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Lyttelton
0140
South Africa

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Lyttelton
0157
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Vocational Course(NQF Level 3)

Surname of learner: _____

Full names of learner: _____

ID-number: _____

Support centre: (if applicable) _____

Year: _____



(Colour passport photo)

Signature of Account Holder: _____

Signature of Guardian: _____

Date of application:

____/____/____
y y y y m m d d

Vocational Course (NQF Level 3) Enrolment Form 2012



Information and instructions to assist in the completion of this application.

If this application has been completed correctly, and has been signed by a Delta representative, this becomes a legally binding contract.

This application is divided into various sections. These sections relate to each other:

- Start with Section 1 and follow the order of the application.
- Not all the sections may be applicable to you.
- Please note the conditions in each section.

The sections are as follows:

1. Account holder's information
2. Guardian's information
3. Learner's information: Vocational Course (NQF level 2)
4. Payment information
5. Standard agreement

Supplementary information about the courses is also attached – these pages are only for your information and need not be faxed back.

If you enrol more than one learner at Delta or Delta Vocational Centre, ensure that you complete a copy of the applicable section for each additional learner. You are free to copy the applicable section as per your requirements.

- Please complete this application using a black pen.
- Please print.
- Please mark check boxes clearly with a cross.

Clearly legible information avoids unnecessary mistakes and is beneficial for both parties.


Please note:

- Instalments to be paid in full by the 30th of April 2012
- Instalments may not be more than 60 days in arrears
- If instalments are in arrears, Delta will terminate all services and will withhold exam entry and reports until instalments are up to date.
- Payment by instalments are not offered for all courses.
- Discounts are only applicable to second and further children in the same family, in grade 1 to 7, and who take the standard package; as well as learners in grade 1 to 12 that are enrolled at registered help centres.
- Bank charges will be charged to the client if cheques or debit orders return unpaid.
- The account number, or else the account holder's ID number, must be used as reference.
- No cancellations will be allowed and no refunds will be given.

Furthermore please note that certain documents must be attached to this application as indicated in the different sections. Without these additional documents this application will be regarded as incomplete.

- This application must be signed by the accountable person.
- Initial each page of this application that does not require a signature.
- Incomplete applications will not be accepted.

His light shines through!


Pieter Botha
Owner

VOCATIONAL COURSE (NQF LEVEL 3)



NQF Level 3 - 2012

1. Account holder

The account holder is responsible for the payments on the account, and accounts will be sent to this address. Always complete.

Marketer's registration no.

Where did you hear about Delta?
 Farmer's Weekly Go! Other: _____
 Joy From friends
 You Web page

Client status information

New client 2012
 Continue from 20 ____
 Existing client

Existing account number
eg. ZAED-00000



Centre/Tutor name

General information (Compulsory)

Title Mr Mrs Miss Ms Initials
 Prof Dr Rev Other

Christian names

Surname

ID Number Type of ID document SA ID
 SA passport
 Other: _____

Certified copy of ID attached: Total of learners herewith enrolled: _____

Mail details (Compulsory)

All material will be sent to you via the South African postal services, or a courier of our choice. No material will be made available at the Delta offices, unless you arrange with us to collect it here. All correspondence will be done by e-mail. If you don't have an e-mail address, we will fax or mail it to you.

Postal/delivery address: Street/residential address:
For post office delivery For courier delivery
Suburb Suburb
Postal code Area code
Country Province/ in SA: LP GP NW MP KZN
state FS NC EC WC Other: _____

Contact details (Compulsory)

Fixed line no. by day Fixed line no. in the evening
Cell phone no. 1 Cell phone no. 2
Cell phone no. for SMS's Fax no.
E-mail address

Standard agreement:

The account holder and guardian is the same person YES NO

I agree with the terms and conditions in the standard agreement as indicated in the contract.

I _____ will act accordingly. Signed at _____ on ____/____/____

Signature of Account Holder

Signature of Guardian

Signature of Delta representative

Date: ____/____/____



VOCATIONAL COURSE (NQF LEVEL 3)



NQF Level 3 - 2012

2. Guardian

The account holder is responsible for the payments on the account, and accounts will be sent to this address. Always complete.

Marketer's registration no.

Where did you hear about Delta?
 Farmer's Weekly Go! Other: _____
 Joy From friends
 You Web page

Client status information

New client 2012
 Continue from 20 ____
 Existing client

Existing account number
eg. ZAED-00000



Centre/Tutor name

General information (Compulsory)

Title Mr Mrs Miss Ms Initials
 Prof Dr Rev Other

Christian names

Surname

ID Number Type of ID document SA ID
 SA passport

Certified copy of ID attached: Total of learners herewith enrolled: _____ Other: _____

Mail details (Compulsory)

All material will be sent to you via the South African postal services, or a courier of our choice. No material will be made available at the Delta offices, unless you arrange with us to collect it here. All correspondence will be done by e-mail. If you don't have an e-mail address, we will fax or mail it to you.

Postal/delivery address: Street/residential address:

For post office delivery For courier delivery

Suburb Suburb

Postal code Area code

Country Province/ in SA: LP GP NW MP KZN
 FS NC EC WC Other: _____

Contact details (Compulsory)

Fixed line no. by day Fixed line no. in the evening

Cell phone no. 1 Cell phone no. 2

Cell phone no. for SMS's Fax no.

E-mail address

Standard agreement:

The account holder and guardian is the same person YES NO

I agree with the terms and conditions in the standard agreement as indicated in the contract.

I _____ will act accordingly. Signed at _____ on _____ / _____ / _____

Signature of Account Holder _____ Signature of Guardian _____ Signature of Delta representative _____ Date: _____ / _____ / _____



VOCATIONAL COURSE (NQF LEVEL 3)



NQF Level 3 - 2012

3. Learner (Grade 11)

Please use an additional copy for each learner (please copy the incomplete form if deemed necessary – or find the form on the information DVD). Please complete this section for a learner taking a vocational course at NQF level 3.

Language preference Afrikaans Engels
 Gender Female Male

Learner status information

New learner 2012
 Continue from 20 ____
 Existing learner

Existing account number
 eg. ZAED-00000



Centre/Tutor name

General information (Compulsory)

Christian names
 Surname
 Initials
 ID Number Type of ID document SA ID Other: _____ SA passport

Contact details (Compulsory)

Fixed line no. by day eg: +27 (SA) eg: code: 12 eg: Number: 3456789
 Fixed line no. in the evening eg: +27 (SA) eg: code: 12 eg: Number: 3456789
 Cell phone no. 1
 Cell phone no. 2
 Cell phone no. for SMS's Fax no.
 E-mail address

