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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

Arts & Culture Management

Registered by NSB 02, Arts & Culture, 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 qualifications and unit standards can be accessed via the SAQA web-site at www.saqqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum, 1067 Arcadia Street, Hatfield.

Comment on the qualifications and unit standards should reach SAQA at the address *below and no later than 21 June 2004*. All correspondence should be marked **Standards Setting – SGB for Arts & Culture Management** 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@saqa.co.za

JOE SAMUELS
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:**Further Education and Training Certificate: Arts and Culture Administration**

SAQA QUAL ID	QUALIFICATION TITLE	
48818	Further Education and Training Certificate: Arts and Culture Administration	
SGB NAME	SGB Arts & Culture Management	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
CUL-4-National Certificate	National Certificate	Performing Arts
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
153	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The purpose of the learning is that learners acquire a unique combination of project administration competencies, human resource management skills and business enterprise skills, in order that they may successfully administer arts and culture projects. This qualification formalizes sets of competencies and combinations of systems to help to accumulate expertise in this new area of training.

Experiential knowledge is an important aspect of this qualification, as it scopes across different fields. This should also assist in accelerating the learning of people who may have previously been denied opportunities in formal training or employment. If lessons can be learned, documented and applied, a contribution is made to building the discipline of arts and culture project administration, as well as an integrated national framework for learning achievements, which is one of the primary objectives of the NQF. The quality of the education and training is enhanced by the strategic combination of management skills and entrepreneurial attitudes, grounded in the need to augment the potential in the creative industries sector. Arts and culture projects differ widely in content, context, meaning and impact. At this level, learners are not required to develop and/or decide on financial or artistic targets and goals of the projects. As administrators, their level of responsibility is focused within the projects, and they only have jurisdiction over the resources allocated to them.

Qualifying learners are thus capable of:

- > Allocating given resources within projects, in order to achieve defined project objectives
- > Co-ordinating the various activities required to implement projects
- > Monitoring and reviewing the progress of project implementation according to approved systems
- > Taking corrective action where possible to ensure the accomplishment of the projects
- > Recording accurately the projects' processes and outcomes, with appropriate and agreed upon financial and narrative documentation
- > Communicating with a range of people
- > Supervising project teams so that the projects are completed satisfactorily according to the brief
- > Concluding allocated project tasks by motivating team members with a range of interventions including coaching, advising, mentoring and counselling.
- > Devising an implementation strategy for a given marketing plan
- > Contributing to future planning by using knowledge gained and information gathered from project administration experiences

A broad range of electives offers opportunities for portability across qualifications, and learners could progress to Level 5, which is Arts and Culture Management. Learners could also move into areas of project

management specialization, such as community development or training. The possibility to increase competencies in particular arts genres or in the broader field of cultural studies is also available to deepen the learner's technical knowledge of the field. This will provide access to new career paths, and stimulate mobility and progression within the sector.

Simultaneously, additional technical knowledge or experience of the arts will increase the learner's personal development as he/she has opportunities to express creativity and participate in various cultural forms. Creative work has proved to be one of the most effective ways of increasing self-esteem and promoting self-empowerment. This can only support the positive growth of the learner as an active and fulfilled member of society, and impact positively on the general evolution of the nation at large.

Rationale:

Arts and Culture education in South Africa has historically focused on the development of techniques and the creation of the various art forms, with little attention being given to the administration.

Arts and culture include heritage, the performing arts, visual arts and craft, literature, film and video; and projects or activities within these genres would be events, presentations, exhibitions, displays, performances, festivals and training programmes. Arts and culture projects can play a significant economic role in job creation and small business development. The arts also document changes in society in unique ways, and provide important means for people to express their identities and commonalities within a diversity of traditions and ideologies.

Arts and culture projects must be well run in order to fulfil these potentials. An effective arts industry requires knowledge of contemporary business management and administration practice as well as knowledge of the art/cultural forms, their history and their politics. It is this combination of competencies that would be addressed by this qualification. All stakeholders acknowledge the need for arts organizations to be effectively systematized, in order to raise the status of the profession and maximize funding and marketing opportunities.

