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**GOVERNMENT NOTICES**

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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**

No. 280

13 March 2009

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

**Housing**

registered by Organising Field 12 – Physical Planning and Construction, publishes the following Qualifications and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualifications and Unit Standards. The full Qualifications and Unit Standards can be accessed via the SAQA web-site at [www.saqa.org.za](http://www.saqa.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualifications and Unit Standards should reach SAQA at the address below and **no later than 14 April 2009**. All correspondence should be marked **Standards Setting – SGB for Housing** and addressed to

The Director: Standards Setting and Development  
SAQA

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D. MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:****General Education and Training Certificate: Housing**

<b>SAQA QUAL ID</b>	<b>QUALIFICATION TITLE</b>		
65969	General Education and Training Certificate: Housing		
<b>ORIGINATOR</b>			<b>PROVIDER</b>
SGB Housing			
<b>QUALIFICATION TYPE</b>	<b>FIELD</b>	<b>SUBFIELD</b>	
National Certificate	12 - Physical Planning and Construction	Physical Planning, Design and Management	
<b>ABET BAND</b>	<b>MINIMUM CREDITS</b>	<b>NQF LEVEL</b>	<b>QUAL CLASS</b>
Undefined	120	Level 1	Regular-Unit Stds Based

*This qualification replaces:*

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
48642	General Education and Training Certificate Housing: Housing Consumer Education	Level 1	120	Will occur as soon as 65969 is registered

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose and Rationale:

This is an introductory qualification in the field of housing. It is aimed at people who wish to gain elementary understanding of the housing sector as well as those who are already working within the housing environment (national, provincial and municipal governments including mines, NGOs, state-owned enterprises and housing institutions) at the general worker level as well as housing consumers. It is also aimed at people who are particularly entrusted with the responsibilities of imparting basic housing knowledge to the local communities working as housing project committee members or ward councillors at municipal level.

Because of the breadth and variety of housing information and knowledge that is aimed at addressing different groups of people in the entire property market, there is a need for people as individuals, and as members of social or workplace communities, to become aware of their roles and responsibilities towards housing.

This qualification is intentionally designed to provide relevant/current information, knowledge and skills to learners to make informed decisions and choices that will impact positively on housing thus contributing to the national vision of creating sustainable human settlements individually and collectively as communities.

This qualification will contribute to the employment opportunities in the housing sector and for career advancement within housing and numerous career pathways in the built environment horizontally and vertically at NQF Level 1 and NQF Level 2 related qualifications.

**RECOGNIZE PREVIOUS LEARNING?**

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**LEARNING ASSUMED IN PLACE**

It is assumed that learners are competent in:

- > Communication skills at ABET Level 3.
- > Mathematical Literacy skills at ABET Level 3.

Recognition of Prior Learning:

This qualification may be achieved in part or completely through the recognition of what learners currently know in the context of housing and related matters. This includes formal, informal and non-formal learning and housing experience acquired by the learner.

Learners who believe that they already possess the competencies to enable them to meet all the outcomes listed in the unit standards will therefore present themselves for assessment against such unit standards for recognition purposes. This will therefore be used as a tool to enable learners to acquire credits towards this qualification.

Access to the Qualification:

Access to this qualification is open bearing in mind learning assumed to be in place.

### **QUALIFICATION RULES**

Rules of combination:

Core Component:

All Core unit standards to the value of 49 credits are compulsory.

Fundamental Component:

All Fundamental unit standards to the value of 34 credits are compulsory.

Elective Component:

Learners need to achieve at least a minimum of 37 credits from the elective learning component in order to achieve a certificate at this level.

### **EXIT LEVEL OUTCOMES**

At the end of the qualification, the learner should be able to:

1. Demonstrate an elementary understanding of the concept of housing and basic principles which underpin sustainable human settlements.
2. Recall and describe housing development processes and procedures.  
> Range: Housing development processes include but are not limited to land application and approval, acquisition of land, township establishment, appointment of technical/professional officials and building contractors.
3. Apply knowledge of housing finance to make informed decision on the choice of type of financing.
4. Obtain and share housing information with individuals, peers and community members.