SAQA ID	Title	Minimum credits	NQF Level	Once-off amount	Mark Choice
73295	National Certificate: Food, beverages & cooking	120	3	R 11 800	<input type="checkbox"/>
63409	National Certificate: W&R operations	120	3	R 11 800	<input type="checkbox"/>
65749	National Certificate: Hairdressing	120	3	R 11 800	<input type="checkbox"/>
65111	National Certificate: Beauty Technology	120	3	R 11 800	<input type="checkbox"/>
64694	National Certificate: Business Administration	120	3	R 11 800	<input type="checkbox"/>
21799	National Certificate: Telecommunications for customer premises equipment	120	3	R 11 800	<input type="checkbox"/>
65409	National Certificate: Building and Civil construction	120	3	R 11 800	<input type="checkbox"/>
63869	National Certificate: Winemaking	120	3	R 11 800	<input type="checkbox"/>
66649	National Certificate: Landscaping	120	3	R 11 800	<input type="checkbox"/>
13678	National Certificate: Dairy Primary	120	3	R 11 800	<input type="checkbox"/>
13633	National Certificate: Welding	120	3	R 11 800	<input type="checkbox"/>
13675	National Certificate: Boiler making	120	3	R 11 800	<input type="checkbox"/>
72051	National Certificate: Electrician	120	3	R 11 800	<input type="checkbox"/>
59669	National Certificate: Fitter & Turner	120	3	R 11 800	<input type="checkbox"/>
78524	National Certificate: Auto Repair & Maintenance	120	3	R 11 800	<input type="checkbox"/>

Instalments	If you have chosen the instalment option add the interest amount to your once-off payment amount.	R 1 200	R
Instalments	ENTRY FEE (R3 700) is payable with application. Subtract entry fee from calculation.	R - 3 700	R
Instalments	Calculate the BALANCE AMOUNT.		R
Instalments	Calculate your monthly instalments by dividing the balance by 3 or less instalments:		R

The account must be paid in full by the 30th of April 2012.

Standard agreement:

The account holder and guardian is the same person YES NO

I agree with the terms and conditions in the standard agreement as indicated in the contract.

I _____ will act accordingly. Signed at _____ on ____/____/____
(full names and surname) y y y y / m m / d d

Signature of Account Holder _____ Signature of Guardian _____ Signature of Delta representative _____ Date: ____/____/____
y y y y / m m / d d



4. Payment Information

Repeat the ID no. of the Account Holder

eg. ZASD-00000

_____ - _____

4.A Once Off

Cash Cheque EFT Credit Card

Date of payment

____/____/____

Total

R _____ ,

Credit card payments may be done at the Delta office or on Delta's website <http://www.deltaeducation.co.za/online-payment.aspx>

4.B Instalments

Cash Cheque EFT Credit Card

Amount per month

R _____ ,

Entrance Fee

R _____ ,

Package total

R _____ ,

Payment in _____ equal instalments starting on ____/____/____ of R _____ with the last instalment

____/____/____

4.C Debit Order

✳ Complete only if you want Delta Education to debit your account

Surname

Full names

Account number

Account type Cheque Savings Current

E-mail address

Cell phone no. for SMS

eg: +27 (SA)

eg: code: 12

eg: Number: 3456789

Fax nr.

eg: +27 (SA)

eg: code: 12

eg: Number: 3456789

Bank

Branch

Branch code

Date on which account is debited

- 2nd of each month
 17th of each month

Entrance Fee

R _____ ,

Amount per month

R _____ ,

Total months

Total

R _____ ,

Bank charges of R 250 will be charged to clients if debit orders return unpaid.
A debit order must be cancelled within 7 working days to avoid deduction.

Grade 0-11

Payment over a maximum period of 10 equal monthly payments. Instalment may not be more than 60 days in arrears. The account must be paid in full by 1 December 2012.

Grade 12

Payment over a maximum period of 4 equal monthly payments. The second instalment must be paid by 1 April 2012, and the full payment by 31 July 2012.

Bank details

FNB

Account number: 6212 365 6425;
Type: Cheque
Branch: Pretoria-Noord
Code: 251045

Standard Bank

Account number: 04232 6141
Type: Cheque
Branch: Vrede
Code: 051001

ABSA

Account number: 4069 361 821
Type: Tjek
Branch: Lyttelton
Code: 632005

**Please supply the account holder's account number (or, if not available, his/her ID number) as reference on the proof of payment.
Please attach proof of payment to this form.**

I _____ (full name and surname) hereby confirm that the information given is correct, and that Delta Education may use it for admin purposes

Signature of account Holder

Signature of Guardian

Signature of Delta representative

Date:

____/____/____



5. Standard Agreement (Delta Vocational NQF Level 3)

Impak Onderwysdiens CC is trading as Delta Education, and is hereafter referred to as "Delta Education".

1. This agreement is applicable to the complete application and becomes a binding contract with the remainder of this application at the signing by the legal guardian, the account holder and Delta's representative. All terms and conditions as mentioned in this information brochure and accompanying application form will be binding after the signing of the contract by both parties.
2. I/we acknowledge and agree that the final responsibility for the education and training of my/our child(ren) remains with myself/us as parent(s) and that Delta Education is merely a provider of products and services as an aid to support myself/us in my/our education and training responsibilities, and that this is not an enrolment at the Department of Education.
3. I/we understand and agree that this contract must be accompanied with a certified copy of the account holder's identity document before any product or service will be delivered or rendered.
4. I/we understand and agree that this contract must be accompanied with a proof of payment (the full amount, or the entry fee with a signed debit order instruction) before any product or service will be delivered or rendered.
5. Furthermore I/we agree to thoroughly check and verify the package received from Delta Education within five (5) calendar days. In the event that the content differs from the included control sheet, I/we undertake to notify Delta Education's offices before the expiry of the five (5) day window period in writing. All corrections that are reported after the five (5) day window period will be at my/our expense, this includes postage, packaging and production costs.
6. I/we acknowledge and agree that Delta Education's products and services will remain the property of Delta Education as long as payments are due to Delta Education.
7. I/we confirm hereby that I/we take full and final responsibility for the grade choice, subject choices and subject combination choice as stated in the Learner's/Candidate's Information section(s).
8. With the signing of this contract I/we undertake to pay Delta Education according to the agreed contracted amount according to the stated settlement information as stated above in spite of any disputes that might arise between myself/us and Delta Education.
9. **I/we realise and undertake to settle our outstanding balance and account according to this agreement by the 1st of December 2012 in full.**
10. **I/we understand and agree that a re-enrolment will not be considered by Delta Education unless the previous year's account has been settled in full.**
11. I/we understand and agree that in the event that I/we have to make settlement payments for Delta products or programmes interest will be added to the settlement amount (as regulated by the Usury Act) and that any and all administrative fees and bank charges that may arise from the instalments will be added and invoiced additionally.
12. I/we understand and agree that discounts only apply to second and further children in the same family in grades 1 to 7 taking the standard home education package; as well as learners in grades 1 to 12 that are enrolled at registered support centres.
13. I/we understand and agree that Delta Education has the right to terminate the delivery of products and services in the event that I/we are 60 days in arrears, and that Delta Education has the right to undertake legal action to collect outstanding fees. Furthermore any and all accumulating fees will be added to my/our account.
14. I/we agree that fees of grade 12 candidates will be paid in cash or in four (4) equal instalments (with the final instalment being paid in full by the 31st of July 2012) and that the **preliminary exam and qualification** will be withheld until the account has been settled in full.
15. I/we undertake to inform Delta Education immediately in writing of any changes in terms of any of my/our contact details and that the changes will come into effect on receipt of the written notification and that all costs and expenses that may result from our refusal to inform Delta Education of any changes will be added to my/our account.
16. I/we hereby undertake to adhere to Delta Education's year programme, functions and exam arrangements and rules.
17. I/we hereby safeguard Delta Education and its representatives from accountability, claims and legal action in the event that my/our child(ren) are injured or die during Delta functions or under Delta supervision.
18. I/we grant permission to Delta Education to refuse my/our child(ren) the use of alcohol, drugs and tobacco products during events and functions organised or hosted by Delta Education. Furthermore Delta Education or its representative has the right in the event that my/our child(ren) is/are guilty of such an offense to refuse permission, access to further attendance at similar events and/or functions and will be removed from the venue at my/our expense.
19. Referring to the indemnity stated in point , I/we grant permission that Delta Education may transport my/our child(ren) during an event/function and that Delta or its representative has the right, within legal laws, to body search or test my/our child(ren) for any illegal substances, including substances mentioned in point .
20. I/we hereby agree to read Delta Education's newsletter, accounts and notices.
21. I/we hereby acknowledge and accept that Delta Education has a **14 working day** window period to send its product(s) after proof of payment has been received and after the **5th of January 2012**.
22. Unless specified differently in the annual Delta Education handout, I/we accept that all national and international delivery costs, for whatever reason, including shipping, postage, packaging, handling and product costs will be for my/our account.
23. I/we will not reproduce, copy or allow the reproduction of any product or programme under my/our supervision. I/we agree to a fine of a minimum of R100 000 (one hundred thousand rand) with regard to this offence. Such a fine/accountability/compensation can be more if more damage can be proven by Delta Education.
24. I/we agree that Delta Education or its nominated representative has access to my/our personal property, computers and storage space for the purpose of protecting of Delta's rights, without prior notification.