Learners undertaking this qualification would work within cultural or arts institutions in an administrative capacity, or intend to develop small arts/cultural businesses on their own. The qualification would begin to assist in building entrepreneurship skills as well as provide learners with access to further management training on the NQF at level 5.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learning assumed to be in place for this qualification should be the fundamental competencies in the areas of communication, mathematics and life skills as the NQF Level 3 of the Further Education and Training Band. Learners need competencies in the areas of working consistently with systems of organizing, monitoring and overseeing activities and finances. They should have an understanding of how arts and cultural organizations might operate relating directly to economic principles. Learners should also be able to communicate clearly with a range of people, so they could work with both arts creators and arts customers, who will have different needs and perspectives. Learners should have some knowledge of the arts industries - whether it as an amateur performer at any level, or a consumer of their local cultural activities. Although administration principles may be the same in most industries, the arts and culture industry is a unique mix of people and products, often with unusual relationships between the two. Many of the 'products' that are integral to arts projects are the personal expressions of peoples' understandings and/or cultural beliefs. These products may therefore be different in emotional weight from other consumer products, and have a closer, more delicate link to their originators. In addition, arts and cultural products may have various meanings depending on the context - they can be functional, symbolic, decorative, spiritual, educational, critical, or traditional, or a combination of these. Working with these products and their creators therefore demands sensitivity to these particularities, and it is recommended that learners at least have an interest in, and/or some exposure to arts and culture activities, if they intend pursuing a career in the industry via this qualification. Furthermore, learners should have a basic understanding of the key concepts of arts and culture, and the distinction between these. Additional knowledge of, and exposure to, the particular art form or genre within which learners will eventually work as administrators would also be beneficial. At least there should be some initial enthusiasm for the areas described by the sub-fields, which propels the learner towards this subject of study. It is also assumed that learners can already work as project team members

(NLRD Id Nr 10135).

Recognition of Prior Learning (RPL):

This qualification can be achieved wholly or in part through recognition of prior learning, which includes formal, informal and non-formal learning and workplace experience, in terms of the criteria laid out. Any learner wishing to be directly assessed may arrange to do so, without participating in further training or education.

QUALIFICATION RULES

All unit standards forming part of the Fundamental and Core components are compulsory. For the Elective component, Supervise a project team of a developmental project to deliver project objectives (13837) OR Supervise a project team of a technical project to deliver project objectives (13841) must be elected, making up 14 credits. From the other unit standards forming part of the elective component, an additional 10 credits must be achieved.

Structure of the qualification

Fundamental:

NQF Level 3 - 20 credits

NQF Level 4 - 36 credits

Subtotal - 56 credits

Core:

NQF Level 4 - 72 credits

NQF Level 5 - 6 credits

Subtotal - 78 credits

Elective:

Subtotal - 24 credits

Total

158 credits

EXIT LEVEL OUTCOMES

Fundamental and Core:

1. Communicate in a variety of ways.
2. Use mathematics in practical applications.
3. Plan Arts and Culture projects from definition to completion.
4. Improve future project and organisation planning and implementation by using experiential knowledge and information gathered.
5. Co-ordinate and manage Arts and Culture projects in line with project plans.
Range: resources, planned objectives, timeline.
6. Monitor and review project performance and solve identified problems appropriate to contexts.
7. Evaluate the outcomes of projects and assess and apply lessons learnt for future use.
8. Keep records for projects and small businesses that meet legal requirements, and builds knowledge for future use.
9. Communicate with stakeholders, networks, and project teams.
10. Lead and supervise project teams in order to ensure that all phases and cycles of the project are completed according to specifications.
11. Implement and report on financial strategies for specific business requirements and contexts.
12. Plan how to implement components of given project marketing plan, in line with given resources and time frames, and execute such plans accordingly.
13. Develop and set up processes, systems, and resources for effective organisational functioning.

Elective:

14. Supervise arts and culture technical OR development project teams

AND:

15. Use computers OR
16. Market arts and culture projects OR
17. Raw data is recorded OR
18. Coordinate events OR
19. Performing a performance form OR
20. Development practice OR
21. Facilitate learning and/or assessment of others.

