
GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 441

25 April 2008

**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

Sport, Recreation & Fitness

registered by Organising Field 02, Culture & Arts, publishes the following Qualification and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification and Unit Standards. The full Qualification and Unit Standards can be accessed via the SAQA web-site at www.sqa.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 Qualification and Unit Standards should reach SAQA at the address below and **no later than 23 May 2008**. All correspondence should be marked **Standards Setting – Sport, Recreation and Fitness** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D. Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: dmphuthing@sqa.org.za


DR. S. BHIKHA

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT


SOUTH AFRICAN QUALIFICATIONS AUTHORITY
**QUALIFICATION:
Further Education and Training Certificate: Volunteerism Operations**

SAQA QUAL ID		QUALIFICATION TITLE	
61609		Further Education and Training Certificate: Volunteerism Operations	
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	2 - Culture and Arts	Sport	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	138	Level 4	Regular-Unit Stds Based

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

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification is intended to meet the needs of individuals involved in or envisaging involvement in a voluntary capacity in a broad range of sectors making use of voluntary workers. The skills and competencies gained will enable effective contribution in operational environments in a voluntary capacity.

The focus of the qualification enables learners to be competent in a range of knowledge, skills, attitudes and values including:

- > Understanding the role and function of volunteers.
- > Applying customer care and service.
- > Understanding cultural differences and diversity in the operational environment.
- > Working as part of a team.
- > Gathering and analyzing information.
- > Complying with operational standards and requirements.
- > Applying ethical behaviour in operational environments.
- > Communicating effectively as per operational requirements.

Learners achieving this qualification will be able to demonstrate competencies in volunteer operations relating to a specific environment. In particular, learners will be able to:

- > Demonstrate an understanding of volunteerism as it applies to the operational environment.
- > Participate in and support the operational objectives of a project, initiative or event on a voluntary basis.
- > Work with members of a team to meet operational standards and objectives.
- > Interact with clients to meet operational objectives.

Rationale:

The involvement of individuals in a voluntary capacity in different environments within a range of sectors in South Africa is a reality. Examples of volunteerism include:

- > Sport: Involvement in sport coaching, officiating, administration and hosting of events in all codes of sport at all levels.
- > Events: Participation and support of events such as conferencing, exhibitions, expos, workshops, indabas, product launches, marketing and retail and promotional events.
- > Tourism: Involvement in tourism promotions, destination promotion, functions, guided experiences and similar initiatives by the Department of Environmental Affairs and Tourism (DEAT) for tourism promotion in South Africa.
- > Community Development: Involvement in community outreach programmes and community development initiatives.
- > Recreation: Involvement in Leisure and Recreation activities or events including festivals, music and cultural events, celebrations, coordinating competitions and fundraising.
- > Social Welfare programmes and initiatives: Involvement in social welfare programmes and initiatives such as feeding programmes or victim empowerment.

Two of the main benefits of volunteerism are economical and social. The provision of services in a voluntary capacity adds to the overall economic output and human resources development of a sector and the country at large, whilst social benefit is derived from the facilitation of community cohesion and the fostering of trust between citizens.

Over and above these two benefits, a culture of volunteerism has the potential of enabling contribution towards nation building and transformation. This is achievable both in terms of the provision of voluntary service for philanthropic and altruistic reasons as well as the enabling of opportunities for the gaining of experience through the involvement of individuals in voluntary activities for the purpose of gaining experience in and access to a specific field of interest.

The approach followed will largely be influenced by the diverse demographic profile of the individual involved in volunteering. The utilisation of the qualification in volunteer operations will support access, redress and a culture of life-long learning.

South Africa is hosting the FIFA 2010 World Cup and there are endless opportunities for South Africans to contribute to and benefit from this major sporting event. The South African Government commenced with a strategy of exploring volunteerism towards 2010 and beyond and the qualification thus enables the mobilization of volunteerism within this context.

This qualification will fast track the development of individuals in the volunteer movement and mass participation opportunities to achieving nationally recognised, occupationally directed competencies and skills, thus establishing a pool of highly skilled, competent individuals who will deliver professional performance in the sectors where their services are accessed. Voluntary participation will enhance service delivery and will provide opportunities to the unemployed, youth, people with disability and women for the obtaining of skills, which could lead to job-creation and self-employment.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED IN PLACE

It is assumed that learners are competent in:

- > Communication at NQF Level 3.

The above can be achieved either through a previous qualification, or through the process of Recognition of Prior Learning.

