



## Annexure H

### Criteria for the Registration of Unit Standards on the National Qualifications Framework in Namibia

#### Introduction

##### *Legislative setting for this document*

The Namibian Qualifications Authority Act No 29 of 1996 requires the Namibia Qualifications Authority to establish a National Qualifications Framework (section 3 (a)). The Act also requires the Namibia Qualifications Authority (NQA), amongst other objects, to:

- set the occupational standards for any occupation, job, post, or position in any career structure;
- set the curriculum standards required for achieving the occupational standards;
- promote the development of, and to analyse, benchmarks of acceptable performance norms for any occupation, job, or position;
- evaluate and recognise competencies learnt outside of formal learning;
- advise any person, body, institution, organisation or interest group on matters pertaining to qualifications and national standards for qualifications; and
- be a forum for matters pertaining to qualifications.

##### *Legislative definition of occupational standards*

In the NQA Act, 'occupational standards' are defined as "a statement by the NQA describing the competencies required to fulfil the duties of an occupation, job, post, or position, and the criteria to be used to determine that such competencies have been achieved".

##### *Alignment with*

Since the promulgation of the Act, statements of required outcomes (competencies) and their associated performance criteria have now

*unit standards* assumed a new nomenclature<sup>1</sup> - the term 'unit standard' is now used to refer to such standards.

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<sup>1</sup> There will be some qualifications registered on the NQF that represent the requirements of an occupation, job, post, or position that will not be represented as unit standards-based qualifications. These 'portal' qualifications will only be awarded once all requirements have been met. The requirements cannot be awarded separately and independently. It is a NQF requirement that such qualifications clearly express the outcomes to be achieved and the criteria that will represent performance that represent the 'attainment standard'. Thus, 'occupational standards' may be interpreted as being either *unit standards* and/or *national qualifications*.

***Evolving legislative definition of curriculum standard***

The NQA Act defines ‘curriculum standards’ as “a statement by the NQA describing a course of study leading to a qualification”. Since 1996, there have been considerable advances in understandings of ‘qualification frameworks’ and accreditation practices related to such frameworks:

- the emergent concept of outcomes of learning and assessment based on standards linked to such outcomes of learning. Emphasis now falls on the statement and quality assurance of the outcomes of education and training, often with a greater emphasis than on the inputs to education and training services;
- the grant of accreditation is increasingly focussed on organisational quality management systems that generate good courses rather than approving each separate course.

***Shift to include outcomes and inputs***

A consequence of the above trends has been a reduction in the specification of national curriculum documents and/or prescribed learning activities for particular qualifications – rather, the emphasis on outcomes has led to the specification of the *unit standards* for a particular national qualification.

***Specification of national arrangements***

Where the registration of any qualification on the NQF is intended to be accessible by more than one institution there is a need for workable and realistic statements of:

- a) Specific details of any accreditation-related requirements – contributing to the consistency of the inputs to learning; and
- b) Mechanisms to ensure consistency in assessment and assessment decisions – contributing to the reported outcomes of learning across all institutions being comparable.

***A new interpretation of curriculum standards***

The term ‘curriculum standards’ can now be interpreted as being the documentation of (a) and (b) above. These supporting and specific quality assurance requirements must be submitted at the time any unit standard or qualification is submitted for registration on the NQF.

***Alignment with the Act***

Where occupational standards are accompanied by the specification of national accreditation and assessment requirements (curriculum standards), the result will be a ‘national standard’ as defined in the Act.

## Use of this Document

### *Use by Standard Setters*

This document details the quality criteria to be met for the registration of *unit standards* on the National Qualifications Framework. National groups wishing to develop unit standards should use these criteria to ensure that the unit standards submitted by them are of registrable quality.

### *Commence- ment*

These Criteria for the Registration of Unit Standards on the National Qualifications Framework in Namibia were approved by the Council of the NQA on 14 April 2005.

