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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
REGISTERED QUALIFICATION:**

National Certificate: Building and Civil Construction

|                                                      |                                                       |                           |                                                  |                         |
|------------------------------------------------------|-------------------------------------------------------|---------------------------|--------------------------------------------------|-------------------------|
| SAQA QUAL ID                                         | QUALIFICATION TITLE                                   |                           |                                                  |                         |
| 65409                                                | National Certificate: Building and Civil Construction |                           |                                                  |                         |
| ORIGINATOR                                           |                                                       |                           |                                                  |                         |
| SGB Building Construction                            |                                                       |                           |                                                  |                         |
| PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY   |                                                       |                           | NQF SUB-FRAMEWORK                                |                         |
| CETA - Construction Education and Training Authority |                                                       |                           | OQSF - Occupational Qualifications Sub-framework |                         |
| QUALIFICATION TYPE                                   | FIELD                                                 | SUBFIELD                  |                                                  |                         |
| National Certificate                                 | Field 12 - Physical Planning and Construction         | Building Construction     |                                                  |                         |
| ABET BAND                                            | MINIMUM CREDITS                                       | PRE-2009 NQF LEVEL        | NQF LEVEL                                        | QUAL CLASS              |
| Undefined                                            | 140                                                   | Level 3                   | NQF Level 03                                     | Regular-Unit Stds Based |
| REGISTRATION STATUS                                  |                                                       | SAQA DECISION NUMBER      | REGISTRATION START DATE                          | REGISTRATION END DATE   |
| Reregistered                                         |                                                       | SAQA 06120/18             | 2018-07-01                                       | 2023-06-30              |
| LAST DATE FOR ENROLMENT                              |                                                       | LAST DATE FOR ACHIEVEMENT |                                                  |                         |
| 2024-06-30                                           |                                                       | 2027-06-30                |                                                  |                         |

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

This qualification replaces:

| Qual ID | Qualification Title                         | Pre-2009 NQF Level | NQF Level    | Min Credits | Replacement Status |
|---------|---------------------------------------------|--------------------|--------------|-------------|--------------------|
| 20919   | National Certificate: Construction Painting | Level 3            | NQF Level 03 | 120         | Complete           |
| 20815   | National Certificate: Construction Tiling   | Level 3            | NQF Level 03 | 120         | Complete           |

|       |                                               |         |              |     |          |
|-------|-----------------------------------------------|---------|--------------|-----|----------|
| 20814 | National Certificate: Construction Plastering | Level 3 | NQF Level 03 | 120 | Complete |
| 22670 | National Certificate: Construction Carpentry  | Level 3 | NQF Level 03 | 177 | Complete |
| 22671 | National Certificate: Construction Masonry    | Level 3 | NQF Level 03 | 120 | Complete |

## PURPOSE AND RATIONALE OF THE QUALIFICATION

### Purpose:

Typically, qualifying learners are employed in the construction sector as painters, tilers, plasterers, masons, joiners, carpenters, roofers, or are self-employed as micro-enterprise owners who provide services to construction contractors and members of the public (e.g. private households). Consequently, this employment sector consists of many small and micro-enterprises.

Qualifying learners will be able to:

- ✓ Plan construction activities using mathematical principles.
- ✓ Communicate with relevant persons.
- ✓ Plan construction activity.
- ✓ Establish work area.
- ✓ Execute construction activity.

### Rationale:

As a result of past legacies, many practitioners within the building construction sector were denied career advancement and possible recognition as qualified tradesmen. This was as a direct result of poor educational opportunities at some schools, leading to a lack of entry to formal training institutions. This qualification:

- ✓ Encourages individual entrepreneurship and job creation.
- ✓ Supports redress and provide access to employment opportunities.
- ✓ Promotes career advancement and further learning.
- ✓ Results in transformation/social upliftment of individuals, communities and the South African society at large.

Most learners taking this qualification have not had access to structured skills training in the past, and therefore their competence has not been formally recognised. Although they may have been economically active within the area of construction building and civil construction for many years, most unqualified construction painters, tilers, plasterers, masons, joiners, carpenters, roofers have gained their experience in workplaces where little attention was paid to efficient, correct performance within acceptable time/production rates.

The qualification not only allows qualifying learners to gain access to the formal construction sector, but also recognises any previously acquired competence that current workers in the sector may hold and improves their employability prospects. Personal career development and job satisfaction, social and economic transformation not only of persons who are skilled in building and civil construction, but of their local communities and the national economy, are further benefits to be derived from the skills enhancement gained through achievement of this qualification. This qualification will support the creation of a larger community of competent building and civil construction workers and ensure that this sector of the national economy is positively sustained.

The range of competencies achieved by learners who successfully complete this qualification is transferable to other areas of training and fields of operation, thereby providing a basis for further learning in the construction sector, as well as possibilities of transferring into other fields of economic activity/employment. The construction sector requires a specific focus on quality management to ensure implementation compliant with Health and Safety Regulations. To ensure sustainability and a positive

image of their businesses, employers demand high performance standards and quality workmanship. Qualified construction building and civil construction workers will deliver services of competitive quality; their earning ability will be increased.

This qualification may be achieved through any of the (four) routes, which includes apprenticeship, learnership, internship, RPL. To successfully complete this qualification, the learner must spend a minimum time in the workplace and will be completed in this qualification over an 18-months period.

#### LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

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

- )] Communication at NQF Level 2.
- )] Mathematical Literacy at NQF Level 2.

Recognition of Prior Learning:

Pre-assessments in both the Fundamental and Core areas of learning associated with this qualification will be conducted on learners prior to entry into the qualification. Successful demonstration of competence against all criteria contained in unit standards, against which prior learning is measured, will culminate in the award of credits to the learner. Learners' will not be required to repeat learning in those areas where prior learning is recognised and accredited.

The Recognition of Prior Learning process will also be applied where learners', who have achieved this Qualification, wish to continue their further learning and enter other trades at NQF Level 3.

Access to the Qualification:

Access to the qualification is open, except where there are restrictions placed on learners, based on their physical ability to adhere to legal occupational health, safety and environment standards that may prevent them from gaining access to this qualification.

#### RECOGNISE PREVIOUS LEARNING?

Y

#### QUALIFICATION RULES

All the following Unit Standards are compulsory:

- )] The total of 36 credits in Fundamental are compulsory.
- )] The total of 52 credits in the Core are compulsory.
- )] The total of 52 credits must be chosen from the Elective category to achieve the total of 140 credits for the full qualification.

The choices exercised by the learners will be determinant upon their choice of specialization as indicated below:

For the Painting specialisation the following unit standards must be chosen:

- )] ID 261666: Prime and apply paint to surfaces, NQF Level 3, 18 Credits.
- )] ID 261697: Prepare surfaces for painting, NQF Level 3, 20 Credits.

The additional 22 credits required for the achievement of the total 130 credits of the qualification should be chosen from the rest of the elective category.

For the Tiling specialisation the following unit standards must be chosen:

) ID 261665: Prepare surfaces and apply tiles, NQF Level 3, 20 Credits.

The additional 40 credits required for the achievement of the total 130 credits of the qualification should be chosen from the rest of the elective category.

For the Plastering specialisation the following unit standards must be chosen:

- ) ID 261657: Plaster surfaces, NQF Level 3, 12 Credits.
- ) ID 9971: Apply screeds to a concrete floor, NQF Level 3, 15 Credits.
- ) ID 9969: Prepare for plastering, NQF Level 3, 15 Credits.

The additional 6 credits required for the achievement of the total 130 credits of the qualification should be chosen from the rest of the elective category.

For the Masonry specialisation the following unit standards must be chosen:

- ) ID 261663: Build masonry superstructures using concrete hollow units, NQF Level 3, 10 Credits.
- ) ID 261659: Build masonry superstructures using solid units, NQF Level 3, 20 Credits.
- ) ID 14662: Set out, excavate, cast concrete strip foundations and build foundation walling, NQF Level 3, 6 Credits.

The additional 24 credits required for the achievement of the total 130 credits of the qualification should be chosen from the rest of the elective category.

For the Carpentry specialisation the following unit standards must be chosen:

- ) ID 14674: Clad roof structures, NQF Level 3, 16 Credits.
- ) ID 14676: Erect roof trusses, NQF Level 3, 16 Credits.
- ) ID 14673: Install finishing components, NQF Level 3, 16 Credits.

The additional 12 credits required for the achievement of the total 130 credits of the qualification should be chosen from the rest of the elective category.

For the Concrete Formwork specialisation the following unit standards must be chosen:

- ) ID 14226: Fabricate, erect and strip formwork for straight walls, columns and bases, NQF Level 3, 15 Credits.
- ) ID 14224: Fabricate, erect and strip steel and timber formwork for T-walls, decks and beams and single flight staircases, NQF Level 3, 12 Credits.

The additional 33 credits required for the achievement of the total 130 credits of the qualification should be chosen from the rest of the elective category.

For the Roofer specialisation the following unit standards must be chosen:

- ) ID 14674: Clad roof structures, NQF Level 3, 16 Credits.
- ) ID 14676: Erect roof trusses, NQF Level 3, 16 Credits.
- ) ID 14679: Manufacture timber roof trusses, NQF Level 3, 6 Credits.

The additional 22 credits required for the achievement of the total 130 credits of the qualification should be chosen from the rest of the elective category.

For the Joinery specialisation the following unit standards must be chosen:

- ) ID 261681: Prepare cutting lists, set-out and mark off for machining purpose, NQF Level 3, 4 Credits.
- ) ID 261680: Manufacture wooden components, NQF Level 3, 4 Credits.
- ) ID 261679: Manufacture and fit door and window frames, NQF Level 3, 8 Credits.
- ) ID 261678: Manufacture and install cupboards, counters, staircases and mouldings from wood and



- ] Issuing clear verbal instructions to team members.
- ] Actively listening to feedback received from team members.
- ] Evaluating and reporting problem situations to the client, co-workers and peers.

Using science and technology effectively and critically, showing responsibility towards the environment and health of others when:

- ] By applying the appropriate tools and materials for different construction activities.

Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when:

- ] Setting up and preparing work area reflecting a consideration for environmental impact factors.
- ] Reflecting a respect and consideration of other trades on a construction site.

#### ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

1.1 Quantities are estimated and calculated to meet specific job requirements.

- ] Range: Quantities include production rate estimation and calculation of time duration for work activities, estimation of quantity of materials, tools and equipment, labour required, and costs.

1.2 Solutions are proposed to meet specific contexts.

1.3 Work plans are drawn up to meet specified requirements.

- ] Range: Specified requirements can include budget requirements, client requirements, painting requirements, legal requirements, etc.

1.4 Construction problems are identified utilising mathematical principles to determine construction measuring requirements.

- ] Range: measuring requirements for different surfaces could include linear, square and cubic.

1.5 Mathematical principles and techniques are applied while performing tasks in the construction activities context in respect of calculations.

- ] Range: Construction calculations, geometric shapes applied to design of structures, mass, volume.

1.6 Construction activities are finished by using mathematical principles for the setting out of related work activities

1.7 Costing and ordering of materials are estimated using mathematical calculations.

1.8 Mathematical principles and techniques are used to solve problems related to personal and business contexts.

- ] Range: General and personal finance, statistics and probability, other practical applications such as self monitoring.

