for internal and external use	Level 4	10	Registered
Elective	110023	Present information in report format	Level 4	6	Registered
Elective	110025	Process data using information technology	Level 4	5	Registered
Elective	114209	Apply Return on Investment (ROI) theory and practice to a business unit	Level 4	6	Registered
Elective	114736	Record business financial transactions	Level 4	5	Registered
Elective	114741	Finalise and interpret accounts	Level 4	4	Registered
Elective	115498	Resolve client requests and queries	Level 4	4	Registered
Elective	115499	Gather, record and interpret business related information	Level 4	4	Registered
Elective	115500	Inform client of planned process and follow-up on requests	Level 4	4	Registered
Elective	116598	Complete debtor correspondence in accordance with legislation and standard procedures	Level 4	6	Registered
Elective	116943	Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph/charts to a spreadsheet	Level 4	3	Registered
Elective	117156	Interpret basic financial statements	Level 4	4	Registered
Elective	117491	Produce accounting reports	Level 4	10	Registered
Elective	117511	Use visual communication techniques to represent a concept	Level 4	10	Registered
Elective	117512	Realise and review a design	Level 4	15	Registered
Elective	117927	Use a Graphical User Interface (GUI)-based database application to solve a given problem	Level 4	6	Registered
Elective	120372	Explain fundamentals of project management	Level 4	5	Registered
Elective	120373	Contribute to project initiation, scope definition and scope change control	Level 4	9	Registered
Elective	120374	Contribute to the management of project risk with own field of expertise	Level 4	5	Registered
Elective	120375	Participate in the estimation and preparation of cost budget for a project or sub project and monitor and control actual cost against budget	Level 4	6	Registered
Elective	120376	Conduct project documentation management to support project processes	Level 4	6	Registered
Elective	120381	Implement project administration processes according to requirements	Level 4	5	Registered
Elective	120382	Plan, organise and support project meetings and workshops	Level 4	4	Registered
Elective	120384	Develop a simple schedule to facilitate effective project execution	Level 4	8	Registered
Elective	120386	Provide procurement administration support to a project	Level 4	7	Registered
Elective	120387	Monitor, evaluate and communicate simple project schedules	Level 4	4	Registered
Elective	10056	Analyse and interpret data and marketing information	Level 5	8	Reregistered

Elective	115792	Access, process, adapt and use data from a wide range of texts	Level 5	5	Registered
Fundamental	119457	Interpret and use information from texts	Level 3	5	Registered
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	119472	Accommodate audience and context needs in oral/sign communication	Level 3	5	Registered
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	9016	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Reregistered
Fundamental	12153	Use the writing process to compose texts required in the business environment	Level 4	5	Reregistered
Fundamental	12154	Apply comprehension skills to engage oral texts in a business environment	Level 4	5	Reregistered
Fundamental	12155	Apply comprehension skills to engage written texts in a business environment	Level 4	5	Reregistered
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5	Registered