Recognition of Prior Learning:

This Qualification can be achieved wholly or in part through the Recognition of Prior Learning and the Qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses providing they can demonstrate competence in the outcomes of the individual Unit Standards as required by the Fundamental, Core and Elective areas stipulated in the Qualification and by the Exit Level Outcomes.

An RPL process may also be used to credit learners with Unit Standards in which they have developed the necessary competency as a result of workplace and experiential learning. RPL may also be used by learners, who are not in possession of a GETC or equivalent qualification, to gain access to the Qualification.

Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment, and will be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition. While this is primarily a workplace-based Qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

Access to the Qualification:

Access to this qualification is open however learners should have access to a suitable workplace environment.

QUALIFICATION RULES

The qualification is made up of Fundamental, Core and Elective unit standards. A minimum of 138 Credits is required to complete the qualification.

Fundamental component:

> All unit standards totalling 56 Credits are compulsory.

Core component:

> All unit standards totalling 57 Credits are compulsory.

Elective component:

> Learners must choose an Elective stream and select unit standards totalling a minimum of 25 Credits from the unit standards listed for this specialisation stream.

Where a specialisation stream has unit standards totalling less than 25 credits, learners can select additional credits from the other elective streams of the qualification in order to meet the minimum required for the qualification.

The following Elective Streams are provided for specialisation purposes in the qualification:

Volunteer Leadership:

- > ID 252179: Manage volunteers in sport, NQF Level 5, 5 Credits.
- > ID 243947: Develop self within the job role, NQF Level 4, 4 Credits.
- > ID 119730: Co-ordinate volunteer activities, NQF Level 3, 4 Credits.
- > ID 8665: Lead a team, NQF Level 5, 4 Credits.
- > ID 120384: Develop a simple schedule to facilitate effective project execution, NQF Level 4, 8 Credits.
- > ID 110025: Process data using information technology, NQF Level 4, 5 Credits.

Total credits for elective stream: 30 Credits.

Volunteer Operations - Sport:

- > ID 243298: Apply administrative skills and knowledge in a sport organisation, NQF Level 4, 11 Credits.
- > ID 243296: Apply values and ethics to a sport organisation, NQF Level 4, 3 Credits.
- > ID 243300: Lead a community sport activity, NQF Level 4, 12 Credits.
- > ID 243293: Promote sport activity in a community, NQF Level 4, 4 Credits.
- > ID 242810: Manage Expenditure against a budget, NQF Level 4, 6 Credits.

Total credits for elective stream: 36 Credits.

Volunteer Operations - Community Recreation:

- > ID 243615: Manage and lead volunteers in a community recreation environment, NQF Level 4, 4 Credits.
- > ID 254068: Recruit, induct and manage volunteers, NQF Level 5, 6 Credits.

Total credits for elective stream: 10 Credits.

Volunteer Operations - Security

- > ID 244184: Apply legal aspects in a security environment, NQF Level 3, 8 Credits.
- > ID 244177: Conduct a security patrol in a area of responsibility, NQF Level 3, 7 Credits.
- > ID 244179: Handle complaints and problems, NQF Level 3, 6 Credits.
- > ID 244181: Perform hand over and take over responsibilities, NQF Level 3, 2 Credits.
- > ID 244189: Conduct access and egress control, NQF Level 4, 7 Credits.
- > ID 242825: Conduct evacuations and emergency drills, NQF Level 4, 4 Credits.
- > ID 11505: Identify, handle and defuse security related conflict, NQF Level 4, 12 Credits.
- > ID 244335: Conduct security at an event, NQF Level 4, 5 Credits.
- > ID 242835: Operate x-ray screening equipment within a security environment, NQF Level 4, 3 Credits.

Total credits for elective stream: 54 Credits.

Volunteer Operations - Events

- > ID 256114: Perform logistic functions for an event or events business, NQF Level 5, 4 Credits.
- > ID 256075: Plan events, NQF Level 5, 3 Credits.
- > ID 256074: Co-ordinate registration/arrival system for an event, NQF Level 5, 3 Credits.
- > ID 120374: Contribute to the management of project risk within own field of expertise, NQF Level 4, 5 Credits.

Total credits for elective stream: 15 Credits.

EXIT LEVEL OUTCOMES

1. Demonstrate an understanding of volunteerism as it applies to the operational environment.
2. Provide operational support to a project, initiative or event on a voluntary basis.
3. Work with members of a team to meet operational standards and objectives.
4. Interact with clients to meet operational objectives.