Communicate with relevant persons

Associated Assessment Criteria for Exit Level Outcome 2:

2.1 Oral communication is conducted with internal and external clients, co-workers and peers using appropriate language

- ] Range: Audience can include internal staff members and communication can be about material, tools or equipment characteristics and quality, costing, customer needs etc.

2.2 Written texts are interpreted and their meaning applied in the workplace.

2.3 Reports are written in the appropriate language and format.

- ] Range: Written text includes quotes to customers, reports of incidents and injuries where relevant, etc.

2.4 Verbal communication is used in the interaction with other role players in the Construction context to determine and understand the extent of requirements and implement applications and giving and getting feedback.

2.5 Written communication is used in order to understand, evaluate and report on Construction problems.

2.6 Technical reading skills are applied in order to understand building regulations and task

specifications.

2.7 Technical writing skills are applied in order to record Construction activities and issue instructions.

Associated Assessment Criteria for Exit Level Outcome 3:

3.1 Client requirements are interpreted in order to determine needs, scope and specifications of the job to be completed.

3.2 Drawings, plans and/or bill of quantities are interpreted to make decisions about costs, estimations of materials, job specifications and expertise requirements.

3.3 Work programmes are formulated in accordance with job specifications and client requirements.

3.4 Resource requirements are identified in accordance with decisions on the scope and needs of the project.

3.5 Estimated costs and resources are budgeted for in order to inform purchasing and ordering activities.

3.6 Resources, tools, equipment and materials are ordered and secured to facilitate the commencement of the project.

Associated Assessment Criteria for Exit Level Outcome 4:

4.1 Resources are mobilised to ensure availability on site in accordance with the work programme.

J Range: resources include but are not limited to access equipment, setting up of water electricity requirements, plant and machinery, facility for storage.

4.2 Legal requirements are monitored to ensure compliance and a safe working environment.

J Range: Legal requirements include health and safety regulations, municipality regulations, policies and procedures, manufacturer's specifications, regulatory body requirements, risk and hazard assessment requirements.

4.3 The work area is set up reflecting a consideration for environmental impact factors.

J Range: Environmental impact factors include but are not limited to disposal of waste facilities and procedures, protection of fauna and flora, energy and water efficient recommendations, emission recommendations, heritage considerations, preservation of conservation.

4.4 Liaison with other trades are undertaken in accordance with the sequencing of the work programme.

4.5 Work area/site is cleaned and cleared from all obstructions to facilitate work commencement in accordance with health, safety and environmental requirements.

4.6 Access equipment to work area is prepared in accordance with work programme specifications and specific regulations.

Associated Assessment Criteria for Exit Level Outcome 5:

5.1 The construction activity is set out to initiate the commencement of the job.

J Range: Set out for painting includes but are not limited to identifying areas of differing colouring, cutting in different colours, different types of paints being used.

J Range: Set out for tiling includes but are not limited to patterns are set, where to start, how to divide, lines running parallel.

J Range: Set out for plastering includes but are not limited to block work, protrusions, patterns, gauge, and thickness of plastering.

J Range: Set out for masonry includes but are not limited to setting out of building; determine boundaries from site plan, setting profiles, set out gauges on profiles.

J Range: Set out for joinery includes but are not limited to jigs, cutting lists, templates for windows and doors.

J Range: Set out for carpentry includes but are not limited to setting out of building, profiles; determine boundaries for site planes, building lines, establish pegs.

J Range: Set out for roofing includes but are not limited to set out truss, truss spaces, batten spaces, template, batten spaces for tiles, roof patterns.

5.2 Levelling and plumbing is undertaken to ensure that the construction activity is executed in accordance with job specifications.

J Range: Levelling and plumbing for painting includes but are not limited to draw lines with different colours, vertical and horizontal.

J Range: Levelling and plumbing for tiling includes but are not limited to tiling vertically and horizontal.

J Range: Levelling and plumbing for plastering includes but are not limited to level surfaces, plumb surfaces.

] Range: Levelling and plumbing for masonry includes but are not limited to erecting brick work, profiles.

] Range: Levelling and plumbing for joinery includes but are not limited to fix frames, installing building components.

] Range: Levelling and plumbing for carpentry includes but are not limited to erecting trusses, profiles, setting up doors and window frames, foundation profiles.

] Range: Levelling and plumbing roofing includes but are not limited to trusses, wall plates, cutting trusses for fascia and barge boards.

5.3 Components, surfaces and/or adjoining surfaces are secured and protected in order to meet health, safety, environmental and client requirements.

] Range: Components could include but are not limited to profiles, scaffolding, stepladder, roof, windows, doors, plaster, tiles, ceilings.

] Range: Surfaces and/or adjoining surfaces include but are not limited to walls, floors, skirting, ceilings, windows, doors.

] Range: Secured and protected for painting includes but are not limited to temporary access, tape up skirting and carpets, place spot sheets, remove fittings.

] Range: Secured and protected for tiling includes but are not limited to fittings and outlets, sanitary utilities.

] Range: Secured and protected for plastering includes but are not limited to equipment and materials, temporary access, templates.

] Range: Secured and protected for masonry includes but are not limited to temporary access, profiles, windows and door frames, lintols, waterproofing.

] Range: Secured and protected for joinery includes but are not limited to door and window frames, partitioning, counters, stair cases.

] Range: Secured and protected for carpentry includes but are not limited to trusses, doors and windows, ceilings.

] Range: Secured and protected roofing includes but are not limited to trusses, roof covering, fascia and barge boards, rainwater goods.

5.4 Tools, equipment, materials are prepared to meet job requirements for cost efficiency in accordance with work plan.

5.5 The construction activity is completed in accordance with all job requirements.

] Range: Job requirements include but are not limited to legal requirements, health safety regulations, quality specifications, in time frames pre-determined, environmental criteria, material manufacturer's specifications, certification requirements, without damage to other building elements and areas.

5.6 All quality requirements are met through house keeping activities.

] Range: House keeping activities include but are not limited to clean-up work area, finishing, disposal of waste materials in accordance with environmental considerations, cleaning and storing of tools and equipment.

#### Integrated Assessment:

The Qualification will be awarded to learners who are able to successfully demonstrate competence, in a practical context, against all the specific outcomes contained in all unit standards and their associated assessment criteria, embedded knowledge (theory) and critical cross-field outcomes (generic abilities).

Integrated assessment practices are achieved through the design and development of assessment activities that make use of a variety of assessment methods and tools that measure not only the learner's knowledge and ability to perform practical tasks and activities within a familiar context, but which also challenge learners to demonstrate their ability to deal with problem situations that might or can arise in the workplace from time and which require learners' to demonstrate their ability to adapt their performance to meet the requirements of changed circumstances and to reflect on what they are doing and why.

Summative assessment consists of knowledge tests combined with assignments, case studies and practical demonstrations.

The assessment methods and instruments used to assess learners in the context of this qualification can be applied to the assessment process for Recognition of Prior Learning. A holistic approach is applied when RPL assessments are conducted and include methods and tools that allow for evidence to be gathered from sources located within the broader context where the learner's knowledge and skills have



been acquired over a period of time. These assessment methods and tools include assessments of the learner conducted by peers or superiors, certificates of attendance for short courses or panel assessments.

#### INTERNATIONAL COMPARABILITY

Leading construction companies are located mainly in Europe, Canada and Australasia. Therefore, for best practice in Qualifications and Training comparisons were made with Finland, Germany, UK, Denmark, Canada, Australia and New Zealand. Also chosen were various African countries known for quality workmanship in regard to e.g. painting & tiling. Painting & tiling were the main examples utilised, but in terms of training programmes, they are adequately representative of the whole range of Building and Civil Construction (Plastering, Masonry, Joinery, Carpentry, Roofing, Painting and Tiling) and the comparisons made are pertinent to all.

#### Painting:

The European Union has accepted a Certificate that is offered in Finland as suitable for all countries in the Union. The upper secondary level (the equivalent of this South African qualification) Vocational Qualification in Surface Treatment Technology: Painting is worth 120 credits, achieved over a 3 - year period and is workplace-based. The qualification includes the following, compared to the South African qualification:

European Union: Vocational Qualification in Surface Treatment Technology: Painting; South Africa:

- ] Perform construction painting tasks; Included.
- ] Perform painting, wallpapering and other wall covering tasks in flats according to work specifications ; Included (wallpapering is elective).
- ] Paint ordinary decorative ornaments, text and lines and also use stencils; Not included.
- ] Use common measuring devices applied in quality control; Included.
- ] Calculate the costs of materials and of their own work; Included.
- ] Work in a customer-focused manner; Included.
- ] Identify common surface treated materials and be familiar with their properties; Included.
- ] Use different surface treatment agents according to their applications, user instructions and occupational safety regulations; Included.
- ] Use the most common hand tools applied in repair and servicing tasks; Included.
- ] Carry out visual evaluations of the quality of treated surfaces and estimate tone variations; Included.
- ] Perform the most common measurements related to surface treatment and inspections of completed surfaces; Included.
- ] Read and internalise specifications and working diagrams related to surface treatment; Included.
- ] Safely use electrical and compressed air equipment used in the surface treatment field; Included.
- ] Use materials economically and ensure their proper storage; Included.
- ] Work so as to take occupational safety regulations into account and be familiar with the relevant contracts of employment; Included.
- ] Work economically and so as to take environmental protection considerations into account; Included.

In the United Kingdom, related qualifications include:

- ] Certificate in Coatings Technology (Level 3).
- ] National Vocational Qualification in Decorative Occupations (Construction) (Level 3).
- ] Advanced Construction Award (Level 3).

Various units contained in these United Kingdom qualifications are also included in the South African qualification:

United Kingdom; South Africa:

- ] Apply basic specialist paint finishes; Core.
- ] Apply paint materials by brush and roller; Core.

- ] Apply paint systems by brush and roller; Core.
- ] Carry out basic repairs to walls and paintwork; Core.
- ] Co-ordinate activities to paint by brush and roller; Higher level.
- ] Co-ordinate activities to prepare and apply paint systems by brush, roller and spray; Higher level.
- ] Co-ordinate activities to prepare and paint interiors and exteriors by brush and roller; Higher level.
- ] Co-ordinate activities to produce decorative specialist paint finishes - advanced; Higher level.
- ] Create special paint effects, SA qualification; Elective.
- ] Creating special paint finishes; Elective.
- ] Decorative paint techniques; Elective.
- ] Evaluation of paints - chemical and environment properties; Core.
- ] Evaluation of paints - physical properties; Core.
- ] Paint a wall to an acceptable emulsion finish (entry 2); Core.
- ] Paint application - spraying; Elective.
- ] Paint Spraying with Conventional Air-atomising Systems or HVLP Systems; Elective.
- ] Paint Spraying with Conventional Air-atomising Systems, HVLP Systems and Airless Systems; Elective.

