



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

Society and Environmental Interactions

Registered by NSB 07, Human and Social Studies, publishes the following qualification unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The qualification and unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 16 August 2004***. All correspondence should be marked **Standards Setting – SGB Society and Environmental Interactions** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY



Established in terms of Act 58 of 1995

**FURTHER EDUCATION AND TRAINING CERTIFICATE (FETC):
COMMUNITY FACILITATION IN SOCIETY AND ENVIRONMENT INTERACTIONS:
LEVEL 4**

NQF LEVEL: 4
FIELD: Human and Social Studies
SUB-FIELD: Environmental Relations
LEVEL: 4
CREDITS: 166
ISSUE DATE:
REVIEW DATE:

RATIONALE FOR THE QUALIFICATION:

Community Facilitation in Society and Environment Interactions is an important area of learning because communities potentially affected by projects with society and environment implications often do not have appropriate mechanisms or experience to represent themselves in public participation processes. People involved in this field would require a broad, but not detailed, knowledge of environmental processes, how proposed development projects might impact on such processes and what the impacts might be for local communities. Therefore, such a person would also be required to gain basic knowledge of local communities; their available skills, local knowledge and other resources, values, structures and relevant socio-economic data.

The FETC: Community Facilitation in Society and Environment Interactions: NQF Level 4 forms part of a learning pathway in Society and Environment Interactions. In particular, this Qualification provides a grounding for career pathways in a number of different but related directions, for example, an occupational health and safety orientation, community environmental mobilisation, the more formal public participation field, or para-legal environmental services.

The FETC: Community Facilitation in Society and Environment Interactions: NQF Level 4 supports the objectives of the NQF in that it gives the learner access to a registered Qualification. It will ensure that the quality of education and training in the sub-field is enhanced and is of a world-class standard. The Qualification will allow learners not only to

develop their knowledge and skills in the field of Environmental Relations, but will also enable them to benchmark their competence against international standards.

RANGE STATEMENT

Society and Environment Interactions can be seen simply as the interactions between human activities and the natural resources around us in ways that have an impact (positive or negative) on people's lives and/or on the natural resources. Some of these interactions can result from simple actions at a household level, or they may result from larger structures in society and the way they are set up or operate, for example, a particular economic system, a land tenure policy, a development strategy, or the way legislation is defined.

Society and Environment Interactions are complex, and include most human activities because what we do has an impact on natural resources and processes. The focus is less on people as individuals, and more on structures in society (formal and non-formal) e.g. business, government, community structures, etc. and how decisions taken in one can impact on other parts of society and on the environment with consequences for people.

PURPOSE OF THE QUALIFICATION

The FETC: Community Facilitation in Society and Environment Interactions (SEI): NQF Level 4 is designed to meet the needs of those learners who are already involved, or wish to become involved, in supporting communities to participate in public processes around proposed developments that have society and environment implications. It is applicable to employed and unemployed learners.

This Qualification is for any learner who is, or wishes to be, involved in community facilitation in the area of Society and Environment Interactions. The skills gained by such a learner could be applied in any context, urban or rural, but would be limited to specific local communities. A Community Facilitator in Society and Environment Interactions would be able to demonstrate the following competencies:

- Show, explain, discuss and analyse the relationship between society and environment
- Demonstrate a critical understanding of the role and impact of technology in society
- Facilitate group work in development practice
- Collect, organise and present community needs information
- Facilitate the identification of society and environment interactions in the local context
- Explain and apply broad environmental principles, rights and duties in relation to work in society and environment interactions
- Facilitate a participatory community or committee process
- Identify and respond to (natural resource utilisation) conflict
- Facilitate community environmental safety
- Facilitate recognition and development of eco-business opportunities at local level

Learners working towards this Qualification will find that the acquisition of competence in the Unit Standards that make up the Qualification will add value to their work performance. This Qualification is intended to enhance the access of local communities to participatory processes and to enhance their ability to have a voice in society and environment interactions.

Through building relevant skills, as well as general operational competencies, the Qualification ensures progression of learning, enabling the learner to meet standards of excellence in the social facilitation field.

The Qualification will provide the broad knowledge, skills and values needed in Society and Environment Interactions and will facilitate access to, and mobility and progression within, education and training for learners who:

- Were previously disadvantaged or who were unable to access Further Education and Training.
- Have worked in this field for many years, but have no formal Qualifications and would like to achieve this Qualification through the process of RPL (Recognition of Prior Learning) and/or formal study (including RPL for the access requirement of a General Education and Training Certificate).
- Wish to extend their range of skills and knowledge of Society and Environment Interactions so that they can extend their competency levels.