## The uses of Unit Standards

### *Registered components of qualifications*

Unit standards are registered components of national qualifications. Each represents an outcome of learning and/or a work activity that is a significant part of what a qualification certifies. Unit standards state:

- the outcome(s) of learning and/or work activity needing to be formally assessed;
- the proof of performance a candidate must produce and/or demonstrate if they are to receive formal recognition of their knowledge and skills;
- the quality of this required evidence, representing what national stakeholders consider being acceptable performance;
- the context, parameters and limitations to and/or of any required performance;
- references to quality assurance systems that support the unit standard as a description of the standard of performance needed for certification.

### *An award given through the NQF*

Unit standards represent an ‘award’, signifying that a person has been formally assessed and has attained a nationally agreed standard of performance. They are registered on the National Qualifications Framework (NQF) to enable national recording of their being attained. People are able to receive national recognition for both their whole qualification and what they specifically did to receive the qualification. Should someone not complete a whole qualification, they will gain recognition for the outcomes of learning and/or work activities that they are able to perform.

***Basis of  
assessment  
decisions***

Unit standards provide the basis for the design of assessment activities and the making of assessment decisions. The intended audience are informed assessors – skilled assessors with knowledge, or access to specialist knowledge in the subject area being assessed - and candidates who have completed relevant learning and who wish to self-assess their readiness for formal assessment.

***Inform  
learning  
programmes***

Unit standards are not directly used in the delivery of learning or training. As they describe performance required by national stakeholder groups, unit standards can be used to inform the design of learning and training programmes and activities.

**Groups submitting Unit Standards**

***Responsibility  
of industry or  
profession***

Developing unit standards is an activity that sits firmly as a responsibility of the industry or profession that requires national performance benchmarks for certification. The NQA is able to assist through the provision of technical advice and guidance – but it does not have the subject matter expertise to set national standards on behalf of different sectors.

***National  
representation***

Groups submitting unit standards must represent and/or gain the support of national stakeholder interests. Such interests will generally be employers, employee organisations, education and training providers relevant to the sector, professional or registration associations and bodies, and relevant government departments and agencies.

As the unit standards must reflect ‘industry’ requirements, representation from employer or professional association groups should be predominant.

***National unit  
standard setting  
bodies or  
“steering  
groups”***

In most cases, the development of unit standards will be prompted and overseen or managed by a national body recognised by the NQA. As well as management of standard setting processes each national body will ensure that all unit standards developed for their sphere of responsibility reflect national requirements and remain fit to meet current and future employment trends within the sector.

***Roles of national bodies or steering groups***

There are a number of functions which the NQA may require of national bodies in relation to qualification development and the setting of standards. The NQA will likely expect each body to:

- a. identify qualification and career progressions within the specified sphere of competence for the particular body;
- b. co-ordinate national qualification design and unit standards generation by fit-for-purpose bodies;
- c. co-ordinate broad stakeholder consultation;
- d. recommend national qualifications and unit standards for registration on the NQF;
- e. co-ordinate the supply of sector experts to participate in accreditation and quality audit actions;
- f. co-ordinate the development and availability of national assessment arrangements and any curriculum guidance;
- g. collaborate with other national standard setting bodies on matters of mutual interest;
- h. liaise with provider organisations within their sphere of competence to inform and become aware of new or emerging matters;
- i. promote the utilisation of NQF structures and systems within their sphere of competence, and encouraging the uptake of the NQF qualifications and unit standards by whatever means is appropriate;
- j. provide policy advice and comment to the NQA on matters pertaining to qualifications and the quality of the provision of associated programmes and courses;
- k. provide information to the NQA on labour market and skills trends and issues that could be relevant to qualifications and the quality of education and training courses and programmes.