Similarly, Danish programmes combine painting and varnishing, or painting and decorating in equivalent level qualifications of approximately 3 years (depending on the learning approach used). The qualifications include some components not found in the South African qualification that focuses on restoration and preservation of historical buildings and monuments, and a building and corrosion protection specialty. Compared with the South African qualification, the following was found:

Denmark; South Africa:

- ] Apply ceiling, wall and floor coverings; Core.
- ] Assemble and disassemble scaffolding, operate vertical lift working platforms, set up and maintain hoists and conveyors; Core, scaffolding only.
- ] Carry out concrete protection measures; Elective.
- ] Carry out corrosion protection measures; Elective.
- ] Carry out energy saving measures; Not included.
- ] Carry out fire protection and insulation measures; Not included.
- ] Carry out interior finishing and installation work; Elective.
- ] Carry out measurements and document the results; Fundamental.
- ] Carry out plasterwork, insulation and dry wall work; Not included.
- ] Carry out protective measures for surfaces which are not to be processed and on objects; Core.
- ] Carry out reconstruction work and produce reproductions; Not included.
- ] Check and evaluate undersurfaces and prepare them for coating; Core.
- ] Carry out restoration measures within the framework of the preservation of historical monuments; Not included.
- ] Carry out safety designation and street marking; Core, integrated.
- ] Carry out wood and building protection measures; Elective.
- ] Construct housings and casings; Not included.
- ] Draw up and realize plans for room and facade design; Not included.
- ] Maintain and restore surfaces; Core.
- ] Maintain buildings and plant and carry out repair work; Partially in Core.
- ] Practice historical and creative work techniques; Not included.
- ] Process materials and components; Core.
- ] Produce coating and other materials according to historical recipes; Not included.
- ] Produce lettering and signs; Not included.
- ] Select, set up, operate and maintain implements, tools, machines and equipment for the job; Core.
- ] Set up, operate and maintain blasting plant; Not included.
- ] Treat, coat, cover and design surfaces; Core, except design.

Botswana aligns its programmes for construction painting with those credited by the Scottish Qualifications Authority. The qualifications are generally at a level below this South African qualification, for example, the Gaborone Technical College Painting and Decorating Certificate (NCC), the Jwaneng Technical College Painting and Decorating Certificate, the Palapye Technical College Painting and Decorating Certificate, and the Maun Technical College Painting and Decoration Certificate. The Scottish

framework includes an equivalent level qualification that compares as follows with the South African qualification:

Botswana: Botswana/Scottish Vocational Qualification - Construction: Painting and Decorating; South Africa:

- ] Communications (mandatory); Fundamental.
- ] Numeracy (mandatory); Fundamental.
- ] Entrepreneurship (mandatory); Fundamental.
- ] Personal & Interpersonal Skills (mandatory); Integrated.
- ] Contribute to establishing the operational area; Core.
- ] Contribute to the progress of operations; Core.
- ] Erect and dismantle working platforms; Core.
- ] Assist with the organisation of resources; Core.
- ] Provide temporary protection to work areas; Core.
- ] Prepare surfaces for the application of decorative/protective finishes; Core.
- ] Apply paint systems by brush and roller; Core.
- ] Apply wall coverings to non-complex locations; Elective.
- ] Produce decorative specialist paint finishes - basic; Elective.
- ] Paint spraying with conventional air-atomising systems, HVLP systems and airless systems; Elective.
- ] CITB Health and Safety Test; Integrated.

In Tanzania, one-year courses for painting and decorating are offered. They include:

Tanzania; South Africa:

- ] Prepare structural surfaces for paint; Core.
- ] Apply decorative and protective coatings on buildings, motor vehicles and articles of wood, metal, textile and other materials; Core (buildings only).
- ] Methods of erecting ladders and scaffolding for higher structures; Core.
- ] Use of abrasive materials; Core.
- ] Methods of paints application including spraying, grazing, removal of old paint; Core and elective.
- ] Visual environment and aesthetic aspects of colour etc; Core and Elective.
- ] Compressors, condensers, cores and pipes; Elective.
- ] How to remove and replace defective parts by sewing, bolting, riveting, welding and brazing; Partially, Core.

Canadian education and training of construction painters includes an apprenticeship that combines on-the-job (practical) experience with in-school (technical) training and runs for two to three years, depending on the workplace component. The training comprises about 450 hours contact time (in the classroom) and 5400 hours in the workplace (not all this time is spent learning). This is longer than the credits of the South African qualification imply, and the entry requirements imply a level above the South African qualification. The Canadian qualification is divided into three levels, which may explain the difference in implied duration. The implied difference in duration between the Canadian and South African qualifications may also be due to the fact that the South African qualification does not address design aspects. Comparison with the South African qualification is as follows:

Level 1:

Canada; South Africa:

- ] Safety regulations and procedures; Integrated.
- ] Tools and equipment; Core.
- ] Trade math; Fundamental.
- ] Surface preparation; Core.
- ] Coating systems; Core.
- ] Colour match; Core.
- ] Lining and graphics layout; Not included.
- ] Spray painting; Elective.

) Blueprints and related documents; Core.

Level 2:

Canada; South Africa:

- ) Surface Preparation; Core.
- ) Coating Systems; Core.
- ) Colour Match; Core.
- ) Spray-painting; Elective.
- ) Wood Finishing; Partially, in Core.
- ) Wall coverings; Elective.

Level 3:

Canada; South Africa:

- ) Trade math; Fundamental.
- ) Lining and graphics layout; Not included.
- ) Spray painting; Elective.
- ) Wall covering; Elective.
- ) Blueprints and related documents; Core.
- ) Decorative finishing; Elective.
- ) Optional: Industrial painting safety overview; Integrated.
- ) Respiratory protection; Integrated.
- ) Confined space work; Not included.
- ) Fall protection; Integrated.
- ) Ladders, scaffolds, platforms; Partially, in Core.
- ) Surface preparation; Core.
- ) Lead based paint abatement; Elective.
- ) Industrial coatings; Elective.
- ) Spray-painting equipment; Elective.
- ) Fiberglass reinforcing plastic; Not included.
- ) Flame spray; Not included.
- ) Environmental overview; Integrated.

The New Zealand framework contains one equivalent qualification, namely, a National Certificate in Painting with optional strands in Wall Coverings, Spray Techniques, Specialised Coatings, and Industrial Coatings. Comparable unit standards include:

- ) Describe, select, use, and maintain paint brushes (8 credits, Level 2).
- ) Describe, select, use, and maintain paint rollers (8 credits, Level 2).
- ) Apply surface coatings to new and previously coated cement and plaster surfaces (9 credits, Level 3).
- ) Apply surface coatings to new and previously coated timber and reconstituted wood surfaces (11 credits, Level 3).
- ) Prepare colour schemes (7 credits, Level 4).
- ) Produce broken colour and multicolour effects and blend colours on building surfaces (9 credits, Level 4).

The South African qualification is different in that it requires competence in most areas at or above the level of this New Zealand qualification.

The Australian framework contains an equivalent construction qualification: Certificate III in Painting and Decoration. This qualification includes the following components, contained in the South African equivalent as well:

- ) Follow OH&S policies and procedures.
- ) Work effectively in the general construction industry.
- ) Plan and organise work.
- ) Conduct workplace communication.
- ) Carry out measurements and calculations.

- ] Read and interpret plans and specifications.
- ] Erect and dismantle restricted height scaffolding.
- ] Handle painting and decorating materials.
- ] Use painting and decorating tools and equipment.
- ] Prepare surfaces for painting.
- ] Apply paint by brush and roller.
- ] Apply texture coat paint finishes by brush, roller and spray.
- ] Apply paint by spray.
- ] Match specified paint colour.
- ] Apply wallpaper.
- ] Apply decorative paint finishes.
- ] Research business opportunities.

Components in the Australian qualification not addressed in the South African qualification due to legal and specific context requirements are:

- ] Operate elevated work platforms.
- ] Glaze/reglaze residential windows and doors.
- ] Prepare surfaces by abrasive blasting - basic.
- ] Prepare surfaces by abrasive blasting - advanced.
- ] Treat lead paint hazards.
- ] Apply stains and clear timber finishes.
- ] Remove and replace doors and door and window furniture.
- ] Remove graffiti and apply protective coatings.
- ] Apply protective paint coating systems.
- ] Apply advanced wallpaper techniques.
- ] Apply trowelled texture-coat finishes.

Tiling:

In Germany, tiling qualifications address design, which is not included in this South African qualification. Programmes are work-based, and include the following:

Germany; South Africa:

- ] Measuring up for tile installation; Core.
- ] Scaffolding; Core.
- ] Preparation of brush coatings; Core.
- ] Installing tile in a mortar bed; Core.
- ] Thick-bed and thin-bed tile installations; Core.
- ] Installing concrete slabs in sand beds; Core.
- ] Tile cutting, polishing and drilling techniques; Core.
- ] Preparation of materials for sound insulation; Not included.
- ] Preparation of materials for heat insulation; Not included.
- ] Preparation of water-resistant materials; Elective.
- ] Preparation of expansion joints; Core.
- ] Preparation of dry construction, wooden framework and timberwork; Not included.
- ] Preparation of renderings and backgrounds for tiling; Core.
- ] Installing and jointing natural stone, tiles, mosaics and marble; Partially, in Core.
- ] Minor masonry tasks, baths, showers, partitions and supports; Not included.
- ] Work on staircases; Core.
- ] Making arcs and curves; Core.
- ] Installing trim units and ornamental borders; Not included.
- ] Installing skirting and other special accessories; Not included.
- ] Physical and chemical construction requirements; Partially, in Core.
- ] Bases; Core.
- ] Draughtsmanship; Not included.
- ] Technical calculations, mass determinations; Fundamental.

- ] Building materials and types of tiles; Core.
- ] Colour theory and design; Partially, in Core.
- ] Technical regulations; Core.
- ] Business and trade; Elective.
- ] English; Fundamental.
- ] Physical education; Not included.

Courses in many African countries are based primarily on United Kingdom qualifications, and in India programmes are generally based on those offered in the United Kingdom and Australia. Comparison with training in African countries and India reveal the following:

India/ various African countries; South Africa:

- ] Communication; Fundamental
- ] Application of Number; Fundamental
- ] Information Technology; Not included
- ] Improving own learning; Integrated
- ] Set out walls and floors for tiles; Core
- ] Conform to general workplace safety; Integrated
- ] Prepare background surfaces for tiling; Core
- ] Tile wall and floor surfaces/Position and finish wall and floor tiles; Core
- ] Carry out repairs to tiled surfaces; Not included
- ] Produce tiled, mosaic and stone surface finishes; Partially, in Core and Elective.
- ] Use different types of tile cutters; Core.
- ] Confirm work activities and resources for the work; Core.
- ] Develop and maintain good working relationships; Integrated.
- ] Confirm the occupational method of work; Core.
- ] Lay sand and cement screeds; Core.
- ] Provide drainage for tiled surfaces; Not included.
- ] Lay under floor heating systems and tile surfaces; Not included.
- ] Produce internal and external sand and cement backgrounds; Not included.
- ] Slings and signalling the movement of loads; Not included.

Various short courses of five-day duration are available in the United Kingdom. In addition, in England, Ireland and Wales, programmes are offered that differ from the national standard, with the implied equivalent of 150 credits on the South African framework. This is due mainly to the fact that some aspects in the elective component of the South African qualification are considered compulsory in the Irish qualification. They compare as follows with the South African qualification:

England, Ireland and Wales; South Africa:

- ] Set out work areas for tiling; Core.
- ] A guide to setting up your own business; Elective.
- ] Customer relations; Core.
- ] Measuring, estimating and pricing; Fundamental and Core.
- ] Tile types; Core.
- ] Cutting and fixing tiles; Core.
- ] Tiles manufacture; Not included.
- ] Health and safety; Integrated.
- ] Adhesives, grouts and other materials (application guides); Core.
- ] Tools needed; Core.
- ] Practical work (tiling); Core.
- ] Preparation work; Core.
- ] Floor and wall tiling; Core.
- ] Tile removal and replacement; Partially, in Core.
- ] Tiling techniques; Core.