25. I/we hereby declare that I/we are aware that certain subjects have additional expenses of approximately R1 000 (or more), for example: the purchasing of computer software, drafting sets, equipment for experiment/tests that have to be performed for the practical components of certain subjects, etc.
26. I/we hereby certify that I/we are aware of an additional fee of R800 (eight hundred rand) per subject that will be charged for subject changes.
27. I/we hereby declare that I/we am/are aware that Delta Education and its subject advisors are not responsible for the presentation of any additional, extra or remedial classes. If my/our child(ren) require/s any such additional help, I/we can request these classes at an additional fee that I/we must arrange individually with the subject advisor.
28. I/we accept and acknowledge that I/we am/ are **fully responsible** for the full settlement of our account at Delta Education, in spite of my/our agreement with or **cancellation** of my/our agreement with the support centre, tutors or other institution, or even with Delta Education.
29. I/we accept and acknowledge that in the event that if my/our child(ren) is/are enrolled at a support centre, I/we am/are not entitled to receiving memorandums or facilitator guides or any such guides which will be kept at the support centre. However if I/we require these guides, I/we acknowledge and agree that I/we will forfeit the support centres price and will be charged the full home schooling package and I/we will be invoiced accordingly.
30. I/we declare that I/we am/are aware that the matric certificate will be issued by Umalusi, and that the examination board where I/we are registered is the Exam Board.
31. Delta Education has the right to verify the information entered onto this application form, including but not limited to, enquiries from the National Credit Board, bank or other business institutions.
32. I/we hereby declare and confirm that I/we am/are not bound by a court order (including administration, sequestration and/or liquidation), and that according to my/our knowledge no such action is pending in the near future.
33. By signing this agreement I/we declare that I/we am/are fully familiar and aware of the nature, quality and content of Delta's products and services and accept the presentation as it is, without guarantee. It is my/our resolution to teach my/our child(ren) at home with the help of Delta's products and services and that **no cancellation or refund** for whatever reason can be expected after the signing of this agreement.
34. I/we accept the jurisdiction of the Pretoria Magistrate's Court for any and all legal actions that may follow or result from the breach of this agreement.
35. This document embodies the full information and enrolment contract and the agreement between myself/us and Delta Education and the Pestalozzi Trust. Any addition or change to this is null and void, unless the change has been recorded in writing and has been agreed upon and signed by both parties.

Signature of Account Holder: _____

Date: / / Place: _____
 y y y y m m d d

Signature of Guardian: _____

Date: / / Place: _____
 y y y y m m d d

Delta Education representative: Name: _____

Signature of Delta Vocational representative: _____

Date: / / Place: _____
 y y y y m m d d



Vocational Course Supplementary Information

Certificate: Reception Operations and Services, NQF level 2 (SAQA ID: 22914)

Purpose and rationale of the qualification

The Reception Operation and Services qualification is designed for those undergoing training or employed in a front office situation, for example in hotels and restaurants. Its design is intended to reflect both the international nature of the industry and the country or culture-specific activities that are essential to meet the customer needs.

Learning assumed to be in place and recognition of prior learning

Language, Literacy and Communication; Mathematical Literacy at NQF level 2. This Qualification may be achieved in whole or part through the recognition of prior learning (RPL).

Exit level outcomes

- Dealing with all reception related security issues.
- Dealing with full range of customer types and needs, including making referrals, where appropriate.
- Adopting most suitable personal competences in both individual and team situations.
- Applying safe working practices including basic first aid in all reception related situations.
- Taking most appropriate action when safely dealing with fire.
- Handling both the reception and departure of guest according to best operating practices.
- Dealing with all front office procedures in terms of documentation, settlement of accounts, petty cash and banking.
- Processing, recording and confirming guest advance reservations according to correct tariff type.
- Opening, presenting and closing guest accounts using most appropriate methods.
- Marketing and selling hotel products to maximise sales and meet customer needs.

Total credits (minimum required: 120)

National Certificate: Accommodation Services, NQF level 2 (SAQA ID: 14110)**Purpose and rationale of the qualification**

This qualification has been developed for the accommodation industry. It brings together all aspects of housekeeping and basic supervision. This qualification will professionalise the industry and is applicable to all sectors, from small bed and breakfasts to large-scale hotels. The qualification leads to the accommodation services diploma and provides articulation with Gaming, Travel and other Tourism industries.

Learning assumed to be in place and recognition of prior learning

It is assumed that a GEC certificate or equivalent has been obtained by the candidate at level 1. No previous learning is recognised.