***Membership of national bodies or steering groups***

Bodies promoting and overseeing the development of unit standards should ideally be made up of people who:

- represent those stakeholders and parties who should be represented as they have interest in national standards;
- have credibility within the sector – they have wide acceptance as being able to represent and reflect the needs of the sector;
- have a broad understanding of the current and future skill needs and employment trends in their sector – they have a strategic vision of and for their sector;
- can source, point to, acquire and/or guide others to the means to achieve the objects of the national group;
- have a sound understanding of the BIG PICTURE – how the NQF and the quality assurance arrangements interact and relate to their sector needs;
- have energy, commitment and passion towards the enhancement of

the quality of the human resources, both current and future, in their sector and who want to see change and enhancement happen;

- have the confidence and competence to make decisions and “sign-off” the unit standards as being what their sector needs and wants.

***Recognition of national bodies or steering groups***

The NQA will recognise bodies capable of submitting unit standards if:

- 1) They are readily acknowledged as having standing in the economic sector and/or discipline area, such standing being indicated by any or all of the following:
  - a. a legislative authority to act within the sphere of competence, perhaps in a governance, registration or other regulatory role;
  - b. an electoral system for representation that includes principal participants in the sector and/or discipline area;
  - c. the existence of sufficient evidence that the group is a reflection of, or has the potential to reflect, the interests of significant stakeholders (particularly workers and/or learners; employers, professional bodies, educators and trainers, and the state) in qualifications and unit standards setting;
  - d. the group is purposely convened by the NQA to develop unit standards for a particular area.
- 2) The group has or access to sufficient and sustainable means to co-ordinate qualification and unit standard setting, consultation and endorsement;
- 3) The group has or access to sufficient and sustainable means to co-ordinate and facilitate quality assurance of assessment and participation in accreditation.

***Conferring recognition to national bodies or steering groups***

The NQA may extend its recognition to bodies in three ways:

1. proactively recognise existing bodies and invite them to accept the roles associated with unit standard development and implementation;
2. accept and consider letters of application from bodies seeking such recognition; and/or
3. imply recognition through the registration of national qualifications and unit standards from such bodies.

Recognition shall be demonstrated by formal letter to the body concerned and publicly through the updated publication of a list of Recognised National Bodies on the NQA website and/or other media.

### *Consultation*

National consultation is a requirement for the registration of unit standards. This is to ensure that the unit standards reflect and have the general endorsement of all relevant stakeholder interests. Groups submitting unit standards will need to present a list of identified stakeholder interests, how these were included in the development and/or endorsement process, and provide assurances that the views of these interested parties had been taken into account in the development of the unit standards.

## **General Quality Requirements**

### *Broad principles apply*

To become registered, unit standards must fit within the broad principles of the National Qualifications Framework (NQF) and any regulations made in relation to awards placed on the Framework.

### *Access to learning and certification*

Awards on the NQF must encourage people into education and training. Access to having knowledge and skill nationally recognised should be made as easy as possible without compromising the national credibility of the award.

### *Relevance*

Unit standards registered on the NQF must reflect outcomes of learning and/or work activities that are relevant and appropriate to the Namibian context.

### *International comparability*

Unit standards registered on the NQF must demonstrate internationally regarded characteristics of 'good' qualifications or awards. These characteristics include:

- there is a clear purpose – the qualification contributes to the national economic, social, technological, and cultural goals and objectives and represents meaningful attainment for learners and employers, and has been endorsed as such by relevant stakeholders (see Specific Requirements – Rationale and Appendix A);
- the expression of outcomes of learning and/or work performance that are achievable, manageable, coherent, assessable, and consistent with sound assessment practice;
- internal coherence – the composition and contents of the qualification must be simply stated, make sense, and clearly relate to the purpose;
- the recognition of broad, transferable and generic skills as well as requirements specific to an occupation or profession;
- the provision of clear entry and exit points for learners and successful 'graduates';
- the specification of any quality assurance requirements in relation to



- assessment and the development of programmes and courses;
- the provision of information about relationships with other awards; and
- the clear and open documentation of the above, and statements about what learners must do to attain the qualification.