The Australian framework includes an equivalent qualification, namely, the Certificate III in General

Construction - Wall and Floor Tiling. Comparison with the South African qualification is as follows:

Australia Core: (Australia); South Africa:

- ] Carry out interactive workplace communication; Fundamental.
- ] Carry out occupational health and safety requirements, policies and procedures; Integrated.
- ] Plan and organise work/prepare for wall and floor tiling; Core.
- ] Read and interpret plans and specifications; Core.
- ] Measurements and calculations; Fundamental.
- ] Hand and power tools operation and maintenance; Core.
- ] Small plant and equipment operation and maintenance; Partially, in Core.
- ] Handle wall and floor tiling materials and safely dispose of waste; Core.
- ] Erect and dismantle restricted height scaffolding; Core.
- ] Use simple levelling devices; Assumed to be in place.
- ] Prepare surfaces; Core.
- ] Carry out general demolition; Core.
- ] Carry out levelling; Core.
- ] Lay/fix and finish wall and floor tiling; Core.
- ] Repair wall and floor tiling; Partially, in Core.
- ] Tile corners; Core.
- ] Tile curved surfaces; Core.
- ] Tile stairs; Core.
- ] Work effectively in the general construction industry; Core.

Electives: (Australia):

- ] Apply waterproofing for wall and floor tiling; Elective.
- ] Carry out mosaic tiling; Elective.
- ] Carry out decorative tiling; Elective.
- ] Carry out concreting to simple forms; Elective.
- ] Tile domestic pools and spas; Not included.
- ] Operate elevated work platforms; Not included.
- ] Research business opportunities; Elective.
- ] Lay and repair marble wall and floor tiling; Not included.

The New Zealand framework includes a National Certificate in Floor and Wall Tiling at the level of this qualification. However, the qualification credits are spread across four levels, explaining the difference in credits (the New Zealand qualification has more credits). At the level of this South African qualification, equivalent credits are achieved. Comparison with the South African qualification is as follows:

New Zealand; South Africa:

- ] Manage first aid in emergency situations; Core.
- ] Provide first aid; Core.
- ] Provide resuscitation Level 2; Core.
- ] Carry out safe working practices on construction sites; Integrated.
- ] Demonstrate knowledge of safe working practices on construction sites; Integrated.
- ] Use hand tools; Core.
- ] Use portable power tools; Core.
- ] Prepare existing and new surfaces on site for tiling; Core.
- ] Set out tiles on site; Core.
- ] Select, mix, and apply adhesives and grout to substrate on site for tiling; Core.
- ] Cut and fix tiles to surfaces on site using thin and thick bed adhesive methods; Core.
- ] Cut and lay tiles to surfaces on site using a mortar bed method; Core.
- ] Erect non notifiable prefabricated scaffolding; Core.
- ] Demonstrate knowledge of and set up work areas for floor and wall tiling under supervision; Integrated/Core.
- ] Demonstrate knowledge of and perform surface preparation for floor and wall tiling under supervision;

Integrated/Core.

- ] Demonstrate knowledge of primers and adhesives used for floor and wall tiling; Integrated/Core.
- ] Demonstrate knowledge of grouts and grout additives used for floor and wall tiling; Integrated/Core.
- ] Demonstrate knowledge of sealants used for floor and wall tiling; Integrated/Core.
- ] Demonstrate knowledge of floor and wall tile installation and install tiles under supervision; Integrated/Core.
- ] Demonstrate knowledge of under tile heating systems and their installation; Not included.

Conclusions:

These qualifications compare favourably with those offered in other countries in terms of content and level. Qualification structure differs somewhat, and the elective versus core component allocation varies. Other qualification programmes are generally longer than that of the South African qualification, as they include larger elective components, which, in South Africa, are included in different specialisation programmes registered at the same NQF levels. Whether Plastering, Masonry, Joinery, Carpentry, Roofing, Painting or Tiling, these conclusions broadly hold true whichever field in the Building and Civil Construction industry one examines.

#### ARTICULATION OPTIONS

This qualification has been developed for mobility across similar trades within the industry and is intended to allow for further learning towards supervisory and management qualifications within this and other sectors.

This Qualification articulates horizontally with the following registered qualification(s):

- ] National Certificate: Construction at NQF Level 3 (to be registered).

This Qualification articulates vertically with the following registered learning programmes:

- ] ID: 22297: National Certificate: Construction at NQF Level 4.
- ] ID 49053: National Certificate: Supervision of Building Construction Processes NQF Level 4.

#### MODERATION OPTIONS

] Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with an appropriate Education, Training, and Quality Assurance (ETQA) Body or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

] Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA. Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

] Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards as well as in the exit level outcomes described in the qualification.

#### CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- ] Well-developed interpersonal skills, subject matter and assessment experience.
- ] To be competent in the planning and conducting assessment of learning outcomes as described in the unit standards Conduct Outcomes-based assessment at NQF Level 5.
- ] Competent in the exit level outcomes of the National Certificate: Building and Civil Construction NQF



Level 3.

)] To be registered with the relevant Education and Training Quality Assurance Body.

#### REREGISTRATION HISTORY

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

#### NOTES

This qualification replaces the following qualifications:

- )] ID 20919: National Certificate: Construction Painting, NQF Level 3, 120 Credits.
- )] ID 20815: National Certificate: Construction Tiling, NQF Level 3, 120 Credits
- )] ID 20814: National Certificate: Construction Plastering, NQF Level 3, 120 Credits.
- )] ID 22670: National Certificate: Construction Carpentry, NQF Level 3, 177 Credits.
- )] ID 22671: National Certificate: Construction Masonry, NQF Level 3, 120 Credits.

Range:

)] Building and Civil Construction includes Painting, Tiling, Plastering, Masonry, Joinery, Carpentry, Roofing.

On artisan registration:

- )] The registration and de-registration procedures of an artisan status will be determined by the appropriate Department of Labour procedure.
- )] To be a qualified artisan in a specific specialisation area, the learner must have met the following requirements:
  - > Undertaken work placement with the trade-related approved employer in accordance with the trade requirements.
  - > Successfully complete the NC in Building and Civil Construction in the related specialisations.
  - > Successfully complete the practical competencies in preparation for work as required for the specific artisan.
  - > Successfully pass the Trade Test.

#### UNIT STANDARDS:

|      | ID                     | UNIT STANDARD TITLE                                                                                                | PRE-2009<br>NQF<br>LEVEL | NQF<br>LEVEL       | CREDITS |
|------|------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------|---------|
| Core | <a href="#">259604</a> | Verify compliance to safety, health and environmental requirements in the workplace                                | Level 2                  | NQF<br>Level<br>02 | 4       |
| Core | <a href="#">14672</a>  | Describe the composition, roleplayers and the role of the construction industry in the South African economy       | Level 3                  | NQF<br>Level<br>03 | 4       |
| Core | <a href="#">261661</a> | Develop construction work plans                                                                                    | Level 3                  | NQF<br>Level<br>03 | 8       |
| Core | <a href="#">261664</a> | Erect, use and dismantle access equipment for construction work                                                    | Level 3                  | NQF<br>Level<br>03 | 6       |
| Core | <a href="#">261658</a> | Identify, use and maintain tools, machines, equipment and materials for building and civil construction activities | Level 3                  | NQF<br>Level<br>03 | 4       |
| Core | <a href="#">261737</a> | Procure building and civil construction materials,                                                                 | Level 3                  | NQF                | 8       |

|             |                        |                                                                                                                                                           |         |              |    |
|-------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------|----|
|             |                        | tools and equipment                                                                                                                                       |         | Level 03     |    |
| Core        | <a href="#">254220</a> | Provide primary emergency care/first aid as an advanced first responder                                                                                   | Level 3 | NQF Level 03 | 8  |
| Core        | <a href="#">14580</a>  | Read and interpret construction drawings and specifications                                                                                               | Level 3 | NQF Level 03 | 10 |
| Fundamental | <a href="#">119472</a> | Accommodate audience and context needs in oral/signed communication                                                                                       | Level 3 | NQF Level 03 | 5  |
| Fundamental | <a href="#">9010</a>   | Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations | Level 3 | NQF Level 03 | 2  |
| Fundamental | <a href="#">9013</a>   | Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts                                                | Level 3 | NQF Level 03 | 4  |
| Fundamental | <a href="#">119457</a> | Interpret and use information from texts                                                                                                                  | Level 3 | NQF Level 03 | 5  |
| Fundamental | <a href="#">9012</a>   | Investigate life and work related problems using data and probabilities                                                                                   | Level 3 | NQF Level 03 | 5  |
| Fundamental | <a href="#">119467</a> | Use language and communication in occupational learning programmes                                                                                        | Level 3 | NQF Level 03 | 5  |
| Fundamental | <a href="#">7456</a>   | Use mathematics to investigate and monitor the financial aspects of personal, business and national issues                                                | Level 3 | NQF Level 03 | 5  |
| Fundamental | <a href="#">119465</a> | Write/present/sign texts for a range of communicative contexts                                                                                            | Level 3 | NQF Level 03 | 5  |
| Elective    | <a href="#">14882</a>  | Apply screeds to a concrete floor                                                                                                                         | Level 2 | NQF Level 02 | 15 |
| Elective    | <a href="#">117420</a> | Administer payments and expenses                                                                                                                          | Level 3 | NQF Level 03 | 4  |
| Elective    | <a href="#">9973</a>   | Apply basic business concepts                                                                                                                             | Level 3 | NQF Level 03 | 8  |
| Elective    | <a href="#">261660</a> | Apply paint by spray                                                                                                                                      | Level 3 | NQF Level 03 | 8  |
| Elective    | <a href="#">9971</a>   | Apply screeds to a concrete floor                                                                                                                         | Level 3 | NQF Level 03 | 15 |
| Elective    | <a href="#">14494</a>  | Apply wallpaper                                                                                                                                           | Level 3 | NQF Level 03 | 8  |
| Elective    | <a href="#">14632</a>  | Build decorative masonry elements                                                                                                                         | Level 3 | NQF Level    | 25 |