Critical Cross-Field Outcomes:

The qualification addresses the following Critical Cross-Field Outcomes as embedded in the unit standards making up the qualification:

Unit Standard Title; Critical Cross-field Outcomes supported by the Unit Standard:

Core:

- > Clarify the concept of volunteerism; Team work, Organisation, Information, Communication and Personal development.
- > Conduct volunteer services in a specific operational environment; Solve problems, Team work, Organisation, Information, Communication, Related systems and Personal development.
- > Implement volunteer projects; Solve problems, Team work, Organisation, Information, Communication, Related systems, Personal development and Technology.
- > Provide operational support for a minor event; Related systems, Personal development, Team work, Organisation, Information and Communication.
- > Solve problems, make decisions and implement solutions; Related systems, Personal development, Team work, Information, Communication and Solve problems.
- > Prevent and manage safety and emergency incidents; Information, Communication, Solve problems, Organisation and Related systems.
- > Prioritise time and work for self and the team; Information, Organisation and Personal development.
- > Care for Customers; Information, Organisation and Personal development.
- > Analyse external factors influencing people with special needs; Organisation, Personal development, Communication and Related systems.
- > Demonstrate knowledge and understanding of HIV/Aids in a workplace and its effects on a business sub-sector, own organization and a specific workplace; Personal development, Related systems and Information.
- > Create, maintain and update record keeping systems; Personal development, Related systems, Information, Solve problems, Team work, Organisation, Communication and Technology.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 The concept of volunteerism is defined and described as it applies to the operational environment.
- 1.2 Organisational policies and requirements relating to volunteerism are clarified from a personal and operational perspective.
- 1.3 Specific operational protocols, reporting structures and requirements are understood as they apply to the environment in which services are provided.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 Operational objectives of the project, initiative or event are clarified and understood in the context of the individual's role and responsibilities as a volunteer.
- 2.2 Operational safety requirements are clarified as they apply to the individual's role, responsibilities and levels of authority.
- 2.3 Ethical conduct is applied in the execution of individual tasks and responsibilities.
- 2.4 Operational tasks and responsibilities are implemented according to identified standards and requirements.
- 2.5 Administrative records in support of operational objectives are concluded according to operational standards and requirements.
- 2.6 Success of the project, initiative or event is supported through active participation on an individual and team level.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 The individual role and functions of team members are identified in support of operational planning and objectives.
- 3.2 Team interaction and feedback requirements are identified and maintained in order to meet operational standards and objectives.
- 3.3 Tasks and responsibilities of the team are implemented and maintained according to identified time frames.
- 3.4 Team cohesion and dynamics are maintained in the addressing of challenges, the solving of problems and making of decisions required to meet operational standards and objectives.

Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 Client interaction is described, conducted and promoted according to operational standards and requirements.
- 4.2 Spoken and written communication, including listening skills are maintained to enable the flow of information in support of customer service requirements and objectives.
- 4.3 Client queries are dealt with accurately and consistently.
- 4.4 Special needs and the maintaining of customer care are considered in client interaction.

Integrated Assessment:

Integrated assessment at this level will evaluate the learner's ability to combine actions and ideas across a range of activities and knowledge areas. The integrated assessment must specifically assess the learner's ability to:

- > demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards required.
- > illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken.

The assessment will require assessment methods, which measure and evaluate evidence generated during on-the-job activities into account. Because assessment practices must be open, transparent, fair, valid and reliable; ensuring that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the qualification.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work. Where it is not possible to assess the learner in the workplace, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term integrated assessment implies that theoretical and practical components should be assessed together. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated and, during integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, foundational and reflective competencies should be assessed. Assessment should further ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated way.

Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience as the assessment process is capable of being applied to RPL, subject to the rules and criteria of the relevant ETQA.

INTERNATIONAL COMPARABILITY

Volunteer services in South Africa are unregulated and dependent on community, organisational and individual initiative. This results in under utilisation of resources. Our country would benefit

enormously if a culture of volunteerism and participation in nation building, community service and participative transformation can be established.

Research on training interventions for volunteers indicated a tendency towards shorter orientation and training interventions, in particular where skilled individuals and individuals such as senior citizens bringing a vast range of know-how and experience to the table, are concerned. This is evident from training interventions offered in countries such as Britain, the United States of America, Canada, UK and Singapore. However, the need for training and skills development within the operational focus area appears to be a constant, even in developed countries with well-established volunteer service structures and participation.