The Qualification has building blocks that can be developed further in Qualifications at a higher level. It contains all the competencies, skills and values required by a learner who wishes to access further Qualifications in Society and Environment Interactions. Specifically, these Unit Standards fall into a community facilitation and public participation grouping, and a para-legal grouping around public participation.

ACCESS TO THE QUALIFICATION

There is open access to the Qualification bearing in mind the **Learning assumed to be in place** detailed below. It is also necessary that learners should first complete their General Education and Training Certificate or equivalent Level 1 Qualification before accessing this Qualification.

LEARNING ASSUMED TO BE IN PLACE

Communication Skills at NQF Level 3 or equivalent, and Mathematical Literacy at Level 2 or equivalent.

LEVEL, CREDITS AND LEARNING COMPONENTS ASSIGNED TO THE QUALIFICATION

The Qualification is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training.

The Qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective for the purpose of this Qualification. A minimum of 166 credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows:

Fundamental	56 credits	34%
Core	98 credits	59%
Electives (minimum)	12 credits	7%
TOTAL	166 credits	100%

Note that 59% of the credits, therefore, relate directly to facilitating community participation. The elective component allows the learner to select Unit Standards that are:

- Related to the work done by the learner in an organisation.
- Related to specialist areas of society and environment interactions that the learner might be interested in.

This is to ensure that while there is a strong community participation focus, there is scope for learners to select additional Unit Standards that are relevant to their own situations.

	LEVEL 4	LEVEL 5	LEVEL 6	TOTAL
FUNDAMENTAL	56	0		56
CORE	98	0		98
ELECTIVE	38	4	32	12 (minimum)
TOTAL				166

MOTIVATION FOR NUMBER OF CREDITS ASSIGNED TO FUNDAMENTAL, CORE AND ELECTIVE

Allocation of Fundamental credits

Unit Standards to the value of 20 credits in Communication in the First Language, 20 credits in Communication in the Second Language and 16 credits in Mathematical Literacy have been selected for the Fundamental Component. These Unit Standards will add value to learners both socially and economically in terms of their ability to operate as literate and numerate workers in a global economy.

All the Fundamental Unit Standards are compulsory.

Allocation of Core credits

98 credits have been allocated to Unit Standards in the Core Component of this Qualification. This is to ensure that the Qualification has a strong community facilitation and public participation focus. The Unit Standards classified as Core describe community facilitation knowledge, values and skills that are generic to public participation organisations where community participation is required. The Unit Standards provide the basic knowledge, values and skills that all learners require in order to facilitate community participation. They also encourage the application of that knowledge, values and skills in real situations. All Core Unit Standards are compulsory.

Allocation of Elective credits

There are Unit Standards totalling 76 credits in this component. Learners are required to select electives totalling at least 12 credits. It is intended that the selected electives should allow learners to develop alternative career paths or gain additional skills and knowledge that relate directly to the work of the learner and which will enhance the learner's work performance.

UNIT STANDARDS IN NATIONAL CERTIFICATE: COMMUNITY FACILITATION IN SOCIETY AND ENVIRONMENT INTERACTIONS: LEVEL 4

TITLE	LEVEL	CREDITS
FUNDAMENTAL COMPONENTS		
Communication in the First Language		
8974	Engage in sustained oral communication and evaluate spoken texts	4 5
8975	Read, analyse and respond to a variety of texts	4 5
8976	Write for a wide range of contexts	4 5
12153	Use language and communication in occupational learning programmes	4 5

TOTAL CREDITS FOR COMUNICATION IN FIRST LANGUAGE			20
Communication in the Second Language			
8968	Accommodate audience and context needs in oral communication	3	5
8969	Interpret and use information from texts	3	5
8970	Write texts for a variety of communicative contexts	3	5
8972	Interpret a variety of literary texts	3	5
TOTAL CREDITS FOR COMMUNICATION IN SECOND LANGUAGE			20
Mathematics Literacy			
9014	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	4	6
9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	4	3
7485	Demonstrate understanding of real and complex number systems	4	3
9016	Measure, estimate and calculate physical quantities and explore, critique and prove geometrical relationships in two- and three-dimensional space in the life and workplace of the adult with increasing responsibilities	4	4
TOTAL CREDITS FOR MATHEMATICS LITERACY			16
TOTAL CREDITS FOR FUNDAMENTAL COMPONENT			56
CORE COMPONENT			
13671	Demonstrate knowledge of environmental systems and ecology	4	12
10140	Apply a range of project management tools	4	8
	Collect, organise and present community needs information using simple information-gathering tools	4	10
	Facilitate the identification of society and environment interactions in the local context	4	12
	Explain and apply broad environmental legal principles, rights and duties in relation to work in society and environment interactions	4	8
	Facilitate social participatory processes	4	16
	Facilitate community environmental safety	4	16
	Facilitate recognition and development of eco-business opportunities at local level	4	12
13669	Apply introductory knowledge of environmental ethics in the context of personal experience	4	4
TOTAL FOR CORE COMPONENT			98
ELECTIVE COMPONENT			
13950	Apply technical knowledge and skill in order to manage risk in occupational health and occupational hygiene	4	8
9243	Monitor occupational health and safety	4	8
13837	Supervise a project team of a developmental project to project objectives	4	14
14609	Participate in management of conflict	5	4
110502	Demonstrate and apply knowledge and understanding of the roles, function and responsibilities of the main stakeholders and role-players in local economic	4	4