|          |                        |                                                                                                                |         |              |    |
|----------|------------------------|----------------------------------------------------------------------------------------------------------------|---------|--------------|----|
|          |                        |                                                                                                                |         | 03           |    |
| Elective | <a href="#">261663</a> | Build masonry superstructures using concrete hollow units                                                      | Level 3 | NQF Level 03 | 10 |
| Elective | <a href="#">261659</a> | Build masonry superstructures using solid units                                                                | Level 3 | NQF Level 03 | 20 |
| Elective | <a href="#">14674</a>  | Clad roof structures                                                                                           | Level 3 | NQF Level 03 | 16 |
| Elective | <a href="#">14676</a>  | Erect roof trusses                                                                                             | Level 3 | NQF Level 03 | 16 |
| Elective | <a href="#">14226</a>  | Fabricate, erect and strip formwork for straight walls, columns and bases                                      | Level 3 | NQF Level 03 | 15 |
| Elective | <a href="#">14224</a>  | Fabricate, erect and strip steel and timber formwork for T-walls, decks and beams and single flight staircases | Level 3 | NQF Level 03 | 12 |
| Elective | <a href="#">261662</a> | Finish products manufactured from wood and wood composites                                                     | Level 3 | NQF Level 03 | 4  |
| Elective | <a href="#">14673</a>  | Install finishing components                                                                                   | Level 3 | NQF Level 03 | 16 |
| Elective | <a href="#">13977</a>  | Install gunite materials for refractory linings                                                                | Level 3 | NQF Level 03 | 10 |
| Elective | <a href="#">243751</a> | Interpret and apply building standards relevant to ceilings and partitioning                                   | Level 3 | NQF Level 03 | 12 |
| Elective | <a href="#">14665</a>  | Interpret current affairs related to a specific business sector                                                | Level 3 | NQF Level 03 | 10 |
| Elective | <a href="#">261679</a> | Manufacture and fit door and window frames                                                                     | Level 3 | NQF Level 03 | 8  |
| Elective | <a href="#">261678</a> | Manufacture and install cupboards, counters, staircases and mouldings from wood and wood composites            | Level 3 | NQF Level 03 | 12 |
| Elective | <a href="#">261677</a> | Manufacture and install partitioning and wall panelling from wood                                              | Level 3 | NQF Level 03 | 4  |
| Elective | <a href="#">14679</a>  | Manufacture timber roof trusses                                                                                | Level 3 | NQF Level 03 | 6  |
| Elective | <a href="#">261680</a> | Manufacture wooden components                                                                                  | Level 3 | NQF Level 03 | 4  |
| Elective | <a href="#">14650</a>  | Pave surfaces using flexible segmental paving                                                                  | Level 3 | NQF Level 03 | 9  |
| Elective | <a href="#">14654</a>  | Pave surfaces using rigid segmental clay paving                                                                | Level 3 | NQF          | 9  |

|          |                        |                                                                                 |         |              |    |
|----------|------------------------|---------------------------------------------------------------------------------|---------|--------------|----|
|          |                        |                                                                                 |         | Level 03     |    |
| Elective | <a href="#">261657</a> | Plaster surfaces                                                                | Level 3 | NQF Level 03 | 12 |
| Elective | <a href="#">10002</a>  | Plaster walls and screed a floor and steps                                      | Level 3 | NQF Level 03 | 15 |
| Elective | <a href="#">243757</a> | Prepare a site for ceiling and partition installation                           | Level 3 | NQF Level 03 | 13 |
| Elective | <a href="#">14657</a>  | Prepare and install imprint concrete pavement                                   | Level 3 | NQF Level 03 | 9  |
| Elective | <a href="#">261717</a> | Prepare and lay precast block paving                                            | Level 3 | NQF Level 03 | 10 |
| Elective | <a href="#">261681</a> | Prepare cutting lists, set-out and mark off for machining purpose               | Level 3 | NQF Level 03 | 4  |
| Elective | <a href="#">9969</a>   | Prepare for plastering                                                          | Level 3 | NQF Level 03 | 15 |
| Elective | <a href="#">261665</a> | Prepare surfaces and apply tiles                                                | Level 3 | NQF Level 03 | 20 |
| Elective | <a href="#">261697</a> | Prepare surfaces for painting                                                   | Level 3 | NQF Level 03 | 20 |
| Elective | <a href="#">261666</a> | Prime and apply paint to surfaces                                               | Level 3 | NQF Level 03 | 18 |
| Elective | <a href="#">14662</a>  | Set out, excavate, cast concrete strip foundations and build foundation walling | Level 3 | NQF Level 03 | 6  |
| Elective | <a href="#">119712</a> | Tender for business or work in a selected new venture                           | Level 3 | NQF Level 03 | 8  |
| Elective | <a href="#">14491</a>  | Apply industrial protective coatings                                            | Level 4 | NQF Level 04 | 8  |
| Elective | <a href="#">14493</a>  | Apply special surface coatings                                                  | Level 4 | NQF Level 04 | 8  |
| Elective | <a href="#">11533</a>  | Apply specialist plastering and screeding to surface                            | Level 4 | NQF Level 04 | 18 |
| Elective | <a href="#">10003</a>  | Apply specialist tiling to surfaces                                             | Level 4 | NQF Level 04 | 18 |
| Elective | <a href="#">252214</a> | Conduct follow-up with customers to evaluate satisfaction levels                | Level 4 | NQF Level 04 | 6  |

|          |                        |                                                                                                                                          |         |              |    |
|----------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------|----|
| Elective | <a href="#">10324</a>  | Describe features, advantages and benefits of a range of products or services                                                            | Level 4 | NQF Level 04 | 6  |
| Elective | <a href="#">14225</a>  | Fabricate, erect and strip steel and timber formwork for curved, sloped and E-walls and curved bases with kicker, incorporating waterbar | Level 4 | NQF Level 04 | 20 |
| Elective | <a href="#">252197</a> | Identify and use marketing resources to meet objectives                                                                                  | Level 4 | NQF Level 04 | 4  |
| Elective | <a href="#">252193</a> | Identify potential and existing customers of the business                                                                                | Level 4 | NQF Level 04 | 4  |
| Elective | <a href="#">252200</a> | Implement activity plans to meet agreed deadlines                                                                                        | Level 4 | NQF Level 04 | 6  |
| Elective | <a href="#">252218</a> | Liaise with a range of customers of a business                                                                                           | Level 4 | NQF Level 04 | 4  |
| Elective | <a href="#">242811</a> | Prioritise time and work for self and team                                                                                               | Level 4 | NQF Level 04 | 5  |
| Elective | <a href="#">10037</a>  | Take orders from customers to fulfil a need for goods and/or service                                                                     | Level 4 | NQF Level 04 | 10 |



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SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
REGISTERED QUALIFICATION:

National Certificate: Construction

|                                                      |                                               |                                    |                                                  |                         |
|------------------------------------------------------|-----------------------------------------------|------------------------------------|--------------------------------------------------|-------------------------|
| SAQA QUAL ID                                         |                                               | QUALIFICATION TITLE                |                                                  |                         |
| 49410                                                |                                               | National Certificate: Construction |                                                  |                         |
| ORIGINATOR                                           |                                               |                                    |                                                  |                         |
| SGB Building Construction                            |                                               |                                    |                                                  |                         |
| PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY   |                                               |                                    | NQF SUB-FRAMEWORK                                |                         |
| CETA - Construction Education and Training Authority |                                               |                                    | OQSF - Occupational Qualifications Sub-framework |                         |
| QUALIFICATION TYPE                                   | FIELD                                         |                                    | SUBFIELD                                         |                         |
| National Certificate                                 | Field 12 - Physical Planning and Construction |                                    | Building Construction                            |                         |
| ABET BAND                                            | MINIMUM CREDITS                               | PRE-2009 NQF LEVEL                 | NQF LEVEL                                        | QUAL CLASS              |
| Undefined                                            | 120                                           | Level 2                            | NQF Level 02                                     | Regular-Unit Stds Based |
| REGISTRATION STATUS                                  |                                               | SAQA DECISION NUMBER               | REGISTRATION START DATE                          | REGISTRATION END DATE   |
| Reregistered                                         |                                               | SAQA 06120/18                      | 2018-07-01                                       | 2023-06-30              |
| LAST DATE FOR ENROLMENT                              |                                               | LAST DATE FOR ACHIEVEMENT          |                                                  |                         |
| 2024-06-30                                           |                                               | 2027-06-30                         |                                                  |                         |

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

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

**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.

Rationale:

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.

This qualification will be awarded on successful completion of the programme.

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.

Recognition of Prior Learning:

The qualification may be obtained through the process of Recognition of Prior Learning (RPL). Learners who have met the requirements of any unit standard in this qualification may apply to the relevant Education and Training Quality Assurance Body (ETQA) for recognition of prior learning and will be assessed against the assessment criteria and specific outcomes for the relevant unit standard/s. ETQA bodies are responsible for facilitating the implementation of the RPL, and must register trained assessors against specific unit standards. Learners are prepared for assessment and assessed against the unit standard by such registered assessors. Moderation and appeals processes must be implemented. Learners declared competent against a specific unit standard, receive ETQA certificates indicating their achievements and this information is also recorded on the National Learner Registration Database (NLRD).

## RECOGNISE PREVIOUS LEARNING?

Y

## QUALIFICATION RULES

The qualification is composed of fundamental, core and elective learning components:

- )] Fundamental: 36 credits.
- )] Core: 37 credits.

In order to be awarded the qualification, learners have to prove competence in all fundamental and core unit standards, as well as a minimum of 47 credits from the elective list.

## EXIT LEVEL OUTCOMES

Generic:

On completion of this qualification learners are able to demonstrate the following generic competencies:

- )] Application of Health and Safety standards to a work area. Relevant sections of the Occupational Health and Safety Act will be used to evaluate this.
- )] Application of productivity principles on a construction site. Industry norms will be used to evaluate this.
- )] Application of quality principles on a construction site. Industry norms will be used to evaluate this.
- )] Basic understanding of the Construction Industry. The organizations role in Industry and the learner's role in the organization will be used to evaluate this.
- )] Application of environmental initiatives to comply with National Environmental Management Act.
- )] Ability to establish and prepare a work area in accordance with project specifications.
- )] Ability to maintain records on a construction site according to organisational requirements and policies.

Electives:

Specific elective exit level outcomes and assessment criteria for the different proposed fields of learning are the following:

1. Bricklaying fields of learning:
  - )] Basic competence of building masonry superstructures with solid and hollow units, under supervision.
2. Plastering fields of learning:
  - )] Basic competence of applying plaster and screeds to surfaces, under supervision.
3. Reinforcing fields of learning:
  - )] Basic competence of assembling and tying reinforcing cages under supervision, bending and cutting steel.
4. Formwork fields of learning:
  - )] Basic competence in fabricating, erecting and stripping steel and timber formwork, under supervision.
5. Timber roof erection fields of learning:
  - )] Basic competence in constructing roofs, under supervision.
6. Carpentry finishing component fields of learning:
  - )] Basic competence in executing all carpentry finishing work in buildings, under supervision.
7. Ceiling and timber frame partitioning fields of learning:
  - )] Basic competence in installing ceilings and framed partitioning, under supervision.
8. Structural fields of learning:



) Basic competence in executing structural construction, under supervision.

9. Water and waste water fields of learning:

) Competence in constructing water and wastewater reticulation, under supervision.

10. Painting fields of learning:

) Competence in preparing, priming and painting new and previously coated surfaces.

11. Tiling fields of learning:

) Competence in applying tiles to plastered surfaces.

12. Labour intensive construction fields of learning: roads and stormwater:

) Competence in applying labour intensive construction techniques in a roads and stormwater construction environment.

13. Labour intensive construction fields of learning: structures:

) Competence in applying labour intensive construction techniques in a structural construction environment.

14. Labour intensive construction fields of learning: water and wastewater:

) Competence in applying labour intensive construction techniques in a water and waste water construction environment.

15. Stormwater drainage fields of learning:

) Competence in installing stormwater drainage systems together with associated inlet and outlet structures.

16. Concreting fields of learning:

) Competence in mixing, transporting, placing, testing and curing concrete.

17. Scaffolding fields of learning:

) Competence in erecting and dismantling scaffolding.

18. Supervisory fields of learning:

) Competence in supervising construction teams in a construction environment.