Core Component (55 credits)

ID	Unit standard title	NQF level	Credits
7606	Clean floors and floor coverings	2	1
7793	Describe layout, services and facilities of the organisation	2	1
7801	Describe the sectors of the Hospitality, Travel and Tourism Industries	2	2
7612	Handle and dispose of waste	2	1
7608	Handle and store cleaning equipment and materials	2	1
7799	Maintain a safe working environment	2	2
7602	Prepare beds and handle linen and bed coverings	2	2
7605	Service guest bedroom areas	2	1
7603	Service toilet and bathroom areas	2	2
7860	Introduce new staff to the workplace	3	1
7796	Maintain a secure working environment	3	1
7844	Contribute to the identification of short-term supply needs	4	1
7821	Develop self within the job role	4	3
7869	Maintain a preventative maintenance programme	4	3
7846	Maintain the cleaning programme for own area of responsibility	4	2
7658	Maintain the housekeeping service	4	4
7839	Maintain the receipt, storage and issue of goods	4	5
7836	Monitor customer satisfaction	4	3
7827	Source information about self-employment opportunities	4	3
7818	Conduct on-the-job coaching	Pending	5
7884	Control and order stock	Pending	4
7868	Monitor and maintain health, safety and security	Pending	4
7866	Plan, organise and monitor work in own area of responsibility	Pending	3

Fundamental Component (31 credits)

ID	Unit standard title	NQF level	Credits
7800	Maintain health, hygiene and a professional appearance	1	1
7812	Perform basic calculations	2	3
7794	Communicate verbally	3	8
11235	Maintain effective working relationships with other members of staff	3	1
7790	Process incoming and outgoing telephone calls	3	3
7791	Display cultural awareness in dealing with customers and colleagues	4	4
7822	Prepare written communications	4	3
7789	Provide Customer Service	4	8

Elective Component (a minimum of 34 credits, 35 for this course)

ID	Unit standard title	NQF level	Credits
7638	Maintain housekeeping supplies	3	3
7657	Maintain a clean linen supply	3	3
7782	Analyse a business and determine the way it functions	4	3
7784	Communicate in a business environment	4	6
7785	Function in a business environment	3	4
7786	Operate a Computer	3	8
7787	Sell products or services	Pending	8

Total credits (minimum required: 120)

121

Purpose and rationale of the qualification

The National Certificate: Wholesale and Retail Operations, addresses skills and competencies for enabling entry-level employment and positions. The qualifying learner will to access opportunities for further development and training in the specialised areas of Wholesale and Retail such as operations, administration, merchandising, stock control, customer service, visual display merchandising, and help desk operations.

After successful completion of this qualification learners will be able to understand the sector in which they work, provide customers with a high level of service, and operate effectively and efficiently in their area of specialisation.

This qualification has been developed to allow people within the industry to advance in an area of specialisation or to move into other areas of specialisation in the sector.

The Wholesale and Retail environment buys and sells a wide range of products and stock form manufacturers to the end user/consumer. Throughout this process a number of people perform a variety of functions. These functions can vary according to the size and type of organisation.

Each of these functions may in its own right lead to a whole career in the industry. These functions include help desk operating, sales staff, merchandising, warehousing, wholesaling, buying/purchasing, administration, credit management, and management.

Industry is characterised by a wide variety of organisations from very small wholesale and retail operators to major national and international chain corporations. These include spaza/house shops, independent stores, chain stores, small and large wholesalers, franchisers, distribution centres, tele-marketing organisations, and external contractors.

The industry is labour intensive and service driven. The sector requires specific skills and abilities in order to remain profitable thereby increasing growth and job opportunities. This qualification is aimed at individuals entering the sector for the first time, informal/business owners as well as individuals working in entry level occupations in the sector.

This qualification is designed to provide the skills and abilities for people working in or looking for a career-path in wholesale and retailing:, sme retailing, help desks, chain stores, merchandising, or wholesaling.

Learning assumed to be in place and recognition of prior learning

It is assumed that learners accessing this qualification are competent in Communication at NQF Level 1; Mathematical Literacy at NQF Level 1. The structure of this Unit Standard-based Qualification makes the Recognition of Prior Learning possible.

Core Component (23 credits)

ID	Unit standard title	NQF level	Credits
117887	Complete basic business calculations	2	5
114895	Define the core concepts of the wholesale and retail environment	2	10
114903	Interact with customers	2	8

Fundamental Component (36 credits)

ID	Unit standard title	NQF level	Credits
119463	Access and use information from texts	2	5
9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	2	3
7480	Demonstrate understanding of rational and irrational numbers and number systems	2	3
9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	2	3
119454	Maintain and adapt oral/signed communication	2	5
119460	Use language and communication in occupational learning programmes	2	5
7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2
9007	Work with a range of patterns and functions and solve problems	2	5
119456	Write/present for a defined context	2	5

Elective Component (a minimum of 61 credits, 72 for this course)

ID	Unit standard title	NQF level	Credits
13932	Prepare and process documents for financial and banking processes	3	5
14342	Manage time and work processes within a business environment	2	4
14359	Behave in a professional manner in a business environment	2	5
114900	Sell products to customers in a Wholesale and Retail outlet	3	12
114902	Operate a computer in a Wholesale/Retail outlet	2	6
114904	Implement promotional instructions	2	6
114911	Resolve customer queries/complaints	3	8
119666	Determine financial requirements of a new venture	2	8
243673	Identify the role of the fast moving consumer goods merchandiser in the wholesale and retail industry	2	8
243712	Address customer queries in a wholesale environment	3	10

Total credits (minimum required: 120)

Purpose and rationale of the qualification

This qualification is for any individual who is, or wishes to be, involved in the Administration function in any organization or business in any sector, or field as well as in non-commercial organisations such as clubs and charitable organisations. It contains all the competencies, skills and values required by a learner who wishes to access the National Certificate in Business Administration Services at NQF: Level 3.

The core component contains competencies in Information Handling, Communications, Enterprise/customer service, Technology, Organisation skills, Self-development, Teamwork and Business policies and procedures. The elective component allows the learner to gain specialist knowledge, skills and insight in the areas of Reception, Executive Administration, Financial Services and Banking or in the field in which the learner is employed.

Learners working towards this qualification will find that the acquisition of competence in the unit standards, which make up the qualification, will add value to their work performance. This qualification is intended to enhance the provision of entry-level service within the field of Administration within all sectors. It will facilitate access to and mobility and progression within education and training for learners who were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training; have worked in this field for many years, but have no formal qualifications and would like to achieve this through the process of RPL (Recognition of Prior Learning) and/or formal study; or wish to extend their range of skills and knowledge of administration within their respective industries so that they can extend their competency levels.

The qualification has building blocks that can be developed further in qualifications at a higher level. It also focuses on the skills, knowledge, values and attitudes required to progress further. The intention is to promote the development of knowledge, skills and values that are required for service excellence within the field of administration, to release the potential of people, and to provide opportunities for people to move up the value chain.

The National Certificate in Business Administration Services: NQF Level 2 is designed to meet the needs of those learners who are already involved, or wish to become involved, in the field of Administration. It is applicable to employed and unemployed learners. It is particularly suited to those learners who are performing secretarial/administrative tasks, in commercial and non-commercial organisations across the entire spectrum, but have not had the opportunity to obtain a formal school qualification beyond NQF level 1.