***No unreasonable barriers***

The requirements of each unit standard must not prevent someone from seeking assessment because of their gender, ethnic origin, special needs, location, or because of unreasonable cost.

***Registrable quality***

Unit standards submitted for registration must be of ‘registrable’ quality. They must comply fully with the General and Specific Requirements for unit standards specified by the Namibia Qualifications Authority.

***Publishable quality***

Unit standards submitted for registration must be of publishable quality - free from spelling, punctuation, and grammatical errors, consistent in their expression, and meet any specified formatting requirements (refer Appendix A).

***Fit for purpose***

Unit standards must be fit for purpose. Periodic reviews of each unit standard will ensure that this is so. The normal registration period is three years for new unit standards and five years for reviewed ones, although variations on these times are possible.

***Language***

Unit standards shall be prepared in the English language. Where expertise is available, and accessibility will be enhanced as a result, the unit standards may also be published in another language in common usage in Namibia. Any translation must not, however, diminish the requirements or standards expressed in the English version.

## Specific Quality Requirements

### Rationale

#### *Clear purpose*

Unit standards submitted for registration must have a clear and meaningful purpose. The rationale for a unit standard or batch(s) of unit standards must be documented.

#### *Coverage of rationale document*

The rationale must contain the following:

- a. statement of aims and objectives, including:
  - i. contribution to national economic, social, cultural and/or technological goals;
  - ii. contribution to the quality and coherence of education and/or training in Namibia;
  - iii. identification of target candidates for the unit standards;
- b. evidence of demand for the unit standards (and any associated qualifications);
- c. evidence of consultation with and confirmed support from key, national employment and/or interest groups.

#### *Attainment of statements in the rationale*

The attainment of goals, objectives and targets stated in the rationale will be evaluated as part of the quality assurance processes in the re-registration of the unit standards.

### Titles

#### *Describe outcomes*

The title of a unit standard accurately and concisely describes an outcome of learning and/or work activity that needs to be achieved and formally recognised for a specific purpose.

#### *Quality features*

Titles must:

- describe a meaningful outcome attributable to an individual;
- be unique – the wording must be different from any other unit standard;
- be precise descriptions and not mislead or over-represent the abilities of the person holding credits for the unit standard;
- be written as a Verb in the active voice, noun, and conditions and/or context consistent with the classification category in which the unit standard is located;
- not include items from the Range in which performance of the Title may be demonstrated.

### *Titles listed*

A full list of titles (grouped according to [proposed] classification category) and levels must be provided at the time of submission of the unit standards for registration.

## **Elements**

### *Break titles into meaningful or manageable outcomes*

Elements break the outcome of learning and/or work activity that will be formally recognised into sub outcomes that assist in explaining the title. When put together, the elements equate with the outcome of learning and/or work activity described in the title. Elements may also make assessment of the title outcome more manageable and valid.

### *Single elements same as titles*

In single element unit standards the element and the title must be the same.

### *Quality features*

Element(s) must:

- represent outcomes of learning and/or work activities that are demonstrable and assessable;
- be in a format similar to the title - Verb in the active voice, noun; expand on, and be consistent with, the title;
- be clear and unambiguous, using language which has meaning for those people who will use the unit standard;
- not be optional.

## **Performance Criteria**

### *Statements of performance for certification*

Performance criteria describe the evidence that must be considered in making an assessment decision. How well this evidence must be demonstrated is also stated. Collectively, the performance criteria represent what national stakeholders consider is an informed assessment decision that an element has been achieved.

### *Quality features*

Performance criteria must:

- be expressions of evidence. They are not written as assessment tasks or instructions to assessors about the way to conduct assessment;
- give informative guidance to assessors and candidates as to what evidence is required;
- provide sufficient detail for valid and consistent assessment decisions to be made;
- collectively indicate the level or quality of performance required;
- refer to essential activities and/or results related to the outcome being assessed;

- not introduce new aspects of performance which are not implied by the element.