#### ASSOCIATED ASSESSMENT CRITERIA

1. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate correct scaffolding erection and bricklaying techniques according to project specifications, standards and relevant legislation.

2. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate correct scaffolding erection and bricklaying techniques according to project specifications, standards and relevant legislation.

3. These outcomes are assessed by requiring learners to identify and use correct tools and materials, demonstrate their knowledge of safety requirements, to maintain productivity and to demonstrate correct tying, cutting and bending techniques in accordance with project specifications, standards and relevant legislation.

4. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate correct scaffolding erection and formwork techniques according to project specifications, standards and relevant legislation.

5. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate correct scaffolding erection and roofing techniques according to project specifications, standards and relevant legislation.

6. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate correct scaffolding erection and carpentry finishing techniques according to project specifications, standards and relevant legislation.

7. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate correct scaffolding erection, carpentry ceiling construction and partitioning construction techniques according to project specifications, standards and relevant legislation.

8. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate correct scaffolding erection and structural construction techniques such as placing concrete, fixing steel, formwork and scaffolding erection, according to project specifications, standards and relevant legislation.

9. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate trenching, bedding and pipe laying techniques according to project specifications, standards and relevant legislation.

10. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate painting techniques according to project specifications, standards and relevant legislation.

11. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate tiling, plastering and screeding techniques according to project specifications, standards and relevant legislation.

12. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate labour intensive construction techniques according to project specifications, standards and relevant legislation.

13. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate labour intensive construction techniques according to project specifications, standards and relevant legislation.

14. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate labour intensive construction techniques according to project specifications, standards and relevant legislation.

15. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate construction techniques according to project specifications, standards and relevant legislation.

16. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate construction techniques according to project specifications, standards and relevant legislation.

17. These outcomes are assessed by requiring learners to identify and use correct tools and materials, to demonstrate their knowledge of safety requirements, to maintain productivity, and to demonstrate construction techniques according to project specifications, standards and relevant legislation.

18. These outcomes are assessed by evaluating supervisory skills and relevant technical skills against

industry and organisational norms.

Learners who have successfully completed the foregoing fields of learning will be awarded the National Certificate in Construction NQF Level 2 and will be able to progress to the National Certificate in Construction NQF Level 3.

Integrated assessment:

Formative assessments conducted during the learning process consist of written tests, demonstrations and a number of self-assessments. The purpose of formative assessment is to diagnose learner strengths and weaknesses and to determine readiness for summative assessment.

Summative assessment consists of written tests coupled with assignments, case studies and practical demonstrations and would be conducted only when the learner indicates that he/she is ready to undergo summative assessment.

Before qualifying, learners will be expected to demonstrate competence in practical situations which integrate the assessment of all specific outcomes, for all unit standards.

Integrated assessment provides learners with opportunities to display their ability to integrate practical performance, actions, concepts and theories across unit standards in order to achieve competence related to the purpose of this qualification.

In particular, assessors should monitor and ensure that learners are able to demonstrate an ability to consider a range of options and make decisions about:

- ) Quality of observed practical performance as well as the theory and knowledge which underpin practical skills.
- ) Different methods to be used by learners to display thinking and decision making in the demonstration of practical performance.
- ) Reflective competencies.

#### INTERNATIONAL COMPARABILITY

The learnership model for the qualification National Certificate in Construction NQF Level 2, is unique to South Africa., but is, however, comparable to the "strand" concept related to qualifications registered on the New Zealand Qualifications Framework.

In New Zealand, no fundamental unit standards are incorporated in the comparable qualification. Unit standards are clustered into appropriate groups with totals as low as 60 credits. This grouping is called a "strand", indicating a limited area of specialisation.

The South African learnership model is more comprehensive because fundamental unit standards in Mathematical and Language Literacy are included, providing learners with an opportunity to achieve these competencies as part of the learning processes incorporated in the qualification.

Grouping of elective unit standards comprising a particular learnership is very similar to the New Zealand "strand" concept, but is more comprehensive, leading to a broader learning field.

In Botswana, the Department of Labour has established a Construction Industry Trust Fund for the training of artisan-related skills required in the construction industry. The centre is located at Gaborone and uses competency-based training materials and methodologies for the training of artisans in the construction industry. The qualification typify the SAQA NQF Level 3.

#### ARTICULATION OPTIONS

This qualification has been developed to provide mobility across various fields of learning in the construction industry.

Horizontal portability is also possible because the fundamental learning and core units are the same for all the learnerships in this field.

Annexure C (elective unit standards - rules of combination) provides details of different combinations of electives together with fundamental and core learning, formatted according to fields of learning which will deliver the same generic qualification at NQF Level 2 following successful completion.

Vertical articulation permits learners to progress from level 1 to level 7 in the various learnership fields. However, from level 4 onwards, competencies are clustered to make provision for supervising and managing a range of skills.

The following qualifications provide a learning pathway for the construction worker:

- ] NQF level 1: National Certificate in Construction (generic + various streams)
- ] NQF level 2: National Certificate in Construction (generic + various streams)
- ] NQF level 3: National Certificate in Construction (various streams)
- ] NQF level 4: National Certificate in the Supervision of Construction activities. (generic)
- ] NQF level 5: National Diploma in the Management of Construction activities (generic)
- ] NQF level 6: National Degree in Construction Management
- ] NQF level 7: National Professional Degree in Construction Management

For the purposes of RPL, holders of qualifications other than those listed above are also eligible for assessment against this qualification.

#### MODERATION OPTIONS

Assessment of learner achievements takes place at the premises of training/learning providers accredited by the Construction Education Training Authority (CETA) (RSA, 1998b) to provide programmes that deliver the outcomes specified for the National Certificate in Construction NQF Level 2. The CETA, as an ETQA, or other ETQA's who have signed a Memorandum of Understanding with the CETA as ETQA, are responsible for moderation of achievements of learners who meet the requirements of this qualification.

Anyone assessing a learner or moderating an assessment of a learner's performance against this qualification must be registered as an assessor and moderator (if appropriate) with the relevant ETQA. Assessors and moderators must be competent in unit standards being assessed or moderated. Any institution offering training or learning that leads to the awarding 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 on assessment and moderation between ETQA's and in terms of moderation guidelines, which must include both internal and external moderation of assessments at exit points in the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of competence described in individual unit standards as well as overall integrated competence described in the qualification.

Anyone wishing to have their skills competence assessed against this qualification may apply to any assessment agency, assessor or provider institution which is accredited by the relevant ETQA.

#### CRITERIA FOR THE REGISTRATION OF ASSESSORS

Registration as an assessor requires:

- ] A recognised assessor qualification.
- ] Compliance with the relevant ETQA's requirements for assessor registration.
- ] Subject matter expertise in the unit standard/s for which assessor registration is sought, as well as an understanding of the context of the qualification to support integrated assessment processes.

## REREGISTRATION HISTORY

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

## NOTES

Supplementary Information:

Acts, Regulations, Specifications and Standards applicable to this qualification:

- ] Occupational Health and Safety Act 1993
- ] GNR 1010 of 18 July 2003: Construction Regulations 2003
- ] National Environmental Management Act (No.107 of 1998)
- ] South African Bureau of Standards (standards and specifications)
- ] National Building Regulations
- ] Industry Project Specifications including but not limited to those published by the:
  - > Committee of Transport Officials (COTO standard specifications)
  - > National Department of Public Works

## UNIT STANDARDS:

|             | ID                     | UNIT STANDARD TITLE                                                                                                                           | PRE-2009 NQF LEVEL | NQF LEVEL    | CREDITS |
|-------------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------|---------|
| Core        | <a href="#">13971</a>  | Describe and interpret the composition, roleplayers, processes and role of the construction industry                                          | Level 1            | NQF Level 01 | 3       |
| Core        | <a href="#">9964</a>   | Apply health and safety to a work area                                                                                                        | Level 2            | NQF Level 02 | 3       |
| Core        | <a href="#">14556</a>  | Apply productivity principles on a construction site                                                                                          | Level 2            | NQF Level 02 | 6       |
| Core        | <a href="#">9986</a>   | Apply quality principles on a construction site                                                                                               | Level 2            | NQF Level 02 | 12      |
| Core        | <a href="#">114219</a> | Demonstrate an understanding and implement environmental initiatives on a construction activity                                               | Level 2            | NQF Level 02 | 4       |
| Core        | <a href="#">9966</a>   | Establish and prepare a work area                                                                                                             | Level 2            | NQF Level 02 | 4       |
| Core        | <a href="#">14336</a>  | Maintain records on a construction site                                                                                                       | Level 2            | NQF Level 02 | 2       |
| Core        | <a href="#">14054</a>  | Read and interpret construction drawings and specifications                                                                                   | Level 2            | NQF Level 02 | 3       |
| Fundamental | <a href="#">8963</a>   | Access and use information from texts                                                                                                         | Level 2            | NQF Level 02 | 5       |
| Fundamental | <a href="#">9009</a>   | Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems | Level 2            | NQF Level 02 | 3       |

|             |                        |                                                                                                                                                                           |         |              |    |
|-------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------|----|
| Fundamental | <a href="#">7480</a>   | Demonstrate understanding of rational and irrational numbers and number systems                                                                                           | Level 2 | NQF Level 02 | 3  |
| Fundamental | <a href="#">8962</a>   | Maintain and adapt oral communication                                                                                                                                     | Level 2 | NQF Level 02 | 5  |
| Fundamental | <a href="#">12444</a>  | Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts | Level 2 | NQF Level 02 | 3  |
| Fundamental | <a href="#">8967</a>   | Use language and communication in occupational learning programmes                                                                                                        | Level 2 | NQF Level 02 | 5  |
| Fundamental | <a href="#">7469</a>   | Use mathematics to investigate and monitor the financial aspects of personal and community life                                                                           | Level 2 | NQF Level 02 | 2  |
| Fundamental | <a href="#">9007</a>   | Work with a range of patterns and functions and solve problems                                                                                                            | Level 2 | NQF Level 02 | 5  |
| Fundamental | <a href="#">8964</a>   | Write for a defined context                                                                                                                                               | Level 2 | NQF Level 02 | 5  |
| Elective    | <a href="#">12916</a>  | Batch and mix concrete by volume                                                                                                                                          | Level 1 | NQF Level 01 | 5  |
| Elective    | <a href="#">119069</a> | Build masonry superstructures using hollow units                                                                                                                          | Level 1 | NQF Level 01 | 12 |
| Elective    | <a href="#">119073</a> | Build masonry superstructures using solid units                                                                                                                           | Level 1 | NQF Level 01 | 12 |
| Elective    | <a href="#">243275</a> | Erect and dismantle prefabricated aluminium alloy scaffolding                                                                                                             | Level 1 | NQF Level 01 | 4  |
| Elective    | <a href="#">14445</a>  | Frame and implement an individual action plan to improve productivity within an organisational unit                                                                       | Level 1 | NQF Level 01 | 3  |
| Elective    | <a href="#">13973</a>  | Identify and use protective clothing and equipment in general construction                                                                                                | Level 1 | NQF Level 01 | 4  |
| Elective    | <a href="#">119056</a> | Identify, describe and utilise materials in construction                                                                                                                  | Level 1 | NQF Level 01 | 4  |
| Elective    | <a href="#">119064</a> | Install and maintain basic plumbing components                                                                                                                            | Level 1 | NQF Level 01 | 12 |
| Elective    | <a href="#">12512</a>  | Practice environmental awareness                                                                                                                                          | Level 1 | NQF Level 01 | 4  |
| Elective    | <a href="#">10567</a>  | Transport personnel, material and equipment using Light Delivery Vehicle                                                                                                  | Level 1 | NQF Level 01 | 4  |
| Elective    | <a href="#">12877</a>  | Use and maintain Hand tools on a Construction                                                                                                                             | Level 1 | NQF          | 4  |