	development		
110493	Demonstrate knowledge and understanding of the basic principles of budgeting and financial management applicable to a local economic development project	4	4
	Design and manage public participation processes	6	16
	Analyse and evaluate the regulatory and policy framework in relation to a society and environment interaction and submit recommendations	6	16
TOTAL FOR ELECTIVE COMPONENT			76
			Min 12
TOTAL CREDITS FOR QUALIFICATION			166

CRITICAL CROSS-FIELD OUTCOMES

The Critical Cross-Field Outcomes are realised as follows:

Identify and solve problems, make responsible decisions, demonstrating critical and creative thinking: learners show, explain, discuss and analyse the relationship between society and the environment; learners collect, organise and present community needs information; learners recognise what impacts on natural resources and processes.

Work effectively with others as a member of a team, group, organisation, community: learners work in and with communities to mobilise them and to facilitate community participation in public processes.

Organise and manage oneself and one's activities responsibly and effectively: learners identify and explain tools and methods for gathering purposes; use appropriate tools and methods to gather information in a community context; organise and present information relating to a community context.

Collect, analyse, organise and critically evaluate information: learners acquire all the competencies, skills, knowledge and values needed for community facilitation and public participation; learners engage in complex procedures, data analysis or interpretation.

Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written communication: learners are competent in communication in the first and second language and have mathematical literacy at the level of the qualification; learners facilitate community participation; reporting is done in a suitably simplified or summarised format.

Use science and technology effectively and critically, showing responsibility towards the environment and the well-being of others: learners identify, explain and use tools and methods for information-gathering purposes.

Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation: learners engage with the complex interrelated aspects of society and environmental interactions, namely, information-gathering, legal principles, duties and responsibilities, community interactions, social participation and public participation processes.

Participate as responsible citizens in the life of local, national and global communities: learners design and manage public and community participation processes.

Show cultural or aesthetic awareness across a range of social contexts: learners become aware of the impact of society and environmental interactions on the natural resources and processes and become aware of how decisions taken in one structure (society, business, government and community structures) can impact on other parts of society with consequences for people.

Explore education and career opportunities: learners are able to follow careers in different directions, e.g. occupational health and safety, community environmental mobilisation, formal public participation and para-legal environment services.

Develop entrepreneurial opportunities: learners facilitate recognition and development of eco-business opportunities at local level

EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA

On achieving this Qualification, the learner will be able to:

Demonstrate a critical understanding of the relationship between society and environment and the implications of the interactions between these for people and natural resources

Associated Assessment Criteria:

- Understand that the relationship between society and the environment is complex and consists of many components (social, political, economic)

Work effectively with local communities and community structures using appropriate facilitation methods in a development context

Associated Assessment Criteria:

- Work in a development context with appropriate tools, methods and sensitivities

Support local communities to identify specific society and environment interactions in the local context and to understand the implications, and identify suitable actions that are not in conflict with broad environmental principles, rights and duties.

Associated Assessment Criteria:

- Work with people in specific communities in ways that empower them to understand the society and environment interactions issues that affect them in their local context, while taking account of the wider dynamics of such interactions

Facilitate recognition and development of eco-business opportunities at local level

Associated Assessment Criteria:

- Assist people in specific communities to address environmental risks effectively
- Support people in specific communities to engage effectively in public participation processes

Learners exiting this Qualification before completion retain the credits for Unit Standards successfully completed and may carry them over to other Qualifications to which they are applicable. Learners may also retain the credits until a later stage should studies be recommenced, provided the Unit Standards are still relevant to the Qualification.

INTERNATIONAL COMPARABILITY

A careful internet search of Qualifications and Qualification frameworks from developing and developed world countries was conducted. Countries where information was gathered include Australia, Ghana, Kenya, Malaysia, New Zealand, and the United Kingdom.