ASSOCIATED ASSESSMENT CRITERIA

Fundamental and Core

1.
 - > Oral and written communication is sustained in a variety of contexts.
2.
 - > Financial aspects of personal, business, and national issues are investigated using accepted financial principles.
 - > Findings on life-related problems are logical and based on statistics and probabilities.
 - > Physical quantities of materials are accurately measured, estimated and calculated.
 - > Geometrical relationships in two and three-dimensional space are correctly applied in administering arts and culture projects.
3.
 - > Project plans are achievable in terms of resources available.
 - > Project plans are achievable in terms of resources required.
 - > Projects plans reflect/correlate with goals and objectives.
 - > Hazards identified are relevant to the context.
 - > Provision for the impact and extent of hazards occurring is realistic given resources, and is in line with operational procedures.
4.
 - > Evaluation of previous project planning is observable in current project planning.
 - > Information gathered regarding previous projects is accurate.

Range: Information gathered can include experiential knowledge.
5.
 - > Resources are logically deployed.
 - > Administrative systems put in place are appropriate and agreed.
 - > Recording of completion of tasks and project phases is accurate and regular.
 - > Monitoring and amendment of team and individual work schedules are in line with agreed timelines.
 - > Communication to team members and stakeholders about changes to project schedules, timelines and resources available is regular.
 - > Checking of team and individual work tasks against planned objectives is regular.
 - > Amendment of team and individual work tasks is appropriate.
 - > Project performance monitoring and review is continuous.
 - > Evaluation of previous project planning is observable in project implementation.
 - > Information gathered during project implementation is accurate.
6.
 - > Evaluation criteria relate directly to project outcomes planned.
 - > Results/conclusions are consistent with observable information/data.
7.
 - > Recommendations for future improvements are feasible.

Range: Recommendations should focus on logistic or operational issues.
8.
 - > Legal requirements identified for record keeping are contextually relevant.
 - > Legal requirements are met.

Range: Legal requirements include those regarding record keeping types, content of records, capturing of

information, storage of information, retrieval of information, and access to records.

- > Record keeping systems and processes selected are contextually relevant (fit-for-purpose).
- > Record keeping systems and processes selected are feasible given available resources.
- > Types of records kept are contextually relevant.
- > Content of records kept is comprehensive for specific contexts and purposes.
- > Capturing, storage and retrieval of information follows an agreed, described procedure.
- > Capturing of information is accurate.
- > Records kept are accessible to all relevant individuals and/or groups.

9.

- > Stakeholders identified are contextually relevant.
- > Networks identified are contextually relevant.
- > Communication content, methods, techniques and tools selected are appropriate for specific contexts.
- > Communication content, methods, techniques and tools selected are appropriate for specific target groups.
- > Styles of communication selected are in line with agreed context-specific conventions.
- > Communication purpose and content, methods, techniques and tools selected correlate.

10.

- > Goals and objectives given to team members are clear.
- > Resources allocated to team members for all phases of projects are adequate.
- > All phases of the project have been completed according to the given criteria.

11.

- > Financial data gathered to plan actions in line with project objectives are relevant for a specified context.
- > Income and expenditures applied to implement Arts and Culture projects are in line with agreed procedures.
- > Financial transactions recorded and filed are in line with agreed procedures.
- > Income and expenditures are reconciled in line with agreed upon financial plans.
- > Financial reporting is accurate and consistent with observable information.

12.

- > Components of the marketing plan are translated into feasible actions.
- > Actions of the marketing plan are co-ordinated and planned within given resources and time frames.
- > The implementation of the marketing plan components are achievable in terms of the resources available.
- > Execution of the planned actions takes place.
- > Given reviewing systems are in place to monitor the progress of the action plan.

13.

- > Definitions of effective organisational functioning are contextually relevant.
- > Organisational processes developed and selected are workable in given contexts.
- > Organisational systems developed and selected are workable in given contexts.
- > Resource requirements are identified accurately for given contexts.
- > Resources selected meet the requirements of given contexts.
- > Organisational processes, systems and resources can sustain effective organisational functioning.

Elective:

14.

- > Project objectives are delivered.

15.