Administration is an essential field of learning as the competences required by people doing administrative tasks are generic in nature and apply to all businesses in all sectors and to many non-business organisations such as sports and cultural clubs and the like. Administrative tasks and administration are done at various levels depending upon the nature and size of the organization and its management structure. People involved in administration are known by such terms as secretaries, administrative assistants, administrators and clerks depending on the organization in which they are employed. There is therefore an on-going need for highly skilled administration personnel and a need for a well developed learning pathway to cater for administrative personnel at the various levels at which they operate.

The National Certificate in Business Administration Services at NQF: Level 2 is the first qualification in a learning pathway that starts at NQF level 2 and ends with the National Certificate in Office Administration Level 5. It is planned to develop degrees in Administration at levels 6, 7 and 8 as the final steps in the learning pathway.

Learning assumed to be in place and recognition of prior learning

It is assumed that learners accessing this qualification are competent in Communication at NQF Level 1; Mathematical Literacy at NQF Level 1. The structure of this Unit Standard-based Qualification makes the Recognition of Prior Learning possible.

Core Component (81 credits)

ID	Unit standard title	NQF level	Credits
14353	Conduct basic financial transactions	2	3
110064	Contribute to the health, safety and security of the workplace	2	4
14344	Demonstrate an understanding of a selected business environment	2	10
7568	Demonstrate knowledge of and produce word processing documents using basic functions	2	3
7571	Demonstrate the ability to use electronic mail software to send and receive messages	2	3
14339	Identify and maintain the types of records required in own industry and understand why it is necessary to create evidence and maintain confidentiality	2	5
14343	Investigate the structure of an organization as a workplace	2	8
14341	Keep informed about current affairs related to one's own industry	2	4
14340	Maintain an existing information system in a business environment	2	4
14342	Manage time and work processes within a business environment	2	4
7547	Operate a personal computer system	2	6
8104	Operate and take care of equipment in an office environment	2	2
8420	Operate in a team	2	4
7566	Operate personal computer peripherals	2	3
8618	Organise oneself in the workplace	2	3
14348	Process incoming and outgoing telephone calls	2	3
14346	Process numerical and text data in a business environment	2	2
14349	Receive and execute instructions	2	2
11235	Maintain effective working relationships with other members of staff	3	1

(continued on the next page)

Fundamental Component (36 credits)

ID	Unit standard title	NQF level	Credits
8963	Access and use information from texts	2	5
9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	2	3
7480	Demonstrate understanding of rational and irrational numbers and number systems	2	3
8962	Maintain and adapt oral communication	2	5
12444	Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts	2	3
8965	Respond to literary texts	2	5
7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2
9007	Work with a range of patterns and functions and solve problems	2	5
8964	Write for a defined context	2	5

Elective Component (a minimum of 13 credits, 14 for this course)

ID	Unit standard title	NQF level	Credits
10717	Examine the applications of the Basic Conditions of Employment Act and its effect on earnings in own contract	2	2
11816	Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution	2	2
14352	Manage a diary for self and others	2	4
120308	Apply knowledge of self in order to make a personal decision	2	3
244608	Demonstrate ability to lead a team or group	2	3

Total credits (minimum required: 130)

131

Purpose and rationale of the qualification

A learner assessed as competent against this qualification will be able to perform the necessary technical skills within the context of either agronomy, horticulture or animal husbandry, as applicable to the agricultural commodity. The learner will be able to operate as part of the operational team.

In the case of the farm owner, the learner will be able to execute basic business skills and develop as a Small, Micro and Medium Enterprise. In addition they will be well positioned to extend their learning and practice into other areas of agricultural commodities, or to strive towards agricultural standards and practice at higher levels.

Competent qualifying learners in this qualification will produce quality agricultural products whereby enhancing the overall agricultural process and gain opportunities to access local, national and international agricultural markets.

The range of typical learners that will enter this qualification will vary and includes school leavers wishing to enter the primary agricultural sector; complete novices wishing to enter the primary agricultural sector, i.e. individuals who are beneficiaries of the land reform processes; learners in possession of different levels of practical experience in farming operations, which will be assessed through Recognition of Prior Learning; and learners from both genders.

National processes such as the land reform processes and the acquisition of land by individuals who were previously excluded from such land ownership created a huge need in terms of relevant training. Individuals will benefit from such learning as they will receive entrance into a career path where they will be enabled to generate their own income either by establishing their own farming operation or be employed as farm operators.

In many cases, communities will benefit from such endeavours as agricultural commodities will be available within a specific community. Furthermore, the opportunity to trade commodities in joining SADC countries, could be explored.

Learning assumed to be in place and recognition of prior learning

It is assumed that a learner entering a programme leading to this qualification has achieved numeracy, literacy and technical skills pertaining to agricultural activities equivalent to NQF 1. This qualification may be achieved in part or in whole through the recognition of prior learning.

Core Component (34 credits)

ID	Unit standard title	NQF level	Credits
12621	Collect, use and communicate data that relate to farming	2	2
12618	Demonstrate a basic understanding of agricultural production systems	2	5
12615	Demonstrate a basic understanding of the primary agricultural industry	2	2
8494	Demonstrate an understanding of HIV/AIDS and its implications	2	4
12619	Identify pest and diseases relevant to an agricultural commodity learner is associated with	2	4
12617	Maintain hygiene measures	2	3
8493	Maintain occupational health and safety	2	2
8420	Operate in a team	2	4
12646	Perform quality checks	2	3
12616	Operate and perform routine maintenance on equipment and tools	3	5

Fundamental Component (40 credits)

ID	Unit standard title	NQF level	Credits
12537	Identify personal values and ethics in the workplace	1	4
8963	Access and use information from texts	2	5
9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	2	3
7480	Demonstrate understanding of rational and irrational numbers and number systems	2	3
9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	2	3
8962	Maintain and adapt oral communication	2	5
7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2
9007	Work with a range of patterns and functions and solve problems	2	5
8964	Write for a defined context	2	5
8973	Use language and communication in occupational learning programmes	3	5

Elective Component (a minimum of 46 credits, 46 for this course)

ID	Unit standard title	NQF level	Credits
7547	Operate a personal computer system	2	6
12622	Perform routine maintenance on farm installations	2	5
12623	Control weeds	2	7
12630	Support disaster and conservation management	2	5
12631	Apply basic entrepreneurial principles to farming	3	7
13994	Identify and discuss different types of business and their legal implications	1	4
13996	Identify, discuss, describe and compare major economic systems, with emphasis on the South African economy	1	2
13998	Demonstrate an understanding of the principles of supply and demand, and the concept: production	1	2
13999	Demonstrate an understanding of basic accounting practices	1	4
14001	Demonstrate an understanding of managerial expertise and administrative capabilities	1	4

Total credits (minimum required: 120)

120

Purpose and rationale of the qualification

Qualifying learners will be competent to execute semi-skilled construction activities in terms of the fields of learning successfully completed. For those with extensive experience in the workplace, this qualification will serve as entry to the Recognition of Prior Learning processes, without prior formal education and training having been undertaken. For new entrants, this qualification describes the learning outcomes required to effectively participate in a structured workplace. For education and training providers, this qualification provides guidance for development of appropriate learning programmes and assessment criteria. For employers, this qualification enables skills gaps to be identified and addressed, ensuring achievement of increased productivity levels and business objectives.