This search revealed no Qualifications that are directly comparable to this FET Certificate in Community Facilitation in Society and Environment Interactions. Most of these had a focus in other specialist areas, for example, community development had Unit Standard titles such as "Contribute to strategies to effect community or social change" (Level 4) or "Implement programmes and projects to respond to community concerns, issues, and needs" (Level 5) where the identified concerns, issues, or needs include, amongst many others, economic development, employment, environmental issues, housing and land, human rights, development, etc. None of these have the same integrative perspective of society and environment interactions, nor provide such a vocationally-oriented skills development platform in community facilitation within a broad environmental context.

The closest Malaysian Qualification that could be found were Environmental Management and Environmental Auditing, which were aligned to international standards such as ISO 14010 and ISO 14011. As a result these were focused on the technical procedures and requirements and had a more scientific orientation.

Qualifications covering Conservation Management, Environmental Management and Community Development in the UK and New Zealand were found to have some close similarities, with similar expectations of learners. For example, a New Zealand Unit Standard "Demonstrate knowledge of and apply sustainable environmental management practices in the workplace" (Level 2) enables learners to "describe the effect of a human activity on the environment; demonstrate knowledge of the effect on the environment, of activities and practices in a specified workplace; and take actions within a workplace that help to sustain and improve the environment." However, this Unit Standard does not have a facilitation focus, nor the broad SEI overview so fundamental to our own Qualification.

For these reasons it is felt that the present Certificate in Community Facilitation in Society and Environment Interactions makes a unique contribution to learning, has a specifically South African relevance and applicability, but also matches and even exceeds the standards of similar Qualifications elsewhere in the world.

INTEGRATED ASSESSMENT

Assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, so that an integrated approach to assessment is incorporated into the Qualification.

Learning, teaching and assessment are inextricably interwoven. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated.

Assessment of communication and mathematical literacy should be integrated as far as possible with other aspects and should use practical administration contexts wherever possible. 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 or on-the-job, 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. During integrated assessments, the assessor should make use of a range of formative and summative assessment tools methods and assess combinations of practical, applied, foundational and reflective competencies.

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.

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated manner.

RECOGNITION OF PRIOR LEARNING

The structure of this Unit Standards-based Qualification makes the Recognition of Prior Learning possible. If the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification the appropriate credits should be assigned to the learner. Recognition of Prior Learning will be done by means of Integrated Assessment as mentioned above.

This Recognition of Prior Learning may allow:

- For accelerated access to further learning at this or higher levels on the NQF
- Gaining of credits towards a Unit Standard
- Obtaining of this Qualification in part or in whole

ARTICULATION POSSIBILITIES

This Qualification articulates with the following proposed Qualifications:

- The National Certificate: Support Community Participation in Society and Environment Interactions: Level 2
- The National Certificate: Society and Environment Interactions in the Workplace: Level 4
- The National Certificate: Society and Environment Interactions in the Workplace: Level 5

It should also articulate horizontally and vertically with any other Qualifications at Level 4 or 5 in the following fields:

- occupational health and safety
- community environmental mobilisation
- public participation
- para-legal environmental services

MODERATION OPTIONS

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with an appropriate Education, Training, Quality, Assurance (ETQA) Body or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

- Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.
- Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as in the exit level outcomes described in the Qualification.

CRITERIA FOR REGISTRATION OF ASSESSORS

For an applicant to register as an assessor for this Qualification, the applicant should:

- hold a similar Qualification to this at NQF level 4 or above
- be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Community Facilitation in Society and Environment Interactions

SAQA QUAL ID	QUALIFICATION TITLE	
48884	Further Education and Training Certificate: Community Facilitation in Society and Environment Interactions	
SGB NAME	SGB Society and Environment Interactions	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
HUM-4-National Certificate	National Certificate	Environmental Relations
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
166	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The FETC: Community Facilitation in Society and Environment Interactions (SEI): NQF Level 4 is designed to meet the needs of those learners who are already involved, or wish to become involved, in supporting communities to participate in public processes around proposed developments that have society and environment implications. It is applicable to employed and unemployed learners.