Critical Cross-Field Outcomes:

The qualifying learner will be able to:

4. Obtain and share housing information with individuals, peers and community members.

Critical Cross-Field Outcomes:

The qualifying learner will be able to:

- > Identifying and solving problems relating to contractual agreements for housing finance by understanding the legal requirements in terms of the contractual documentation to avoid breach.
- > Organising and managing oneself and one's activities responsibly by planning and managing own budget.
- > Collecting and analysing housing related information to make an informed decision on the choice of housing consumption.
- > Communicating effectively using appropriate verbal and nonverbal skills in order to share housing information with individuals, peers and community members.
- > Demonstrating an understanding of the world, as a set of related systems by recognizing that housing provision is a partnership effort between government, consumers and the banks.

#### **ASSOCIATED ASSESSMENT CRITERIA**

Assessment Criterion for Exit Level Outcome 1:

1. The concept of housing is explained in relation to its impact to social, psychological, physical and economic perspectives.
2. The basic principles which underpin the creation of sustainable human settlements are described with examples.
3. Various role-players in housing provision are identified and listed with examples.
4. Eligibility requirements to access housing are listed in terms of applicable policies.

Assessment Criterion for Exit Level Outcome 2:

1. Various housing delivery options are identified and listed with examples.
2. Different tenure options are identified and compared in terms of their implications in own decision.
3. Different stages of housing development process are identified and described in terms of the duration for each process.
4. Various role-players in housing development are identified and listed in terms of their roles and responsibilities.
5. Factors contributing to poor living conditions in human settlements are identified and specified in the context of safety, security and economic environments.

Assessment Criterion for Exit Level Outcome 3:

1. Different housing finance options are identified and listed with examples.
2. Financial institutions advancing housing finance to housing consumers are identified and listed in terms of their products they offer.
3. The implications of each housing finance option are described in order to make an informed decision.
4. Commonly used housing contractual documentation for housing finance is explained in relation to the terms and conditions.
5. Consumer and financial institution's responsibilities under the contractual agreement for housing finance are identified and described with examples.
6. The importance of meeting legal requirements in the context of the contractual agreement is explained with examples.
7. Consequences of breach of contract are listed and described with examples.
8. Plan and manage personal finances in relation to expenses, liabilities and responsibilities by a homeowner.

**Assessment Criterion for Exit Level Outcome 4:**

1. Information relating to housing schemes is obtained and summarised in order to share with individuals, peers and members of the community.
2. Information acquired on housing concepts, processes, procedures is recalled and explained with examples.
3. Communication and maths literacy skills are applied to share information using literary and written texts.
4. Construction drawings and specifications are described and explained using a house plan.

**Integrated Assessment:**

The applied competence (practical, foundational and reflective competencies) of this qualification will be achieved if the learner is able to achieve all the required exit level outcomes of the qualification. Assessment should be focused on the candidate's ability to apply their theoretical knowledge and understanding in authentic contexts. Both formative and summative types of assessment will be used on an ongoing basis throughout the learning process. Assessors should use a range of strategies, which will allow candidates to demonstrate applied competence.

**Formative Assessment:**

- > Role-play.
- > Structured group discussions.
- > Knowledge tests, exams, case studies.
- > Projects.
- > Working in teams.
- > Scenario sketching.
- > Presentations.

**Summative Assessment:**

Summative assessment is carried out at the end of learning period to confirm that the learner has demonstrated competency against a particular unit standard(s). A detailed portfolio of evidence will be provided for this purpose. It will also be carried out as a diagnostic assessment tool to identify the learner's skills gaps.

Applied competence (practical, foundational and reflective) competencies regarding electronics knowledge and skills will be achieved if a candidate can integrate the various outcomes of the unit standards of this qualification.

Assessment strategies and procedures should be aligned with the purpose and exist level outcomes of the qualification. They should consists of projects, written assignment, tests and examinations and also include a variety of problem solving assignments, portfolios of learning, materials and projects. The qualification should be assessed on the basis of evidence of demonstrated performance in the workplace or in simulated work situations designed to draw upon similar performance to that required at the workplace.

All exit level outcomes, critical cross-field outcomes, and essential embedded knowledge required by the component unit standards are to be assessed. Evidence of the achievement of the critical cross-field outcomes should be found both in performance and in explaining and applying the essential embedded knowledge.

**INTERNATIONAL COMPARABILITY**

Searches for the purpose of comparison have been conducted in the United Kingdom, Scottish, New Zealand, Australia, United States of America including the SADC region and other