This qualification has been developed to provide flexibility/mobility/portability across the construction industry, thereby allowing for future career advancement across various fields of learning in construction.

The rationale is to provide a continuation of the NQF Level 1 training in various construction fields of learning. This will deliver competent semi-skilled workers, working under supervision in a particular Construction field.

Learners will be employed in the construction industry where the combination of practical work and theoretical class room training, thereby empowering new entrants to the Construction Industry.

The combination of learning outcomes in this qualification provides learners with applied competence in the execution of work in the Construction Industry, and serves as a basis for learning towards various other qualifications in Construction at NQF Level 3.

As a contribution to socio-economic transformation, learners will be able to undergo RPL-assessment, thereby receiving recognition for previous learning and experience. The employability and career prospects of learners holding this qualification will be enhanced.

Benefits to the economy include employment of previously unemployable persons who can offer skills to a number of different employer bodies, for example construction companies and government departments where, during the construction and maintenance of physical infrastructure, such skills will be in demand.

Learning assumed to be in place and recognition of prior learning

Prior to embarking on learning towards this qualification, learners should have acquired language competencies and mathematical literacy competencies at NQF Level 1. The qualification may be obtained through the process of Recognition of Prior Learning (RPL).

Core Component (37 credits)

ID	Unit standard title	NQF level	Credits
13971	Describe and interpret the composition, roleplayers, processes and role of the construction industry	1	3
9964	Apply health and safety to a work area	2	3
14556	Apply productivity principles on a construction site	2	6
9986	Apply quality principles on a construction site	2	12
114219	Demonstrate an understanding and implement environmental initiatives on a construction activity	2	4
9966	Establish and prepare a work area	2	4
14336	Maintain records on a construction site	2	2
14054	Read and interpret construction drawings and specifications	2	3

Fundamental Component (36 credits)

ID	Unit standard title	NQF level	Credits
8963	Access and use information from texts	2	5
9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	2	3
7480	Demonstrate understanding of rational and irrational numbers and number systems	2	3
8962	Maintain and adapt oral communication	2	5
12444	Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts	2	3
8967	Use language and communication in occupational learning programmes	2	5
7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2
9007	Work with a range of patterns and functions and solve problems	2	5
8964	Write for a defined context	2	5

Elective Component (a minimum of 47 credits, 53 for this course)

ID	Unit standard title	NQF level	Credits
9672	Erect and dismantle scaffolding	2	5
9965	Render basic first aid	2	3
13972	Identify describe and use materials in civil engineering construction	2	4
13973	Identify and use protective clothing and equipment in general construction	1	4
14445	Frame and implement an individual action plan to improve productivity within an organisational unit	1	3
15034	Work in confined spaces on construction sites	2	2
116562	Demonstrate knowledge of and apply basic concrete construction practice	3	10
119063	Monitor and control cost and production of a construction work activity and implement productivity improvements	2	10
119073	Build masonry superstructures using solid units	1	12

Total credits (minimum required: 120)

Purpose and rationale of the qualification

To provide a Learner with a Mechanics (Chemical Boilermaking) Qualification a NQF Level 2, which shall enable the Learner to function as a Boilermaker assembling pipelines and steel structures within this Subfield and will enable access to a Mechanic (Chemical Boilermaking) Qualification at NQF Level 3 in the Further Education and Training band.

Learning assumed to be in place and recognition of prior learning

The learning base required for learning achievements in this qualification is either Abet 4: Numeracy and Literacy or Chemical Operation/Engineering NQF Level 1. No previous learning is recognised.

Exit level outcomes

- Induction
- Safety
- Basic rigging
- Workshop hand tools
- Power tools
- Engineering drawings
- Structural sketches
- Gas cutting
- Symbol welding
- Trade and related machines
- Arc welding
- Clearance acceptance
- Assembling pipe lines
- Assembling steel structures
- Preparation cuts
- Develop a steel tray
- Clearance acceptance

Total credits (minimum required: 120)

Purpose and rationale of the qualification

The purpose of this Qualification is to provide learners with the standards and the range of learning required to work effectively in the welding industry and to meet the challenges of such an environment. This Qualification recognises the basic skills, knowledge and values acquired by learners involved in welding. The purpose of this Qualification is to develop learners who, after completion, demonstrate the ability to use and apply mechanical and welding technology, techniques, processes and skills, as applied in the fabrication and welding industry, using appropriate tools and measuring equipment; use and apply a variety of fillet welding, oxy-fuel cutting and oxy-fuel joining processes; demonstrate knowledge of the welding industry and its productivity requirements, by applying appropriate work-procedures; and communicate effectively in order to achieve personal, business and organizational objectives. (Range: Reading and interpreting work instructions, documents and drawings; maintaining effective relationships; exploring options for further learning).

This Qualification requires that learners qualify in basic welding practice and theoretical knowledge in weld preparation, cutting and brazing. Qualifying learners will also understand welding safety and applicable work-site practice; effective communication techniques within the workplace; numeracy skills applicable to the welding environment; and dealing with HIV-aids. With this understanding, learners will be able to participate in workplace activities. What learners achieve in this Qualification will also serve as a basis for further learning where they will further develop their skills and knowledge to include more complex welding processes, equipment and techniques. This is the first Qualification in a learning pathway for learners who want to follow a career in welding. This Qualification focuses on developing skills and knowledge necessary to begin such a career. The welding industry operates in a competitive and challenging environment. The finished processes have to respond to a wide variety of exacting customer and consumer requirements. In addition, the industry has to respond to international competition and environmental issues. Welding application and practice require joining and cutting of materials that meet national and international requirements. Welding generally requires the joining of material that is subjected to considerable stress when in operation and the welding process needs to be consistent and accurate.

Learning assumed to be in place and recognition of prior learning

It is assumed that learners are already competent in Communication and Mathematical Literacy at NQF Level 1. This qualification can be obtained in part or wholly through the recognition of prior learning.

Core Component (106 credits)

ID	Unit standard title	NQF level	Credits
14683	Apply work site practices	2	5
243069	Braze metals using the oxy-fuel brazing process	2	6
243067	Cut materials using the oxy-fuel gas cutting process (manual cutting)	2	6
14722	Describe the welding industry's composition its productivity requirements and communication techniques	2	5
14712	Identify and select material to specification	2	5
119744	Select, use and care for engineering hand tools	2	8
12476	Select, use and care for engineering measuring equipment	2	4
12219	Select, use and care for engineering power tools	2	6
14713	Use welding definitions and symbols	2	5
243063	Weld carbon steel work-pieces using the shielded metal arc welding process in the down-hand position.	2	15
243076	Weld carbon steel workpieces using the cored-wire welding process in the downhand position	2	8
243066	Weld carbon steel workpieces using the gas metal arc welding process in the down-hand position	2	8
243072	Weld workpieces using the oxy-acetylene gas welding process in the downhand position	2	10
243068	Weld carbon steel workpieces using the gas tungsten arc welding process in the downhand position	3	15