This Qualification is for any learner who is, or wishes to be, involved in community facilitation in the area of Society and Environment Interactions. The skills gained by such a learner could be applied in any context, urban or rural, but would be limited to specific local communities. A Community Facilitator in Society and Environment Interactions would be able to demonstrate the following competencies:

- > Show, explain, discuss and analyse the relationship between society and environment
- > Demonstrate a critical understanding of the role and impact of technology in society
- > Facilitate group work in development practice
- > Collect, organise and present community needs information
- > Facilitate the identification of society and environment interactions in the local context
- > Explain and apply broad environmental principles, rights and duties in relation to work in society and environment interactions
- > Facilitate a participatory community or committee process
- > Identify and respond to (natural resource utilisation) conflict
- > Facilitate community environmental safety
- > Facilitate recognition and development of eco-business opportunities at local level

Learners working towards this Qualification will find that the acquisition of competence in the Unit Standards that make up the Qualification will add value to their work performance. This Qualification is intended to enhance the access of local communities to participatory processes and to enhance their ability to have a voice in society and environment interactions.

Through building relevant skills, as well as general operational competencies, the Qualification ensures progression of learning, enabling the learner to meet standards of excellence in the social facilitation field.

The Qualification will provide the broad knowledge, skills and values needed in Society and Environment Interactions and will facilitate access to, and mobility and progression within, education and training for learners who:

- > Were previously disadvantaged or who were unable to access Further Education and Training.
- > Have worked in this field for many years, but have no formal Qualifications and would like to achieve this Qualification through the process of RPL (Recognition of Prior Learning) and/or formal study (including RPL for the access requirement of a General Education and Training Certificate).
- > Wish to extend their range of skills and knowledge of Society and Environment Interactions so that they can extend their competency levels.

The Qualification has building blocks that can be developed further in Qualifications at a higher level. It contains all the competencies, skills and values required by a learner who wishes to access further Qualifications in Society and Environment Interactions. Specifically, these Unit Standards fall into a community facilitation and public participation grouping, and a para-legal grouping around public participation.

Rationale

Community Facilitation in Society and Environment Interactions is an important area of learning because communities potentially affected by projects with society and environment implications often do not have appropriate mechanisms or experience to represent themselves in public participation processes. People involved in this field would require a broad, but not detailed, knowledge of environmental processes, how proposed development projects might impact on such processes and what the impacts might be for local communities. Therefore, such a person would also be required to gain basic knowledge of local communities; their available skills, local knowledge and other resources, values, structures and relevant socio-economic data.

The FETC: Community Facilitation in Society and Environment Interactions: NQF Level 4 forms part of a learning pathway in Society and Environment Interactions. In particular, this Qualification provides a grounding for career pathways in a number of different but related directions, for example, an occupational health and safety orientation, community environmental mobilisation, the more formal public participation field, or para-legal environmental services.

The FETC: Community Facilitation in Society and Environment Interactions: NQF Level 4 supports the objectives of the NQF in that it gives the learner access to a registered Qualification. It will ensure that the quality of education and training in the sub-field is enhanced and is of a world-class standard. The Qualification will allow learners not only to develop their knowledge and skills in the field of Environmental Relations, but will also enable them to benchmark their competence against international standards.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE

Communication Skills at NQF Level 3 or equivalent, and Mathematical Literacy at Level 2 or equivalent.

Recognition of Prior Learning

The structure of this Unit Standards-based Qualification makes the Recognition of Prior Learning possible. If the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification the appropriate credits should be assigned to the learner. Recognition of Prior Learning will be done by means of Integrated Assessment as mentioned above.

This Recognition of Prior Learning may allow:

- > For accelerated access to further learning at this or higher levels on the NQF
- > Gaining of credits towards a Unit Standard
- > Obtaining of this Qualification in part or in whole

QUALIFICATION RULES

Level, credits and learning components assigned to the qualification:

The Qualification is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training.

The Qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective for the purpose of this Qualification. A minimum of 166 credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows:

- > Fundamental: 56 credits - 34%
- > Core: 98 credits - 59%
- > Electives (minimum): 12 credits - 7%
- > TOTAL: 166 credits - 100%

Note that 59% of the credits, therefore, relate directly to facilitating community participation. The elective component allows the learner to select Unit Standards that are:

- > Related to the work done by the learner in an organisation;
- > Related to specialist areas of society and environment interactions that the learner might be interested in.

This is to ensure that while there is a strong community participation focus, there is scope for learners to select additional Unit Standards that are relevant to their own situations.

- > Fundamental Level 4: 56 credits
- > Core Level 4: 98 credits
- > Total Elective: 12 credits (minimum)
 - > Elective Level 4: 38 credits
 - > Elective Level 5: 4 credits
 - > Elective Level 6: 32 credits

Total: 166 credits

Motivation for number of credits assigned to fundamental, core and elective

Allocation of Fundamental credits

Unit Standards to the value of 20 credits in Communication in the first language, 20 credits in Communication in the second language and 16 credits in Mathematical Literacy have been selected for the Fundamental Component. These Unit Standards will add value to learners both socially and economically in terms of their ability to operate as literate and numerate workers in a global economy. All the Fundamental Unit Standards are compulsory.