- > Word processing documents produced for business meet specified requirements.
- > Presentation documents produced for business meet specified requirements.
- > Database use for business purposes meet specified requirements.
- > Spreadsheets produced for business meet specified requirements.

16.

- > Identification and utilisation of marketing resources meet objectives.
- > Description of personal marketing culture meets specified requirements.
- > Marketing performance standards are met.

17.

- > Conducting interviews and de-briefing according to requirements.
- > Submitting correct questionnaires.
- > Transcribing qualitative information.

18.

- > Events are planned, implemented, controlled and evaluated in line with stakeholder requirements.
- > Presenting a performance that engages the audience using appropriate elements of performance craft and physical technique.

19.

- > Performance engages the audience and uses appropriate elements of performance craft and physical technique.
- > Character, role or message development uses appropriate knowledge of performance text, contexts, methodologies and approaches.
- > Integration of elements of performance uses all appropriate knowledge of performance methods and performance craft.
- > Critical reflection on and evaluation of performance uses all embedded knowledge.
- > Constructive criticism is accepted, and knowledge of group dynamics and communication techniques are used within the performance context.
- > Effective presentation skills displayed includes the use of technologies and performance conventions.
- > Performance techniques and terminology used are varied.
- > Appropriate conventions (theatrical/cultural) are applied to respond to the performance context.
- > Interpretation of performance texts are appropriate for specific contexts.

20.

- > Community needs assessments are.
- > Advocacy campaigns and workshops in development practice are.

21.

- > Facilitation of the preparation and presentation of evidence for assessment meets the requirements, principles and purpose of specific assessments.
- > Learners with special needs are correctly identified.
- > Support for learners with special needs are appropriate to the needs of the learners.
- > Learning processes are accurately identified and correctly described.

Integrated assessment:

Integrated assessment at the level of qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose and exit level outcomes of the qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome.

Integrated assessment must judge the quality of the observable performance, and also the quality of thinking that lies behind it. Assessment tools must encourage learners to explain the thinking and decision-making that underpin their demonstrated performance.

The assessment criteria in the unit standards are performance-based (applied competence as opposed to required knowledge only). This means that workplace experience may be recognised when awarding credits towards this qualification. A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies. While the foundational component (literacy, communication and numeracy skills) of this qualification on NQF level 2 can be assessed through occupational contexts and activities relating to, for example, craft production, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are truly portable. The primary aim of this qualification is to ensure that learners have a sound base of general education to prepare them for further learning, whatever career path

they may choose.

INTERNATIONAL COMPARABILITY

Internationally, most Arts and Culture Administration and Management qualifications are at graduate or postgraduate level. Various qualifications are available, including certificates, diplomas, degrees, honours degrees, Masters Degrees and Doctorate degrees, all at Higher Education level. Most international programs include what is referred to as internships (work-based learning).

In the United Kingdom, for example, a 52 credit (South African equivalence) one-year Certificate, or a two-year Diploma in Arts Management are available. These qualifications address the following areas of competence: policy and planning, or administration and management, with electives in marketing communications, artistic production, arts in community settings, and internships.

The courses offered in Canada and the USA range between 15 and 50 credits, addressing management of the Arts, marketing, accounting, and an internship. Electives include art history, business, computer science, communications, drama, film/media studies, philosophy, sociology, fundraising, public relations, etc. Specific emphasis is placed on community arts leaders, and the courses include planning, board development, fundraising, marketing and arts programming.

New Zealand has a National Certificate in Performing Arts Management at Level 4 (that is, Level 3 on the South African NQF), including a large knowledge component, and event management (4 credits) and production (20 credits) competence. In Australia, Arts management forms part of media and communication, and is also delivered through distance education. In Asia, the focus is on business administration, for example, an MBA is suggested for non-profit organisation employees.

ARTICULATION OPTIONS

This qualification articulates vertically to the National Certificate in Arts and Culture Management at NQF level 5. This qualification also provides articulation with a range of qualifications in the art, craft and design areas; and through fundamentals of other NQF level 2 and 3 qualifications.

MODERATION OPTIONS

> Anyone assessing a learner against these standards must be registered as an assessor with the relevant ETQA by SAQA.

> Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA accredited by SAQA.

> Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

> Assessors registered with the relevant ETQA must carry out the assessment of learners for any of the unit standards that make up this qualification. The assessor must have contextual competence in the form of a certificate, qualification or experience related to the unit standards in which assessments are conducted.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Notes to assessors:

Assessors should keep the following general principles in mind when designing and conducting assessment:

> Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in term if the qualification purpose. Where assessment at across titles or at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.

> Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should

be supporting evidence to show that learner is able to perform in the real situation.

> All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent as defined below:

Principles of assessment:

- > **Appropriate:** The method of assessment is suited to the performance being assessed.
- > **Fair:** The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- > **Manageable:** The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- > **Integration into work or learning:** Evidence collection is integrated into work or learning process where this is appropriate and feasible.
- > **Valid:** The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- > **Direct:** The activities in the assessment mirror the conditions of actual performance as closely as possible.
- > **Authentic:** The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- > **Sufficient:** The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > **Systematic:** Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > **Open:** Learners can contribute to the planning and accumulation of evidence. Assessment learners understand the assessment process and the criteria that apply.
- > **Consistent:** The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

NOTES

N/A

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	10040 Implement marketing activity plans to meet agreed deadlines	Level 4	14	Registered
Core	10133 Schedule project activities to facilitate effective project execution	Level 4	8	Registered
Core	10134 Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget	Level 4	6	Registered
Core	10137 Conduct project documentation management to support project processes	Level 4	6	Registered
Core	10139 Implement project administration processes according to requirements	Level 4	5	Registered
Core	10141 Contribute to the management of project risk within own field of expertise	Level 4	5	Registered
Core	10142 Fulfill procurement activities and supervise procurement administration	Level 4	8	Registered
Core	10143 Monitor, evaluate and communicate project schedules	Level 4	4	Registered
Core	10144 Identify, suggest and implement corrective actions to improve quality	Level 4	6	Registered
Core	10145 Evaluate and improve the project team's performance	Level 4	5	Registered
Core	13835 Contribute to project initiation, scope definition and scope change control	Level 4	9	Registered
Core	115171 Generate resources for projects	Level 5	6	Draft - Prep for P Comment
Elective	7567 Produce and use spreadsheets for business	Level 3	5	Reregistered
Elective	7570 Produce word processing documents for business	Level 3	5	Reregistered
Elective	7575 Produce presentation documents for business	Level 3	5	Reregistered
Elective	7576 Demonstrate the ability to use a database for business purposes	Level 3	5	Reregistered
Elective	10012 Meet marketing performance standards	Level 4	4	Registered
Elective	10013 Identify and utilise marketing resources to meet objectives	Level 4	4	Registered

Elective	10021 Instil in myself a personal marketing culture	Level 4	4	Registered
Elective	10030 Record raw data	Level 4	3	Registered
Elective	12544 Facilitate the preparation and presentation of evidence for assessment	Level 4	4	Registered
Elective	13672 Identify and describe learning processes	Level 4	3	Registered
Elective	13674 Identify and support learners with special needs	Level 4	4	Registered
Elective	13837 Supervise a project team of a developmental project to deliver project objectives	Level 4	14	Registered
Elective	13841 Supervise a project team of a technical project to deliver project objectives	Level 4	14	Registered
Elective	110053 Conduct a basic community needs assessment	Level 4	12	Registered
Elective	110056 Conduct advocacy campaigns and workshops in development practice	Level 4	12	Registered
Elective	114542 Perform performance form	Level 4	15	Draft - Prep for P Comment
Elective	13482 Co-ordinate an event	Level 5	12	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Registered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Generate resources for projects

SAQA US ID	UNIT STANDARD TITLE		
115171	Generate resources for projects		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Arts & Culture Management	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Culture and Arts	Performing Arts		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
CUL-PAR-0-SGB ACM	Regular	Level 5	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Develop resourcing strategies and plans for project implementation.

SPECIFIC OUTCOME 2

Motivate for resources to implement projects.

SPECIFIC OUTCOME 3

Record the results of resource generation for future reference.