Fundamental Component (36 credits)

ID	Unit standard title	NQF level	Credits
119463	Access and use information from texts	2	5
9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	2	3
7480	Demonstrate understanding of rational and irrational numbers and number systems	2	3
119454	Maintain and adapt oral/signed communication	2	5
12444	Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts	2	3
119460	Use language and communication in occupational learning programmes	2	5
7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2
9007	Work with a range of patterns and functions and solve problems	2	5
119456	Write/present for a defined context	2	5

Elective Component (a minimum of 16 credits, 18 for this course)

ID	Unit standard title	NQF level	Credits
13222	Deal with safety, health and environmental emergencies in the workplace	2	4
116932	Operate a personal computer system	1	3
243055	Prepare and secure work pieces for welding (includes the use of manipulators)	2	8
243061	Assemble work pieces in jigs (minor amendments include the use of manipulators)	2	3

Total credits (minimum required: 158)

Purpose and rationale of the qualification

The purpose of the qualification is to build the knowledge and skills required by learners in End User Computing. It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate confidently in the End User Computing environment in the South African community and to respond to the challenges of the economic environment.

The qualification addresses the need in the workplace for nationally recognised qualifications, based on unit standards, which will allow learners with workplace experience in End User Computing to obtain recognition for prior learning.

The qualification provides a framework for learners to develop skills that will enable them to become competent in End User Computing. It introduces theoretical concepts of End User Computing and requires the application thereof, to develop a range of skills that will enable learners to be better-informed workers in their chosen industry. It provides a balanced learning experience that lays the foundation for access to further education, life long learning and to productive employment.

A qualifying learner will be able to competently apply the knowledge, techniques and skills of End User Computing applications in the workplace; understand the impact and use Information Communication & Technology (ICT) in an organisation and society; improve communication by combining communication skills with End User Computing skills; and improve the application of mathematical literacy in the workplace, by better utilising applicable End User Computing Applications. The National Certificate in IT: End User Computing at NQF Level 2 is intended for learners already employed or new learners entering the workplace, requiring End User Computing skills. The unit standards of this qualification may be added to other industry qualifications to provide an End User Computing focus with comparison, choice, interpretation and the application of knowledge.

The National Certificate in IT: End User Computing – NQF Level 2, is designed to meet the needs of learners who require end user computing skills in all sectors of the economy, as End User Computing is an essential skill in any business today. The qualification is designed to accommodate both learners in formal education and learners already employed. It aims to develop informed and skilled learners that can apply the acquired skills in any industry and should contribute towards improved productivity and efficiency in the workplace.

The design of the qualification is unit standard based, to allow learners to qualify for a national qualification by accumulating the required credits via short learning programmes or workplace practical experience or both. It also allows learners to achieve the qualifications through recognition of prior learning, learnerships schemes or formal training.

The qualification at this level is foundational and generic, allowing maximum mobility between qualifications. Apart from the workplace needs the qualification will address, it is also designed as an entry-level qualification into most further education and training fields, because of the wide application of End User Computing in any environment. It will allow articulation into further qualifications in End User Computing or other IT qualifications, as well as entry into any other Further Education and Training where End User Computing is required.

Learning assumed to be in place and recognition of prior learning

It is assumed that learners are already competent in Communication and Mathematical Literacy at NQF Level 1. Further learning assumed is that learners are competent in End User Computing at NQF level 1. This qualification can be obtained in part or wholly through the recognition of prior learning.

Core Component (56 credits)

ID	Unit standard title	NQF level	Credits
117925	Describe the concepts of Information and Communication Technology (ICT) and the use of its components in a healthy and safe manner	2	3
116935	Enhance, edit and organise electronic messages using a Graphical User Interface (GUI)-based messaging application	2	2
117923	Use a Graphical User Interface (GUI)-based presentation application to prepare and produce a presentation according to a given brief	2	5
116937	Use a Graphical User Interface (GUI)-based spreadsheet application to create and edit spreadsheets	2	4
116931	Use a Graphical User Interface (GUI)-based web-browser to search the Internet	2	4
117924	Use a Graphical User Interface (GUI)-based word processor to format documents	2	5
116945	Use electronic mail to send and receive messages	2	2
116936	Use a Graphical User Interface (GUI)-based database application to work with simple databases	3	3
116930	Use a Graphical User Interface (GUI)-based presentation application to enhance presentation appearance	3	5
116940	Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem	3	6
116942	Use a GUI-based word processor to create merged documents	3	3
119078	Use a GUI-based word processor to enhance a document through the use of tables and columns	3	5
115391	Demonstrate an understanding of the principles of the internet and the world-wide-web	4	3
114076	Use computer technology to research a computer topic	4	3
116943	Using a Graphical User Interface (GUI)-based spreadsheet application, enhance the functionality and apply graph /charts to a spreadsheet	4	3

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Fundamental Component (47 credits)

ID	Unit standard title	NQF level	Credits
8968	Accommodate audience and context needs in oral communication	3	5
9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	3	2
13915	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	3	4
9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	3	4
9012	Investigate life and work related problems using data and probabilities	3	5
11241	Perform Basic Business Calculations	3	6
8973	Use language and communication in occupational learning programmes	3	5
7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	3	5
8970	Write texts for a range of communicative contexts	3	5
110023	Present information in report format	4	6

Elective Component (a minimum of 17 credits)**Total credits (minimum required: 120)**

120

Purpose and rationale of the qualification

This qualification enables learners to develop towards becoming professional hairdressers. This is the first of three qualifications which culminate in a professional hairdressing qualification. This Qualification is designed to serve as an introduction to the hairdressing industry and provide the learner with the basics of hairdressing. In particular, the NQF Level 2 qualification should result in the learner becoming a competent Operator, capable of operating safely within the salon environment; maintaining professional standards of hygiene and image; completing straightforward hairdressing services, such as shampooing and conditioning, unsupervised; and competently assisting the professional stylist with more complex services.

The elective unit standards provide for a wide range of possible areas of focus from providing an early opportunity to tackle units standards such as dreadlocks and braiding which are core unit standards at later levels, through some computer-oriented unit standards on email, the internet and word-processing, to more specialised salon areas such as advanced massage.

Job market entrants often have little or no exposure to generic hairdressing or self-management and therefore often fail to make a success of a career in hairdressing. Central to the rationale for this Qualification is the development of a culture of professionalism and service excellence in the hairdressing industry. This Qualification will provide for breadth and flexibility to match the needs of the learners, employers and industry as a whole. It will give the learners the key skills essential to be able to function effectively as flexible, adaptable and competitive hairdressers and for a lifelong career in hairdressing. These skills will make the learners employable and they will be able to make effective contributions to the hairdressing business by being able to apply the acquired knowledge and skills.

The qualification allows a successful learner to follow a career in such occupations as hair salon practitioner, hair stylist, hairdresser consultant, junior hairdresser, image and department advisor, store merchandiser, promotions, retail trade, sales, junior receptionist, stock controller, or cashier.