*Style of expression*

There is no requirement that performance criteria be limited to single sentences.

Where the desired quality of evidence is better expressed in ways other than the written word, developers of unit standards are invited to contact the Namibia Qualifications Authority to discuss the feasibility of using alternative forms of expression.

**Range**

*Breadth of performance or evidence*

Range statements indicate the breadth or limits of performance contexts applicable to any element or the title. Range statements are limited to the outcomes of learning and/or work activity being assessed (the titles or elements).

*Quality features*

Range statements must:

- be written in the Special Notes section if they apply to all elements of the unit standard;
- be written immediately below the relevant element or incorporated into the element text;
- clearly distinguish the items that must be considered and the nature of such consideration.

**Special Notes**

*Enhancing clarity and understanding of performance standards*

Special Notes may be used to:

- provide additional information that may assist in the interpretation of the unit standard;
- give useful assessment and required evidence guidance to learners and assessors;
- indicate any pre-requisite or co-requisite unit standards where the holding of such prior credits is essential for such reasons as health and safety (and not merely reflect attainment progression)
- provide definitions of any specialist terms or words being used in a special context;
- refer to other documentation that could also assist in defining the quality of candidate performance required, such as legislation, codes of practice, national curriculum statements, and texts.

*Quality features*

The following apply in the expression of Special Notes:

- if there is more than one special note, the notes must be numbered and may be grouped under appropriate headings;
- references must be restricted to publications which clarify the quality of candidate performance, and be accessible (be in the public domain) to candidates, assessors, and providers;
- references must be cited fully showing, as a minimum, author, *title*, publisher, place of publication, date of publication;
- where acts, codes, or regulations are included, formal names and date of enactment must be shown;
- references to other unit standards must specify their identification numbers;
- definitions or translations of terms must be included where the term is being used outside of normal usage or where definitions assist in clarifying the standard;
- terms being defined must be differentiated in some way from ordinary text, for example italics, and be clearly and simply expressed;
- the intended purpose of each special note must be clear.

*Absence of material*

Where there are no Special Notes, this should be signalled by inserting 'None' alongside the relevant heading on the unit standard.

**Purpose statement**

*Statement of intended use of the unit standard*

A Purpose statement indicates the intended uses of the unit standard and may summarise:

- a. what outcomes of learning are formally recognised by the unit standard;
- b. the target group who may find these outcomes useful to attain; and
- c. what qualifications, or other purposes, the attainment of the outcomes could be used for.

*Quality features*

Any summarised information must:

- be consistent with the content of the unit standard;
- be consistent with the rationale for the unit standard.

## **Registration number**

### ***Unique identifier***

Each unit standard will have a unique numeric identifier. The Namibia Qualifications Authority will insert this ID number. (When developing the unit standards, developers should use their own coding system to easily distinguish each unit standard).

## **Classification**

### ***Giving order to placement on the NQF***

The classification system for the NQF comprises three tiers: FIELDS, Subfields, and domains. The classification system gives order to the way unit standards are placed on the NQF and the way national qualifications are named. The system also provides a means for institutions to define the scope of their accreditation.

### ***Domains and Subfields***

Unit standards are registered within a domain, which in turn is registered within a Subfield of the NQF. These classifications are shown on the unit standard.

### ***Suggesting classifications***

FIELDS are approved by the Council of the Namibia Qualifications Authority and may only be changed with their consent. Developers of unit standards may, however, nominate Subfield and domain names and seek approval of these from the Namibia Qualifications Authority.

### ***Quality features***

The following apply in relation to classifications:

- the content of the unit standards are transparently aligned with the domain in which they are placed;
- domains and Subfields must be registered as part of the NQF Classification System before unit standards are submitted for registration;
- domains are logical and obvious subdivisions of a specific Subfield and encompass logical clusters of unit standards;
- Subfields are logical and obvious subdivisions of a specific Field and encompass logical clusters of domains.