International best practice in volunteer operations training is found in United Nation's countries, especially the G7. The following comparability was made:

USA and Canada:

A "Volunteer Training Needs" survey conducted by Sigma Social Research in British Columbia, (incorporating empirical data from 20 established and 4 emerging volunteer centres) and a European Union study towards the promotion of volunteer services in EU member states, highlights the following training needs and requirements for individuals operating as volunteers:

- > Communication Skills.
- > Assertiveness training.
- > Conflict resolution.
- > Self care.
- > Facilitation skills.
- > Interviewing skills.
- > Computer literacy.
- > Basic knowledge of the organisation.
- > Teamwork.
- > Safety.
- > Ethics.
- > Crisis management.
- > Finance.

When these identified needs are compared with the envisaged FETC: Volunteerism the following areas of alignment are identified:

- > Communication Skills: Communication Literacy as included in the fundamental component.
- > Conflict resolution: Solve problems, make decisions and implement solutions.
- > Computer literacy: Create, maintain and update record keeping systems.
- > Basic knowledge of the organisation: Conduct volunteer services in a specific operational environment.
- > Teamwork: Function in a team and Prioritise time and work for self and team.
- > Safety: Prevent and manage safety and emergency incidents.
- > Ethics: Incorporated in Principles of Volunteering.
- > Crisis management: Prevent and Manage safety and emergency incidents.
- > Finance: Numeric Literacy as included in the fundamental component.

It was interesting to note that an understanding of volunteerism was not identified as a need and this could potentially be a result of volunteerism featuring so prominently in the countries from where information for comparison was researched.

The envisaged qualification excludes the following training needs observed from an international perspective:

- > Self care.
- > Facilitation skills.
- > Interviewing skills.
- > Assertiveness training.

Instead, the addressing of specific South African needs and in particular, the focus of volunteering on the recipients of services, the following competency areas were included:

- > Care for Customers.
- > Demonstrate knowledge and understanding of HIV/AIDS in a workplace and its effects on a business sub-sector, own organisation and a specific workplace.
- > Analyse external factors influencing people with special needs.

It should be noted that the areas of focus incorporated into the envisaged qualification reflects good alignment in terms of a range of shorter courses identified for comparison of international practices:

United Kingdom:

Volunteering England identifies the following learning focus areas:

- > Volunteer policies.
- > Health and Safety.
- > Problem solving.
- > Equal opportunities and Diversity.
- > Induction including:
 - > History of the organisation.
 - > Services orientation.
 - > Client groups identification.
 - > Clarification of the roles and responsibilities of volunteers.

Singapore:

Similar competency focus areas are supported in terms of information obtained from the "Senior Corps Tech Centre", a service of the Corporation of National and Community Service providing support services to volunteer organisations predominantly using volunteer services offered by Senior Citizens in the United States of America; whilst the shorter training interventions indicated as focus areas by the Singapore Civil Defence Volunteers programme focuses more extensively on areas of specialisation relevant to the operational environment.

China:

Comparison with the approach followed for the training of volunteers for the Olympic Games, and in particular the training envisaged for the 2008 Beijing Olympic and Paralympic Games, indicates the following general training areas:

- > Basic knowledge about the Olympic and Paralympic Games.
- > Training on the history and culture of China.
- > Knowledge and skills on the service for the disabled.
- > Knowledge and skills for emergency rescue.
- > General knowledge of Olympic Events.
- > General knowledge of Paralympic Events.

In this instance, the specific focus area in which voluntary services will take place is highlighted and it is most interesting to note the direct access enabled to training manuals on the official

website. It was unfortunately not possible to peruse training content to assess specific personal and life skills competency areas, as manuals are in Chinese.

Australia:

Perusal of the approach followed for the training of 50 000 Olympic volunteers in Australia highlights the following training focus areas:

- > Orientation.
- > Job Specific training.
- > Venue Training.
- > Event leadership.
- > Team development - (directed to each functional area of Volunteering).

The above examples stresses the importance of enabling the application of personal and life skills within a specific operational context to enable event specific training - this approach as followed in the envisaged qualification indicates good comparison with international trends in volunteer training programmes and is enabled by the inclusion of a range of specialisation streams in the elective component of the qualification.

Although a comparison with the Degree in Voluntary Sector Studies Programme offered by the Virtual University in the United Kingdom provides challenges for comparison of the envisaged Certificate level at which the submitted qualification is pitched, it adds value in the highlighting of some the included learning areas for comparison of focus.