|          |                        |                                                                                                     |         |              |    |
|----------|------------------------|-----------------------------------------------------------------------------------------------------|---------|--------------|----|
|          |                        | Site                                                                                                |         | Level 01     |    |
| Elective | <a href="#">12878</a>  | Use and maintain Power Hand Tools on a construction Site                                            | Level 1 | NQF Level 01 | 5  |
| Elective | <a href="#">119076</a> | Use and maintain small plant and equipment on a construction site                                   | Level 1 | NQF Level 01 | 4  |
| Elective | <a href="#">7461</a>   | Use maps to access and communicate information concerning routes, location and direction            | Level 1 | NQF Level 01 | 1  |
| Elective | <a href="#">114917</a> | Apply labour intensive construction methods to construct and maintain water and sanitation services | Level 2 | NQF Level 02 | 8  |
| Elective | <a href="#">114921</a> | Apply labour intensive construction systems and techniques to work activities                       | Level 2 | NQF Level 02 | 12 |
| Elective | <a href="#">119046</a> | Apply on-site corrosion protection of pipes                                                         | Level 2 | NQF Level 02 | 4  |
| Elective | <a href="#">119065</a> | Apply plaster and screeds to surfaces                                                               | Level 2 | NQF Level 02 | 11 |
| Elective | <a href="#">9988</a>   | Apply surveying techniques on a construction contract                                               | Level 2 | NQF Level 02 | 10 |
| Elective | <a href="#">116573</a> | Assemble, tie and fix reinforcing cages                                                             | Level 2 | NQF Level 02 | 3  |
| Elective | <a href="#">14884</a>  | Build masonry superstructures using solid and hollow units                                          | Level 2 | NQF Level 02 | 12 |
| Elective | <a href="#">119067</a> | Build masonry superstructures using solid units                                                     | Level 2 | NQF Level 02 | 12 |
| Elective | <a href="#">14557</a>  | Conduct routine site tests to fresh and hardened concrete                                           | Level 2 | NQF Level 02 | 6  |
| Elective | <a href="#">119049</a> | Demonstrate and apply knowledge of pipes, associated fittings and valves                            | Level 2 | NQF Level 02 | 5  |
| Elective | <a href="#">116152</a> | Demonstrate mechanical awareness and plant appreciation                                             | Level 2 | NQF Level 02 | 5  |
| Elective | <a href="#">119074</a> | Erect and dismantle scaffolding                                                                     | Level 2 | NQF Level 02 | 4  |
| Elective | <a href="#">9672</a>   | Erect and dismantle scaffolding                                                                     | Level 2 | NQF Level 02 | 5  |
| Elective | <a href="#">119041</a> | Erect and strip steel formwork for straight walls, columns and bases                                | Level 2 | NQF Level 02 | 8  |

|          |                        |                                                                                                                 |         |              |    |
|----------|------------------------|-----------------------------------------------------------------------------------------------------------------|---------|--------------|----|
| Elective | <a href="#">119050</a> | Erect ceilings and timber frame partitions                                                                      | Level 2 | NQF Level 02 | 18 |
| Elective | <a href="#">119042</a> | Erect, alter/reposition and dismantle access scaffolding                                                        | Level 2 | NQF Level 02 | 13 |
| Elective | <a href="#">119045</a> | Fabricate, erect and strip timber formwork for straight walls, columns and bases                                | Level 2 | NQF Level 02 | 8  |
| Elective | <a href="#">13972</a>  | Identify describe and use materials in civil engineering construction                                           | Level 2 | NQF Level 02 | 4  |
| Elective | <a href="#">119059</a> | Install and maintain a below ground drainage system                                                             | Level 2 | NQF Level 02 | 10 |
| Elective | <a href="#">119062</a> | Install and maintain a water supply system                                                                      | Level 2 | NQF Level 02 | 10 |
| Elective | <a href="#">119066</a> | Install carpentry finishing components                                                                          | Level 2 | NQF Level 02 | 15 |
| Elective | <a href="#">119077</a> | Install control valves                                                                                          | Level 2 | NQF Level 02 | 3  |
| Elective | <a href="#">15182</a>  | Install manholes and chambers on a civil construction site                                                      | Level 2 | NQF Level 02 | 5  |
| Elective | <a href="#">12903</a>  | Install precast concrete pipes                                                                                  | Level 2 | NQF Level 02 | 5  |
| Elective | <a href="#">119079</a> | Install pressure pipes                                                                                          | Level 2 | NQF Level 02 | 5  |
| Elective | <a href="#">119068</a> | Install roof covering                                                                                           | Level 2 | NQF Level 02 | 12 |
| Elective | <a href="#">119057</a> | Install, test and maintain above ground drainage systems                                                        | Level 2 | NQF Level 02 | 10 |
| Elective | <a href="#">119080</a> | Lead and supervise construction teams                                                                           | Level 2 | NQF Level 02 | 8  |
| Elective | <a href="#">119063</a> | Monitor and control cost and production of a construction work activity and implement productivity improvements | Level 2 | NQF Level 02 | 10 |
| Elective | <a href="#">116177</a> | Operate a tractor                                                                                               | Level 2 | NQF Level 02 | 6  |
| Elective | <a href="#">8420</a>   | Operate in a team                                                                                               | Level 2 | NQF Level 02 | 4  |
| Elective | <a href="#">119070</a> | Prepare and apply tiles to plastered surfaces, and apply plaster and screeds to walls and floors                | Level 2 | NQF Level    | 11 |



|          |                        |                                                                                                   |         |              |    |
|----------|------------------------|---------------------------------------------------------------------------------------------------|---------|--------------|----|
|          |                        |                                                                                                   |         | 02           |    |
| Elective | <a href="#">119071</a> | Prepare, manufacture and erect roof trusses                                                       | Level 2 | NQF Level 02 | 15 |
| Elective | <a href="#">119072</a> | Prepare, prime and paint new and previously coated surfaces                                       | Level 2 | NQF Level 02 | 18 |
| Elective | <a href="#">116578</a> | Read and interpret reinforcing materials documentation                                            | Level 2 | NQF Level 02 | 3  |
| Elective | <a href="#">9965</a>   | Render basic first aid                                                                            | Level 2 | NQF Level 02 | 3  |
| Elective | <a href="#">10255</a>  | Select, use and care for power tools                                                              | Level 2 | NQF Level 02 | 5  |
| Elective | <a href="#">119075</a> | Understand and describe basic plumbing principles                                                 | Level 2 | NQF Level 02 | 8  |
| Elective | <a href="#">14565</a>  | Use a concrete dumper to haul and dump material                                                   | Level 2 | NQF Level 02 | 2  |
| Elective | <a href="#">14566</a>  | Use a sideboom to lift, lower and carry material                                                  | Level 2 | NQF Level 02 | 5  |
| Elective | <a href="#">14567</a>  | Use a small self propelled compactor to compact material                                          | Level 2 | NQF Level 02 | 7  |
| Elective | <a href="#">12875</a>  | Use and maintain small plant and equipment on a construction site                                 | Level 2 | NQF Level 02 | 10 |
| Elective | <a href="#">114916</a> | Use labour intensive construction methods to construct and maintain roads and stormwater drainage | Level 2 | NQF Level 02 | 8  |
| Elective | <a href="#">114930</a> | Use labour intensive construction methods to construct, repair and maintain structures            | Level 2 | NQF Level 02 | 8  |
| Elective | <a href="#">15034</a>  | Work in confined spaces on construction sites                                                     | Level 2 | NQF Level 02 | 2  |
| Elective | <a href="#">263247</a> | Assist to erect, use and dismantle access scaffolding                                             | Level 3 | NQF Level 03 | 4  |
| Elective | <a href="#">9962</a>   | Calculate construction quantities to develop a work plan                                          | Level 3 | NQF Level 03 | 8  |
| Elective | <a href="#">116562</a> | Demonstrate knowledge of and apply basic concrete construction practice                           | Level 3 | NQF Level 03 | 10 |
| Elective | <a href="#">263245</a> | Erect, use and dismantle access scaffolding                                                       | Level 3 | NQF Level 03 | 5  |
| Elective | <a href="#">119060</a> | Install ARMCO pipes                                                                               | Level 3 | NQF          | 5  |



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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY  
REGISTERED QUALIFICATION:**

National Certificate: Community House Building

|                                                      |                                                |                           |                                                  |                         |
|------------------------------------------------------|------------------------------------------------|---------------------------|--------------------------------------------------|-------------------------|
| SAQA QUAL ID                                         | QUALIFICATION TITLE                            |                           |                                                  |                         |
| 24273                                                | National Certificate: Community House Building |                           |                                                  |                         |
| ORIGINATOR                                           |                                                |                           |                                                  |                         |
| SGB Building Construction                            |                                                |                           |                                                  |                         |
| PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY   |                                                |                           | NQF SUB-FRAMEWORK                                |                         |
| CETA - Construction Education and Training Authority |                                                |                           | OQSF - Occupational Qualifications Sub-framework |                         |
| QUALIFICATION TYPE                                   | FIELD                                          | SUBFIELD                  |                                                  |                         |
| National Certificate                                 | Field 12 - Physical Planning and Construction  | Building Construction     |                                                  |                         |
| ABET BAND                                            | MINIMUM CREDITS                                | PRE-2009 NQF LEVEL        | NQF LEVEL                                        | QUAL CLASS              |
| Undefined                                            | 124                                            | Level 2                   | NQF Level 02                                     | Regular-Unit Stds Based |
| REGISTRATION STATUS                                  |                                                | SAQA DECISION NUMBER      | REGISTRATION START DATE                          | REGISTRATION END DATE   |
| Reregistered                                         |                                                | SAQA 06120/18             | 2018-07-01                                       | 2023-06-30              |
| LAST DATE FOR ENROLMENT                              |                                                | LAST DATE FOR ACHIEVEMENT |                                                  |                         |
| 2024-06-30                                           |                                                | 2027-06-30                |                                                  |                         |

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

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

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

The purpose of the qualification is to provide Learners` as well as providers of education and training with national standards that represent the competencies required to meet the challenges of participating effectively in the building construction industry as a multi-skilled practitioner.

For those who have been in the workplace for a considerable period of time, this qualification can be used in the recognition of prior learning process to assess and recognise workplace skills acquired without the benefit of formal education and training.

For the new entrant, this qualification describes the learning outcomes required to effectively participate in a structured workplace as a multi-skilled practitioner.

For education and training providers, this qualification provides guidance for the development of appropriate learning programmes and assessment documentation that meet and allow for Learners` to achieve the desired outcomes.

For employers, this qualification enables skills gaps to be identified and addressed ensuring that productivity levels are increased and business objectives achieved within the legislative frameworks in which the construction industry is required to operate.