Allocation of Core credits

98 credits have been allocated to Unit Standards in the Core Component of this Qualification. This is to ensure that the Qualification has a strong community facilitation and public participation focus. The Unit Standards classified as Core describe community facilitation knowledge, values and skills that are generic to public participation organisations where community participation is required. The Unit Standards provide the basic knowledge, values and skills that all learners require in order to facilitate community participation. They also encourage the application of that knowledge, values and skills in real situations. All Core Unit Standards are compulsory.

Allocation of Elective credits

There are Unit Standards totalling 76 credits in this component. Learners are required to select electives totalling at least 12 credits. It is intended that the selected electives should allow learners to develop alternative career paths or gain additional skills and knowledge that relate directly to the work of the learner and which will enhance the learner's work performance.

EXIT LEVEL OUTCOMES

Exit Level Outcomes:

On achieving this Qualification, the learner will be able to:

1. Demonstrate a critical understanding of the relationship between society and environment and the implications of the interactions between these for people and natural resources;
2. Work effectively with local communities and community structures using appropriate facilitation methods in a development context;
3. Support local communities to identify specific society and environment interactions in the local context and to understand the implications, and identify suitable actions that are not in conflict with broad environmental principles, rights and duties;
4. Facilitate recognition and development of eco-business opportunities at local level.

Learners exiting this Qualification before completion retain the credits for Unit Standards successfully completed and may carry them over to other Qualifications to which they are applicable. Learners may also retain the credits until a later stage should studies be recommended, provided the Unit Standards are still

relevant to the Qualification.

The Critical Cross-Field Outcomes are realised as follows:

Identify and solve problems, make responsible decisions, demonstrating critical and creative thinking: learners show, explain, discuss and analyse the relationship between society and the environment; learners collect, organise and present community needs information; learners recognise what impacts on natural resources and processes.

Work effectively with others as a member of a team, group, organisation, community: learners work in and with communities to mobilise them and to facilitate community participation in public processes.

Organise and manage oneself and one's activities responsibly and effectively: learners identify and explain tools and methods for gathering purposes; use appropriate tools and methods to gather information in a community context; organise and present information relating to a community context.

Collect, analyse, organise and critically evaluate information: learners acquire all the competencies, skills, knowledge and values needed for community facilitation and public participation; learners engage in complex procedures, data analysis or interpretation.

Communicate effectively, using visual, mathematical and/or language skills in the modes of oral and/or written communication: learners are competent in communication in the first and second language and have mathematical literacy at the level of the qualification; learners facilitate community participation; reporting is done in a suitably simplified or summarised format.

Use science and technology effectively and critically, showing responsibility towards the environment and the well-being of others: learners identify, explain and use tools and methods for information-gathering purposes.

Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation: learners engage with the complex interrelated aspects of society and environmental interactions, namely, information-gathering, legal principles, duties and responsibilities, community interactions, social participation and public participation processes.

Participate as responsible citizens in the life of local, national and global communities: learners design and manage public and community participation processes.

Show cultural or aesthetic awareness across a range of social contexts: learners become aware of the impact of society and environmental interactions on the natural resources and processes and become aware of how decisions taken in one structure (society, business, government and community structures) can impact on other parts of society with consequences for people.

Explore education and career opportunities: learners are able to follow careers in different directions, e.g. occupational health and safety, community environmental mobilisation, formal public participation and para-legal environment services.

Develop entrepreneurial opportunities: learners facilitate recognition and development of eco-business opportunities at local level.

ASSOCIATED ASSESSMENT CRITERIA

In particular, assessors should check that the learner can demonstrate an ability to apply learned competencies, skills and knowledge in an integrated way, as well as an ability to consider a range of options and make decisions. The learner should be able to:

1. Understand that the relationship between society and the environment is complex and consists of many components (social, political, economic).
2. Work in a development context with appropriate tools, methods and sensitivities.
3. Work with people in specific communities in ways that empower them to understand the society and environment interactions issues that affect them in their local context, while taking account of the wider dynamics of such interactions;
- 4.1 Assist people in specific communities to address environmental risks effectively.

4.2 Support people in specific communities to engage effectively in public participation processes.

Integrated Assessment

Assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, so that an integrated approach to assessment is incorporated into the Qualification.

Learning, teaching and assessment are inextricably interwoven. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated.