The qualification consists of compulsory core modules and optional modules on each of the three levels making up the qualification to a total value of 360 credits. Comparison indicates good alignment in terms of the following focus areas:

- > Interpersonal skills for Volunteers.
- > Organisational Structure.
- > Interpersonal skills in practice.
- > Introduction to Information Technology.
- > Supervision of group workers.
- > Advanced client based voluntary practice.
- > Experiencing disability.
- > Facing the challenges of HIV/AIDS.

Specific subject areas where comparison was not enabled, include areas such as Volunteer management, Sociology, Anthropology, Psychology, Religious as well as Organisational Change Management components offered as first, second and third year courses.

TAFE New South Wales provide 530 course units/modules applicable to specialised areas in which voluntary services are often evident. These include specific modules on volunteering such as unit SRCCRD005B "Apply the principles and issues of volunteering" and unit 1846H "Working with volunteers".

Units are found in programme and vocational areas including Community Service, Health promotion, Tourism, Recreation, Sport courses including Community Recreation, Fitness, Mental health work, Disability work, Youth work, and Alcohol and other drugs and mental health practices. Although a separate full qualification for Volunteerism could not be accessed, the importance of provision for skills associated with volunteerism can be inferred from the evident inclusion of volunteerism study units as electives in such a broad range of qualifications.

This approach is presently not evident from a South African perspective, where the envisaged qualification will enable the acquiring of volunteerism related skills both in terms of the

application of skills and competencies obtained and the potential accessing of such areas of learning through articulation and portability.

Again, the strong culture of volunteerism from an Australian perspective could be the reason why the incorporation of units enabling volunteering specific skills is included on a relatively broad scale. This might also explain the difficulties in identifying volunteerism qualifications in isolation as research indicated that the majority of qualifications available in the field of volunteerism focus on the "Management of Volunteers" rather than the provision of skills for individuals operating as volunteers.

SADC:

Volunteering South Africa (VOLSA) reported to the United Nations Volunteering (UNV) division on the requirements for national policy development and structuring of volunteering shortly after the conclusion of the Department of Social Development's "Year of Volunteering" initiative in 2002, whilst a SADC study conducted by Volunteer and Service Enquiry Southern Africa (VOSESA) in a cross national study investigating the use of volunteerism in Botswana, Malawi, South Africa, Zambia and Zimbabwe draws attention to the fact that civic service and volunteering programmes are growing in South Africa but that promotion of volunteerism and the development of volunteers in respect of practical and life skills require attention. No specific details on training requirements or offerings could however be identified over and above the affirmation that training is a critical success factor to volunteer programme implementation.

Conclusion:

Within the context of 2010 FIFA World Cup, the National Government's goals for the implementation of volunteer programmes, the vision of establishing an African Volunteer Corps via a United Nations Development programme (presently supported by our Department of Social Services) as well as the identified need to address volunteerism training and development, for application beyond 2010, the envisaged qualification enables opportunities for training and development which is aligned with international practices in volunteer training.

Not only does the qualification compare favourably with the learning areas identified for volunteer training identified from internationally based research studies, it provides for the specific focus areas to enable the addressing of skills from a South African perspective. In particular the focus on customer care, understanding of diversity and the dealing with realities such as HIV/AIDS enables the gaining of relevant personal and life skills as well as the operational competencies required in a specific environment in which voluntary services are provided.

The international comparison concluded against shorter interventions as observed in a number of volunteer organisations abroad, likewise support good alignment, and the provision of an option for a full qualification once again can be motivated and supported from a South African perspective where formal volunteerism is clearly in its infancy.

The South African Youth Service programme (focusing on volunteers between the ages of 16 and 35) clearly states their aim to utilise volunteerism as a vehicle for the enabling of experience gain and the promotion of learning that enable participants to, undertake activities to the standard required by the service in which they are involved, access future learning, access economic empowerment and be active citizens.

The above clearly supports the need for a qualification enabling volunteer training from a South African perspective.

It is thus critically important to ensure that volunteer training and a qualification developed to address training interventions for the acquiring of skills and competencies not only compare well

with good practices observed internationally, it should likewise enable the addressing of the objectives identified for volunteerism from a South African and African perspective.

All information obtained in the conducting of international practices considered, there is no particular area of focus identified that raises concern in terms of the meeting of standards of training for volunteerism internationally.

From a perspective of the recurring indications of and confirmation of the need for training of volunteers, this qualification could enable a first formal full qualification for volunteerism which could add benefit not only from a South African perspective but could also bring benefit from an African perspective in the advancement of an African Volunteer Corps.