## **Level**

### ***Alignment with a NQF Level***

Unit standards will be registered at one of the levels of the NQF.

*Quality features*

The following apply to the assigning of levels to unit standards:

- the level assigned to the unit standard must provide a best match between the descriptors and the outcome and performance requirements of the unit standard.

**Credit value**

*Notional learning time*

NQF Credits allocated to a unit standard must reflect the notional learning time it is expected to take candidates to repeatedly meet the outcome and performance requirements in the unit standard. Notional learning time includes time:

- a. spent in structured tuition and self-directed learning and practice;
- b. taken to gather and provide evidence for assessment purposes; and
- c. taken for assessment in all the outcomes and contexts.

*One credit equals 10 hours*

One NQF Credit represents a notional 10 hours of learning, practice, and assessment time with respect to the outcomes and contexts of the unit standard.

*Quality features*

NQF Credits allocated must:

- be whole numbers and no more than 120;
- be consistent with unit standards with comparable outcomes, evidence demands and contexts.

**Registration dates**

*Indication of the currency of each unit standard*

Registration dates give an indication of the currency of the unit standard and when the unit standard is likely to be reviewed.

The Namibia Qualifications Authority will insert the relevant dates at the time of registration.

Registration will be for a period not exceeding five years.

**Quality Assurance arrangements**

*Availability of additional documentation*

This section of the unit standard is available to direct users towards:

- a. the availability of any additional guidance material related to the unit standard(s);
- b. documentation of any national assessment requirements (including national moderation systems);

- c. any special provider/assessment centre accreditation requirements additional to those required by the Namibia Qualifications Authority.

*Arrangements  
for groups of  
unit standards*

It is likely that any arrangements will relate to all unit standards within a domain or Subfield, or a national qualification and will be detailed in named, supplementary documentation.

*National  
Assessment*

Documentation relating to **national assessment arrangements** must be provided at the time of submitting the unit standards for registration. The documentation may cover, as relevant:

- a. any external assessment arrangements
- b. any arrangements to ensure the consistency of internal assessments
- c. arrangements for candidates with special assessment requirements
- d. unit standards for which evidence must be derived from actual workplace performance
- e. unit standards for which evidence could be derived from simulated workplace situations, and the characteristics of a “realistic work environment”
- f. opportunities for graded assessment decisions, and the indicators reflecting different bands and that provide the basis for differentiating performance.

*Specific  
Accreditation  
requirements*

Documentation relating to any **specialised accreditation requirements** must be provided at the time of submitting the unit standards for registration. The documentation may provide information, as relevant, on:

- a. preferred involvement by sector representatives in the accreditation processes
- b. involvement of people from the sector in the design, development and evaluation of programmes of learning linked to the unit standards
- c. teaching and/or assessing staff qualifications and/or experience
- d. necessary, specialist resources, equipment and facilities
- e. required off-site learning and/or assessment activities or relationships.

*Quality  
features*

The specification of special assessment and/or accreditation requirements:

- must not add unnecessary barriers to institutions wanting to develop programmes based on the unit standards and/or to assess against the unit standards;
- should be cost effective to implement;
- should be manageable within the resources available to the sector and the NQA.



## **Body responsible for the unit standard**

### ***Recognised body***

The name of the body recognised by the Namibia Qualifications Authority as being responsible for the development and review of the unit standard will be shown.

### ***Quality feature***

The name of the body shown:

- must be that to which the Namibia Qualifications Authority has given recognition for setting and/or managing unit standards for the applicable sector.

## **Unit standards from other Frameworks**

### ***Aligning with international practice***

Some sectors may wish to use unit standards registered on other national qualification systems as the basis for making assessment decisions. This may be useful where mutual recognition of skills and/or qualifications will facilitate the movement of labour or promote international benchmarking.

### ***NQA aligned to international practice***

To assist international benchmarking and alignment, the Namibia Qualifications Authority has based its *Quality Criteria for Registration of Unit Standards on the National Qualifications Framework in Namibia* on the specifications and criteria used by other international training and qualification bodies.