This qualification has been developed to assist with standardisation across the building industry. The qualification will allow the qualified multi-skilled practitioner to register as a community house builder and provides a solid foundation for future career advancement across similar qualifications in the construction industry, including supervisory and management qualifications within the sector.

The primary skills that are recognised in this qualification relate to a range of limited technical skills that are required to build a house of basic design. The learner will also have a basic understanding of the construction industry and how he or she is expected to operate within the legislative, safety and quality systems that govern the workplace.

#### Rationale

As a result of past legacies many practitioners within the building construction sector were denied career advancement and possible recognition for skills acquired in the various trades. This was as a direct result of poor educational opportunities at some schools, leading to a lack of entry to formal training institutions.

The introduction of a "National Certificate in Community House Building" qualification, based on unit standards, will allow Learners` to enter into this qualification as a starting point to an artisan career and in addition, allow for the recognition of prior learning within the building sector.

The CETA Sector Skills Plan indicates a definite need for a qualification that allows for the development of a multi-skilled practitioner who is able to draw on a range of limited technical competencies from the various designated trades.

The "National Certificate in Community House Building" reflects the skills, knowledge and understanding required to participate effectively as a multi-skilled practitioner in the building construction industry and preferably in the construction of basic housing structures.

On completion of this qualification, the learner has the option of progressing within any one of the career paths of the construction industry and receiving a further qualification in Construction Carpentry, Masonry etc. In addition, this qualification will also provide opportunities for self-employment and entrepreneurship within the field of community house building.

#### LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Learners` should have acquired the equivalent of NQF Level 1 (ABET Level 4) numeracy and literacy competencies within the General Education and Training Band (GET) prior to embarking on learning towards this qualification.

#### Recognition of Prior Learning (RPL):

The qualification may be obtained through the process of Recognition of Prior Learning. Learners` who have met the requirements of any unit standard in this qualification may apply for recognition of prior

learning to the Construction Education and Training Authority (CETA), and will be assessed against the assessment criteria and specific outcomes contained in the relevant unit standard/s.

#### RECOGNISE PREVIOUS LEARNING?

Y

#### QUALIFICATION RULES

N/A

#### EXIT LEVEL OUTCOMES

1. On completion of this qualification Learners` will be able to demonstrate competent performance in the following outcomes within the defined context of this qualification.

)] Demonstrate competent performance against the criteria contained in the Fundamental unit standards selected for the Numeracy and Literacy competencies that are required of multi-skilled practitioners in the construction industry.

)] Apply energy efficient environmental principles that result in the construction of buildings that are environmentally sound and which promote the sustainability of the surrounding environment.

)] Demonstrate a basic understanding of the construction industry, stakeholders, relevant regulations, legislation and skills development initiatives.

)] Prepare basic sketches and drawings as well as read and interpret basic construction drawings and specifications.

)] Apply health and safety legislation when carrying out the range of activities associated with the building of community houses.

)] Render basic first aid when minor injuries are sustained to self or personnel engaged in building activities on the site.

)] Erect, use and dismantle basic access equipment.

)] Set out, excavate and cast concrete strip foundations and build foundation walling onto which a concrete slab is cast.

)] Set out and prepare carpentry work areas for the limited range of carpentry practices carried out during the construction of houses of a basic design.

)] Use brick size and block size units to build walls, including the building of bricks into pre-erected light steel framed walls.

)] Set out, brace and erect site made roof trusses and including prefabricated roof trusses where these have been specified.

)] Apply screeds to concrete floors.

)] Measure, cut and fit glass into wood and steel frames in accordance with specified dimensions.

)] Prepare, prime and paint internal and external surfaces.

2. Competence in the area of specialisation opted for by the learner in any of the following:

)] Erect, connect and clad light steel frames that have been treated to prevent corrosion and install appropriate insulation where required, including the building of brick/block work into light steel frames where this is specified.

)] Build, connect, clad and erect timber frame walls and install appropriate insulation where required.

)] Erect ceilings and install appropriate insulation where required.

)] Construct on-site sanitation facilities on sites where houses of basic design are being built for the community.

)] Measure and order building materials and identify, select and maintain required tools and equipment.

)] Manage labour, plant, equipment and material resources on a construction project.

#### ASSOCIATED ASSESSMENT CRITERIA

Integrated Assessment:

Formative assessments conducted during the learning process will consist of written tests, demonstrations and a number of self-assessments. The purpose of formative assessment is to diagnose learner strengths and weaknesses and to determine readiness for summative assessment.

Summative assessment would consist of written tests coupled with assignments, case studies and practical demonstrations. Summative assessments would only be conducted once the learner has indicated that he/she is ready to undergo summative assessment.

Before qualifying, Learners` will be expected to demonstrate competence in a practical situation that integrates the assessment of all specific outcomes, for all unit standards. Integrated assessment provides Learners` with an opportunity to display an ability to integrate practical performance, actions, concepts and theory across unit standards to achieve competence in relation to the purpose of this qualification.

In particular, assessors should check that the learner is able to demonstrate the ability to consider a range of options and make decisions about:

- ) The quality of the observed practical performance as well as the theory and underpinning knowledge behind it.
- ) The different methods that can be used by the learner to display thinking and decision making in the demonstration of practical performance.
- ) Reflexive competencies.

#### INTERNATIONAL COMPARABILITY

Comparable qualifications in Germany and The Netherlands indicate that the progress of a tradesmen begins at the level where a wide range of skills and knowledge across all trades is acquired and implemented across the range of construction practices before these tradesmen embark on a learning pathway that will lead them towards specialisation in a particular trade.

Housing conditions in South Africa represent a unique situation and there is an ever-increasing demand for the construction of low cost, economical houses of a basic design. This in turn has led to a growing demand for a multi-skilled practitioner who has acquired a range of basic technical skills and knowledge that will enable him or her to effectively contribute to the construction of low cost, economical houses that meet the requirements of sound construction at an affordable cost within the framework of health and safety legislation and national building standards.

#### ARTICULATION OPTIONS

This qualification has been developed to provide mobility across the construction industry and is intended to allow for further learning towards related trade qualifications within this sector. The qualification has been designed and structured so that qualifying Learners` can move from one construction context to another.

#### MODERATION OPTIONS

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 ETQAs` 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 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, which is accredited by the relevant ETQA.

## CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessment of learner achievements takes place through training providers that have been accredited by CETA (RSA, 1998b) to deliver training programs that result in the outcomes specified for the National Certificate in Community House Building - NQF Level 2. CETA is responsible for the moderation of learner achievements for those Learners` who meet the requirements of this qualification.

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.

## REREGISTRATION HISTORY

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

## NOTES

Credits changed from 169 to 124 by SAQA and SGB decision.

## UNIT STANDARDS:

|      | ID                    | UNIT STANDARD TITLE                                        | PRE-2009<br>NQF<br>LEVEL | NQF<br>LEVEL       | CREDITS |
|------|-----------------------|------------------------------------------------------------|--------------------------|--------------------|---------|
| Core | <a href="#">9964</a>  | Apply health and safety to a work area                     | Level 2                  | NQF<br>Level<br>02 | 3       |
| Core | <a href="#">14882</a> | Apply screeds to a concrete floor                          | Level 2                  | NQF<br>Level<br>02 | 15      |
| Core | <a href="#">14883</a> | Apply tiles to plastered surfaces                          | Level 2                  | NQF<br>Level<br>02 | 4       |
| Core | <a href="#">14884</a> | Build masonry superstructures using solid and hollow units | Level 2                  | NQF<br>Level<br>02 | 12      |
| Core | <a href="#">14887</a> | Clad roof structures                                       | Level 2                  | NQF<br>Level<br>02 | 6       |
| Core | <a href="#">14891</a> | Erect roof trusses                                         | Level 2                  | NQF<br>Level<br>02 | 14      |
| Core | <a href="#">14892</a> | Install glazing                                            | Level 2                  | NQF<br>Level<br>02 | 2       |
| Core | <a href="#">14893</a> | Paint internal and external surfaces                       | Level 2                  | NQF<br>Level<br>02 | 6       |
| Core | <a href="#">9965</a>  | Render basic first aid                                     | Level 2                  | NQF<br>Level<br>02 | 3       |
| Core | <a href="#">14894</a> | Set out and prepare construction carpentry work areas      | Level 2                  | NQF<br>Level<br>02 | 3       |
| Core | <a href="#">14895</a> | Set out, excavate, cast concrete strip foundations,        | Level 2                  | NQF                | 6       |

|             |                       |                                                                                                                                                                           |         |              |    |
|-------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------|----|
|             |                       | build foundation walling and cast concrete slabs                                                                                                                          |         | Level 02     |    |
| Core        | <a href="#">9967</a>  | Erect, use and dismantle access equipment                                                                                                                                 | Level 3 | NQF Level 03 | 6  |
| Fundamental | <a href="#">8963</a>  | Access and use information from texts                                                                                                                                     | Level 2 | NQF Level 02 | 5  |
| Fundamental | <a href="#">9009</a>  | Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems                             | Level 2 | NQF Level 02 | 3  |
| Fundamental | <a href="#">7480</a>  | Demonstrate understanding of rational and irrational numbers and number systems                                                                                           | Level 2 | NQF Level 02 | 3  |
| Fundamental | <a href="#">14889</a> | Describe the composition, roleplayers and the role of the construction industry in the South African economy                                                              | Level 2 | NQF Level 02 | 3  |
| Fundamental | <a href="#">12444</a> | Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts | Level 2 | NQF Level 02 | 3  |
| Fundamental | <a href="#">14054</a> | Read and interpret construction drawings and specifications                                                                                                               | Level 2 | NQF Level 02 | 3  |
| Fundamental | <a href="#">8967</a>  | Use language and communication in occupational learning programmes                                                                                                        | Level 2 | NQF Level 02 | 5  |
| Fundamental | <a href="#">7469</a>  | Use mathematics to investigate and monitor the financial aspects of personal and community life                                                                           | Level 2 | NQF Level 02 | 2  |
| Fundamental | <a href="#">9007</a>  | Work with a range of patterns and functions and solve problems                                                                                                            | Level 2 | NQF Level 02 | 5  |
| Fundamental | <a href="#">8964</a>  | Write for a defined context                                                                                                                                               | Level 2 | NQF Level 02 | 5  |
| Fundamental | <a href="#">9960</a>  | Communicate verbally and non-verbally in the workplace                                                                                                                    | Level 3 | NQF Level 03 | 8  |
| Elective    | <a href="#">14885</a> | Build steel frame walls                                                                                                                                                   | Level 2 | NQF Level 02 | 8  |
| Elective    | <a href="#">14886</a> | Build timber frame walls                                                                                                                                                  | Level 2 | NQF Level 02 | 8  |
| Elective    | <a href="#">14888</a> | Construct on-site sanitation facilities                                                                                                                                   | Level 2 | NQF Level 02 | 2  |
| Elective    | <a href="#">14890</a> | Erect ceilings and install insulation                                                                                                                                     | Level 2 | NQF Level 02 | 4  |
| Elective    | <a href="#">9984</a>  | Manage construction resources                                                                                                                                             | Level 2 | NQF Level    | 20 |

|          |                      |                                        |         |                    |   |
|----------|----------------------|----------------------------------------|---------|--------------------|---|
|          |                      |                                        |         | 02                 |   |
| Elective | <a href="#">9968</a> | Procure materials, tools and equipment | Level 3 | NQF<br>Level<br>03 | 6 |