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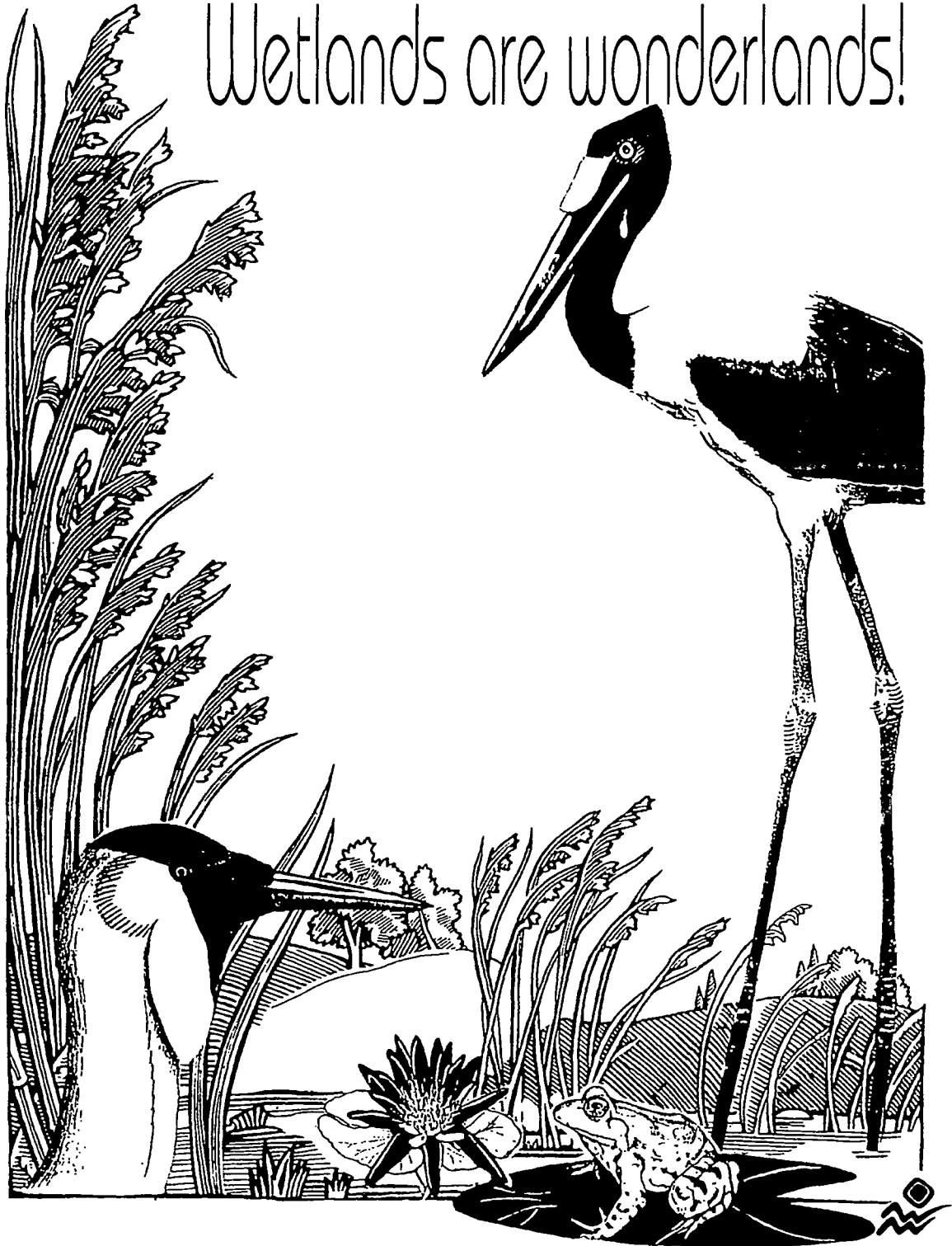
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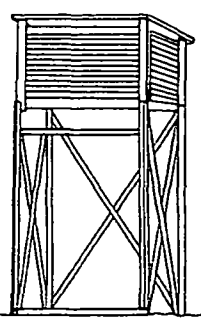
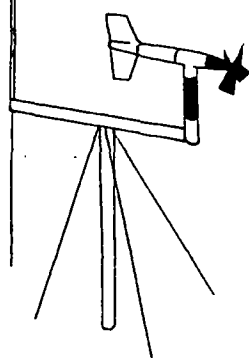
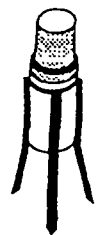
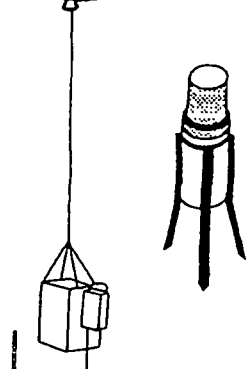


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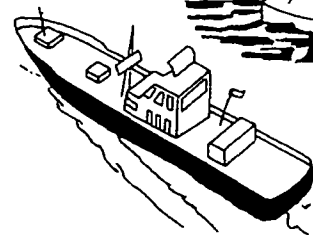
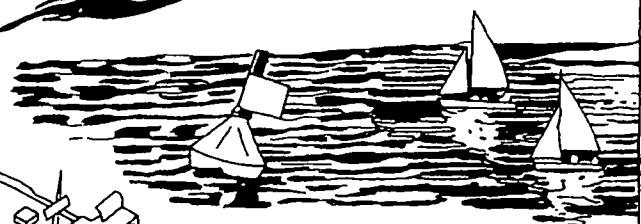
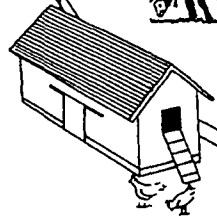
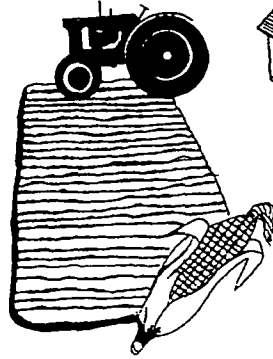
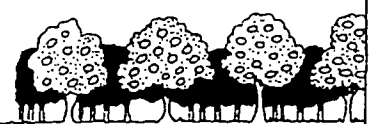
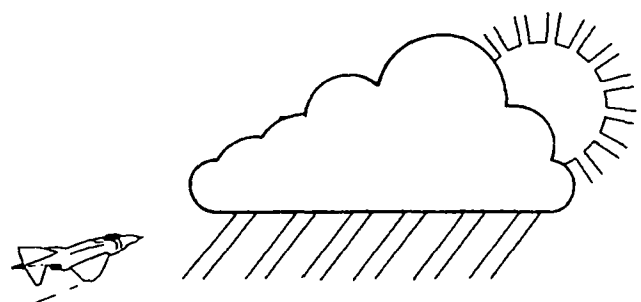


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