Learning assumed to be in place and recognition of prior learning

It is assumed that the learner attempting this qualification is competent in communication at NQF Level 1 and mathematical literacy at NQF Level 1. This Qualification and the entire fundamental, core and elective Unit Standards associated with it can be achieved by any learner through the recognition of prior learning, which includes learning outcomes achieved through formal, informal and non-formal learning and work experience.

Core Component (77 credits)

ID	Unit standard title	NQF level	Credits
262629	Perform hair styling techniques	2	10
262628	Pincurl and Fingerwave hair	2	10
262644	Shampoo, condition and treat scalp and hair	2	10
114782	Demonstrate, monitor and manage department and the importance of image in the workplace	3	2
262627	Explain employment in a specific occupation	3	6
262565	Identify disorders of the skin and hair	3	8
262664	Maintain sanitation in a salon environment	3	9
262626	Market retail products and services in the salon environment	3	6
262563	Prepare for and finish off salon services	3	4
262625	Provide reception and administrative services	3	12

Fundamental Component (36 credits)

ID	Unit standard title	NQF level	Credits
119463	Access and use information from texts	2	5
9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	2	3
7480	Demonstrate understanding of rational and irrational numbers and number systems	2	3
9008	Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	2	3
119454	Maintain and adapt oral/signed communication	2	5
119460	Use language and communication in occupational learning programmes	2	5
7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2
9007	Work with a range of patterns and functions and solve problems	2	5
119456	Write/present for a defined context	2	5

Elective Component (a minimum of 17 credits, 21 for this course)

ID	Unit standard title	NQF level	Credits
244574	Apply knowledge of HIV/AIDS to a specific business sector and a workplace	3	9
262561	Remove hair colouring and apply after care to hair	2	6
262562	Neutralize perms and apply after care to hair	2	6

Total credits (minimum required: 130)

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Purpose and rationale of the qualification

The purpose of the Qualification is to instil and maintain service excellence within the industry of Beauty and Cosmetology. It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate profession in the Beauty and Cosmetology industry and to respond to the changes of the Beauty and Cosmetology environment and the changing world of work.

This Qualification is for any individual who is, or wishes to be, involved in the Beauty and Cosmetology Industry. It also serves as a basic Qualification into Beauty Technology operations.

The Qualification provides a framework for learners to develop competences that will enable them to become competent in the Beauty and Cosmetology field. Learners working towards this Qualification will find that the acquisition of competence in the Unit Standards, which make up the Qualification, will add value to the job performance. This Qualification is intended to enhance the provision of entry-level service within the Beauty and Cosmetology Industry. The learners will be able to integrate supervisory knowledge and skills with that specific to the Beauty and Cosmetology Industry. It also enables the learner to use competencies, which will grow the business.

The national certificate in Beauty Technology - NQF Level 3 will assist in job creation within the Beauty and Cosmetology Industry as a whole and will lead to entrepreneurial opportunities for learners. It will also enhance the self-image of each individual learner as they become more self-sufficient. An improved self-image leads to a more positive outlook and performance within the Beauty and Cosmetology job market and society at large. Furthermore, the Qualification will provide a means to set standards in the Beauty and Cosmetology industry and provide a mechanism for regulating the services provided from a quality and professional point of view.

The Qualification was also developed to assist in creating learning, which will be safe and applicable to the learner and the Beauty and Cosmetology industry at large. It will open up diverse learning pathways, for each learner.

The National Certificate in Beauty Technology: NQF Level 3 is also intended as a vehicle to fast track learners to acquire knowledge of the Beauty and Cosmetology industry that is required to build a pool of learners with the expertise to become self-employed and to meet employment equity targets.

The Qualification is the first building block that can be developed further and will lead to a more defined Beauty Therapy learning path at NQF levels 4. It also focuses on the skills, knowledge, values and attitudes required to ensure further progression. The intention is to promote the development of knowledge, skills and values that are required in the Beauty and Cosmetology Industry; to release the potential of people; and to provide opportunities for people to move up the value chain

It will provide the broad knowledge, skills and values needed in the Beauty and Cosmetology Industry and will facilitate access to, and mobility and progression within, education and training and to progress along a learning path for learners who were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training; have worked in the Beauty Industry for many years, but have no formal Qualification in Beauty and Cosmetology; or wish to extend their range of skills and knowledge of the industry so that they can become competent workers in the Beauty and Cosmetology Industry.

The Unit Standards that cover the above areas of learning were clustered and sequenced to ensure that learners are able to absorb tasks starting with simple activities and becoming more complex as they gain experience and confidence.

The industry's need for clear directives, and market related skills in career advancement will be met in this Qualification.

Learning assumed to be in place and recognition of prior learning

The following is the learning assumed to be in place: Learners accessing this Qualification will have demonstrated competence in mathematics/numeracy and communication/language at NQF Level 2. The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification.

(continued on the next page)

Core Component (82 credits)

ID	Unit standard title	NQF level	Credits
8288	Applying safety, security and housekeeping	2	12
114784	Demonstrate an understanding of the personal care sector and its role	2	2
7793	Describe layout, services and facilities of the organisation	2	1
7612	Handle and dispose of waste	2	1
114783	Implement and apply sanitation to work environment, equipment and tools for public and personal protection	2	5
14348	Process incoming and outgoing telephone calls	2	3
114790	Provide reception and administrative services	2	10
8416	Understand and apply personal values and ethics	2	4
114782	Demonstrate, monitor and manage department and the importance of image in the workplace	3	2
114820	Display, promote and sell products	3	2
114786	Perform a manicure	3	5
114787	Perform a pedicure	3	5
114792	Perform eyebrow and eye lash tinting	3	1
114811	Prepare for and apply, day, evening, bridal and photographic make-up	3	10
114830	Prepare for and conduct eyebrow grooming	3	1
114828	Prepare for and perform a facial consultancy service	3	5
114842	Prepare for and perform temporary hair removal by means of sugaring	3	2
114789	Prepare for and perform temporary hair removal by means of waxing	3	10
7230	Receive and consult with clients	3	1

Fundamental Component (46 credits)

ID	Unit standard title	NQF level	Credits
8494	Demonstrate an understanding of HIV/AIDS and its implications	2	4
8968	Accommodate audience and context needs in oral communication	3	5
8971	Analyse and respond to a variety of literary texts	3	5
14063	Apply Self Management through the Concepts of Positive Self-esteem and Resiliency	3	2
9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	3	2
9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	3	4
8969	Interpret and use information from texts	3	5
9012	Investigate life and work related problems using data and probabilities	3	5
7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	3	5
8970	Write texts for a range of communicative contexts	3	5
7854	Provide First Aid	4	4

Elective Component (a minimum of 5 credits, 6 for this course)

ID	Unit standard title	NQF level	Credits
114791	Perform a paraffin foot and hand treatment	3	1
114788	Perform an oil manicure	3	1
114809	Prepare for and apply semi-permanent eyelashes	3	1
114806	Prepare for and conduct eyelash permanent waving	3	1
114794	Prepare for and perform temporary hair removal by means of threading	3	2

Total credits (minimum required: 133)

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