Assessment of communication and mathematical literacy should be integrated as far as possible with other aspects and should use practical administration contexts wherever possible. 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 or on-the-job, 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. During integrated assessments, the assessor should make use of a range of formative and summative assessment tools and methods and assess combinations of practical, applied, foundational and reflective competencies.

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.

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated manner.

INTERNATIONAL COMPARABILITY

A careful internet search of Qualifications and Qualification frameworks from developing and developed world countries was conducted. Countries where information was gathered include Australia, Ghana, Kenya, Malaysia, New Zealand, and the United Kingdom.

This search revealed no Qualifications that are directly comparable to this Certificate in Community Facilitation in Society and Environment Interactions. Most of these had a focus in other specialist areas. For example, community development had Unit Standard titles such as "Contribute to strategies to effect community or social change" (Level 4) or "Implement programmes and projects to respond to community concerns, issues, and needs" (Level 5) where the identified concerns, issues, or needs include, amongst many others, economic development, employment, environmental issues, housing and land, human rights, development, etc. None of these have the same integrative perspective of society and environment interactions, nor provide such a vocationally-oriented skills development platform in community facilitation within a broad environmental context.

The closest Malaysian Qualifications that could be found were Environmental Management and Environmental Auditing, which were aligned to international standards such as ISO 14010 and ISO 14011. As a result these were focused on the technical procedures and requirements and had a more scientific orientation.

Qualifications covering Conservation Management, Environmental Management and Community Development in the UK and New Zealand were found to have some close similarities, with similar expectations of learners. For example, a New Zealand Unit Standard "Demonstrate knowledge of and apply sustainable environmental management practices in the workplace" (Level 2) enables learners to "describe the effect of a human activity on the environment; demonstrate knowledge of the effect on the environment, of activities and practices in a specified workplace; and take actions within a workplace that help to sustain and improve the environment." However, this Unit Standard does not have a facilitation focus, nor the broad SEI overview so fundamental to our own Qualification.

For these reasons it is felt that the present Certificate in Community Facilitation in Society and Environment Interactions makes a unique contribution to learning, has a specifically South African relevance and applicability, but also matches and even exceeds the standards of similar Qualifications elsewhere in the world.

ARTICULATION OPTIONS

This Qualification articulates with the following proposed Qualifications:

- > The National Certificate: Support Community Participation in Society and Environment Interactions: Level 2
- > The National Certificate: Society and Environment Interactions in the Workplace: Level 4
- > The National Certificate: Society and Environment Interactions in the Workplace: Level 5

It should also articulate horizontally and vertically with any other Qualifications at Level 4 or 5 in the following fields:

- > Occupational health and safety
- > Community environmental mobilisation
- > Public participation
- > Para-legal environmental services

MODERATION OPTIONS

- > Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with an appropriate Education, Training, Quality Assurance Body (ETQA) or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.
- > Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as in the exit level outcomes described in the Qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor for this Qualification, the applicant should:

- > Hold a similar Qualification to this at NQF level 4 or above;
- > Be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA).

NOTES

Range:

Society and Environment Interactions can be seen simply as the interactions between human activities and the natural resources around us in ways that have an impact (positive or negative) on people's lives and/or on the natural resources. Some of these interactions can result from simple actions at a household level, or they may result from larger structures in society and the way they are set up or operate, for example, a particular economic system, a land tenure policy, a development strategy, or the way legislation is defined.

Society and Environment Interactions are complex, and include most human activities because what we do has an impact on natural resources and processes. The focus is less on people as individuals, and more on structures in society (formal and non-formal) e.g. business, government, community structures, etc. and how decisions taken in one can impact on other parts of society and on the environment with consequences for people.

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	10140 Apply a range of project management tools	Level 4	8	Registered