### ***Need for customisation***

Overseas unit standards could be placed on the NQF, but they must meet the General Requirements for registration on the NQF. This will likely mean a need for some form of customisation to align with the Namibia context.

### ***Becoming Namibian 'national standards'***

Although the overseas unit standards will have met quality criteria similar to the requirements set by the Namibia Qualifications Authority, customisation of the unit standards could alter compliance with the quality criteria set by the other nation(s). The Namibia Qualifications Authority will, therefore, treat these unit standards in the same way as any other unit standard developed for the NQF.

### ***Identification as part of NQF***

The overseas unit standard will become a NQF standard and must be identifiable as belonging to the NQF. Registration information (level, credit, classifications, ID) will have to conform to the requirements of the NQF.

### ***Quality features***

Where an overseas unit standard is used, the Namibia Qualifications Authority will need to be satisfied that:

- authorisation for its reproduction and/or customisation has been given by the appropriate body in the country of source;
- the unit standard has been endorsed by national stakeholders as representing Namibia requirements and is suitable for Namibia conditions;
- the unit standard is of 'registerable' quality.

### ***Contact NQA***

Bodies intending to submit overseas unit standards for registration on the NQF should contact the Namibia Qualifications Authority in the early stages of development to confirm quality and format requirements.

## **Review and revision of unit standards**

### ***Reviewed unit standards***

Unit standards must be regularly reviewed (within five years of each period of registration) to ensure that they continue to specify requirements that reflect the current needs of the sector(s) for which they are applicable.

### ***Revised unit standards***

Unit standards may be revised at any time to correct any inaccuracy in content, format, or punctuation.

### ***Ongoing quality***

Reviewed and revised unit standards must meet the same quality criteria as new unit standards if they are to be re-registered.

### ***Review Report***

An application for re-registration must be accompanied by a Review Report for publication. This report must include, without being overly detailed, the following:

- the reason for the review and a brief outline of the review process;
- a summary of the main changes made;
- a list of the unit standards, in table format, with the changes to titles, levels or credits shown in bold, and including the review category (information on review categories is still under development by the Namibia Qualifications Authority) ascribed to each unit standard;
- the transition arrangements from the old to the new unit standards, if any unit standards are replaced or withdrawn.

### ***Moderation informs review***

An assurance is also required that the review of any national assessment and/or moderation arrangements has informed the review of the unit standards.

### ***Minimising impact of reviews***

The Namibia Qualifications Authority is committed to minimising any adverse impact of reviews and revisions on learners and providers. The report must also clearly outline the impact, if any, on:

- existing provider accreditations
- currently registered qualifications that the unit standards are a part of.

## Appendix A : Format of Unit Standards

Unit standards must be submitted in the following format. The format is available to groups developing unit standards in electronic template form upon request.

<b>Unit ID XXXX</b>	
<b>Domain</b>	<b>SAFARI CAMP OPERATIONS</b>
<b>Title:</b>	<b>Assist in preparing a site for a bush braai in a wilderness area</b>
<b>Level: 2</b>	<b>Credits: 5</b>
<i>(2 returns)</i>	<i>(all above 14pt bold)</i>

### **Purpose (11pt underlined bold)**

People credit with this unit standard are able to: (All text is left justified, 11pt)

- assist with preparing a site for a bush braai
- assist with setting tables for a bush braai
- assist with clearing a site after a bush braai.

This unit standard is intended for general camp staff. For some, it may complement Unit YYYYY *Assist in preparing and serving food for a bush braai in a wilderness area.*  
*(2 returns)*

### **Special Notes (11pt underlined bold)**

1. A “bush braai” is a fully catered meal prepared and served away from main camp facilities. The elements of this unit standard must be met in situations involving paying guests in a safari camp or facility.
2. “Assist” means taking a significant role in the activities described in this unit standard. The candidate may be under the direction of others but will undertake a number of tasks independently of others. Assessment of this unit standard may require assistance being given on a number of different occasions to ensure that assistance is given across the full range of activities required to be demonstrated.
3. In meeting the elements of this unit standard, the requirements of the National Parks and Game Reserve Regulations must be complied with, particularly in respect of the lighting of fires and the disposal of rubbish.