ARTICULATION OPTIONS

This Qualification provides the following articulation opportunities:

Horizontal articulation:

- > ID 57712: Further Education and Training Certificate: Generic Management at NQF Level 4.
- > ID 58009: Further Education and Training Certificate: Sport Administration at NQF Level 4.
- > ID 58163: Further Education and Training Certificate: Community Recreation at NQF level 4.
- > ID 49872: Further Education and Training Certificate: Victim Empowerment Coordination at NQF Level 4.

Vertical articulation:

- > ID 59201: National Certificate: Generic Management at NQF Level 5.

MODERATION OPTIONS

Anyone assessing a learner, or moderating the assessment of a learner, against this Qualification must be registered as an assessor/moderator with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Any institution offering learning that may 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.

Assessment and moderation of assessment may be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQAs (including professional bodies), and in terms of the moderation guideline detailed immediately below.

Moderation must include both internal and external moderation of assessments at all 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 Exit Level Outcomes of the Qualification.

Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

The options as listed above provide the opportunity to ensure that assessment and moderation can be transparent, affordable, valid, reliable and non-discriminatory.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor or moderator of this Qualification the applicant needs:

- > To be declared competent in all the outcomes of the National Assessor Unit Standards.
- > To be in possession of a relevant Qualification at NQF Level 5 or above.

The Assessor must be qualified and registered with the relevant ETQA through evidence of relevant subject matter expertise with a qualification one level above the qualification against which assessment will be conducted. Subject matter expertise of this assessor would be from level 5 and upwards.

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	120163	Apply basic numeracy, financial and analytical procedures and principles to make sound judgements and predictions	Level 4	10
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	12153	Use the writing process to compose texts required in the business environment	Level 4	5
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	13915	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	4
Core	246740	Care for customers	Level 4	3
Core	255915	Conduct volunteer services in a specific environment	Level 4	5
Core	255916	Describe volunteer operations	Level 4	3
Core	120077	Implement volunteer projects	Level 4	5
Core	255914	Minimise and manage safety and emergency incidents	Level 4	6
Core	242811	Prioritise time and work for self and team	Level 4	5
Core	256094	Provide operational support for a minor event	Level 4	5
Core	242817	Solve problems, make decisions and implement solutions	Level 4	8
Core	115855	Create, maintain and update record keeping systems	Level 5	5
Core	244594	Identify and recommend support needs of people with disabilities	Level 5	8
Elective	244184	Apply legal aspects in a security environment	Level 3	8
Elective	119730	Co-ordinate volunteer activities	Level 3	4
Elective	244177	Conduct a security patrol in an area of responsibility	Level 3	7
Elective	244179	Handle complaints and problems	Level 3	6
Elective	244181	Perform hand over and take over responsibilities	Level 3	2
Elective	116720	Show understanding of diversity in the workplace	Level 3	3
Elective	243298	Apply administrative skills and knowledge in a sport organisation	Level 4	11
Elective	243296	Apply values and ethics to a sport organisation	Level 4	3
Elective	244189	Conduct access and egress control	Level 4	7
Elective	242825	Conduct evacuations and emergency drills	Level 4	4
Elective	244335	Conduct security at an event	Level 4	5
Elective	8490	Contribute to sustainable tourism in South Africa	Level 4	4
Elective	120374	Contribute to the management of project risk within own field of expertise	Level 4	5
Elective	117499	Demonstrate entrepreneurial competence	Level 4	12
Elective	120384	Develop a simple schedule to facilitate effective project execution	Level 4	8

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	243947	Develop self within the job role	Level 4	4
Elective	11505	Identify, handle and defuse security related conflict	Level 4	12
Elective	243300	Lead a community sport activity	Level 4	12
Elective	242810	Manage Expenditure against a budget	Level 4	6
Elective	243615	Manage and support volunteers in a community recreation environment	Level 4	4
Elective	242835	Operate x-ray screening equipment within a security environment	Level 4	3
Elective	110025	Process data using information technology	Level 4	5
Elective	243293	Promote sport activity in a community	Level 4	4
Elective	243949	Source information about self-employment opportunities	Level 4	3
Elective	7935	Analyse the tourism industry and the links between the various sectors	Level 5	5
Elective	256074	Co-ordinate registration/arrival system for an event	Level 5	3
Elective	8665	Lead a team	Level 5	4
Elective	252179	Manage Volunteers in sport	Level 5	5
Elective	256114	Perform logistic functions for an event or events business	Level 5	4
Elective	256075	Plan events	Level 5	3
Elective	254068	Recruit, induct and manage volunteers	Level 5	6

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None