*(2 returns)*

*Above left justified, 11pt, tab bullets at 1.25*

### **Quality Assurance Requirements (11pt underlined bold)**

This unit standard and others within this Subfield may be awarded by institutions who meet the accreditation requirements set by the Namibia Qualifications Authority and the Hypothetical Industry Board and who comply with national assessment and moderation requirements. Details of specific accreditation requirements and the national

assessment arrangements are available from the Namibia Qualifications Authority on thiswebsite.domainname and the Hypothetical Industry Board on thatwebsite.domainname.

*(2 returns)*

## **Elements and Performance Criteria (14pt underlined bold)**

### **Element 1: Assist with preparing a site for a bush braai.(11pt underlined bold)**

#### **Performance Criteria (11pt underlined bold)**

- 1.1 The fireplace is established in an area and manner that minimises the risk of fire spreading to surrounding and overhead vegetation.
- 1.2 Sufficient supplies of suitable firewood are gathered and stored in a readily accessible location.
- 1.3 Seating is arranged around the fire such that guests will likely be warm yet safe from sparks from the fire.
- 1.4 Lights and/or lanterns are positioned in a manner that provides sufficient illumination and that creates an ambience conducive to the location and the event.
- 1.5 Toilet facilities are established in a discreet yet accessible location, and one that will likely give guests a sense of security and privacy.

*(2 returns)*

### **Element 2: Assist with setting tables for a bush braai.**

#### **Range**

A function of between 12 – 20 persons and/or a minimum of two tables.

#### **Performance Criteria**

- 2.1 Lighting is arranged so as to create an ambience appropriate to the location and the event whilst allowing guests to see what they are doing.
- 2.2 Cutlery and glasses are arranged in accordance with the number and type of dishes and drinks to be served. The use of particular cutlery items and glass types is explained in accordance with the conventions of western cuisine and etiquette.
- 2.3 Cloths and serviettes are arranged in an orderly and decorative manner.
- 2.4 Decorations optimise the use of natural materials and complement the theme or ambience being created.

2.5 Cutlery, glasses and other table settings must be sufficient for the number of guests anticipated for the braai.

*(2 returns)*

**Element 3: Assist with clearing a site after a bush braai.**

**Performance Criteria**

- 3.1 The fire is extinguished and the fireplace dismantled in accordance with regulations and local protocols.
- 3.2 Tables are cleared in an orderly manner that minimises breakages to plates, cutlery and glasses.
- 3.3 Tables and chairs are packed and stored in a safe manner that minimises damage to the items.
- 3.4 Lights and lanterns are extinguished and stored in a manner that minimises damage and, where relevant, fuel spillage.
- 3.5 Toilet facilities are dismantled in a safe manner and the surrounding area restored in accordance with regulations and local protocols.
- 3.6 Food items and rubbish are collected, stored and/or disposed of in accordance with regulations and local protocols.
- 3.7 The site is left in a manner that indicates that a braai was not held in that location.

*(2 returns)*

**Registration Data(14pt underlined bold)**

<b>Subfield:</b>	Safari Tourism
<b>Date first registered:</b>	February 2100
<b>Date this version registered:</b>	December 2108
<b>Anticipated review:</b>	December 2111
<b>Body responsible for review:</b>	Hypothetical Industry Board

*(above 11pt bold)*

*(above 11pt)*

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(Note: the above unit standard is a draft only and has been prepared solely to illustrate the format (and contents) of a unit standard. The Hypothetical Industry Body does not exist.

The font shown in the unit standard is Arial.)