Core	13669	Apply introductory knowledge of environmental ethics in the context of personal experience	Level 4	4	Registered
Core	13671	Demonstrate knowledge of environmental systems and ecology	Level 4	20	Registered
Core	115587	Collect, organise and present community needs information using simple information-gathering tools	Level 4	12	Draft - Prep for P Comment
Core	115591	Explain and apply broad environmental legal principles, rights, duties and responsibilities in relation to work in society and environment interactions	Level 4	8	Draft - Prep for P Comment
Core	115593	Facilitate the identification of society and environment interactions in the local context	Level 4	12	Draft - Prep for P Comment
Core	115595	Facilitate recognition and development of eco-business opportunities at local level	Level 4	12	Draft - Prep for P Comment
Core	115596	Facilitate social participatory processes	Level 4	16	Draft - Prep for P Comment
Core	115598	Facilitate community environmental safety	Level 4	16	Draft - Prep for P Comment
Elective	9243	Monitor occupational health & safety	Level 4	8	Registered
Elective	13837	Supervise a project team of a developmental project to deliver project objectives	Level 4	14	Registered
Elective	13950	Apply technical knowledge and skill in order to manage risk in occupational health and occupational hygiene	Level 4	8	Registered
Elective	110493	Demonstrate a knowledge and understanding of the basic principles of budgeting and financial management applicable to a local economic development project	Level 4	4	Registered
Elective	110493	Demonstrate a knowledge and understanding of the basic principles of budgeting and financial management applicable to a local economic development project	Level 4	4	Registered
Elective	110502	Demonstrate and apply knowledge and understanding of the roles, function and responsibilities of the main stakeholders and role players in local economic development	Level 4	4	Registered
Elective	14609	Participate in management of conflict	Level 5	4	Registered
Elective	115589	Analyse and evaluate the regulatory and policy framework in relation to a society and environment interaction and submit recommendations	Level 6	16	Draft - Prep for P Comment
Elective	115590	Design and manage public participation processes	Level 6	16	Draft - Prep for P Comment
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	8972	Interpret a variety of literary texts	Level 3	5	Registered
Fundamental	7485	Demonstrate understanding of real and complex number systems	Level 4	3	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	12417	Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4	Reregistered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Collect, organise and present community needs information using simple information-gathering tools

SAQA US ID	UNIT STANDARD TITLE		
115587	Collect, organise and present community needs information using simple information-gathering tools		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Society and Environment Interactions	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Environmental Relations	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-ENV-0-SGB SEI	Regular	Level 4	12

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify and explain tools and methods for information-gathering purposes in a community context.

SPECIFIC OUTCOME 2

Use appropriate tools and methods to gather information in a community context.

SPECIFIC OUTCOME 3

Organise and present information relating to a community context.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Explain and apply broad environmental legal principles, rights, duties and responsibilities in relation to work in society and environment interactions

SAQA US ID	UNIT STANDARD TITLE		
115591	Explain and apply broad environmental legal principles, rights, duties and responsibilities in relation to work in society and environment interactions		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Society and Environment Interactions		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Environmental Relations	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-ENV-0-SGB SEI	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain broad environmental principles, rights, responsibilities and duties of all South Africans.

SPECIFIC OUTCOME 2

Identify, describe roles and functions of institutions that develop and implement environmental law.

SPECIFIC OUTCOME 3

Identify, describe environmental legal rights, duties, remedies relevant to a particular society.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Facilitate the identification of society and environment interactions in the local context

SAQA US ID	UNIT STANDARD TITLE		
115593	Facilitate the identification of society and environment interactions in the local context		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Society and Environment Interactions		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Environmental Relations	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-ENV-0-SGB SEI	Regular	Level 4	12

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify, describe society and environment interactions and their implications in a local context.

SPECIFIC OUTCOME 2

Identify, describe factors, contributors, and parties affected by a selected local example.

SPECIFIC OUTCOME 3

Facilitate community participation in identification, understanding of interaction in local context.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Facilitate recognition and development of eco-business opportunities at local level

SAQA US ID	UNIT STANDARD TITLE		
115595	Facilitate recognition and development of eco-business opportunities at local level		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Society and Environment Interactions		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Environmental Relations	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-ENV-0-SGB SEI	Regular	Level 4	12

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify society and environment interactions addressed through eco-business interventions.

SPECIFIC OUTCOME 2

Facilitate the development of an eco-business opportunity.

SPECIFIC OUTCOME 3

Facilitate the development of an eco-business plan.

SPECIFIC OUTCOME 4

Develop an incubation and mentorship plan for a new eco-business venture.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Facilitate social participatory processes

SAQA US ID	UNIT STANDARD TITLE		
115596	Facilitate social participatory processes		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Society and Environment Interactions		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Environmental Relations	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-ENV-0-SGB SEI	Regular	Level 4	16

Specific Outcomes:**SPECIFIC OUTCOME 1**

Communicate information effectively with a particular community.

SPECIFIC OUTCOME 2

Provide information and training as appropriate about participatory processes.

SPECIFIC OUTCOME 3

Explain the principles and practices of participation.

SPECIFIC OUTCOME 4

Demonstrate understanding of participatory methods in facilitating social participation processes.

SPECIFIC OUTCOME 5

Facilitate decision-making within a social participation process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Facilitate community environmental safety

SAQA US ID	UNIT STANDARD TITLE		
115598	Facilitate community environmental safety		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Society and Environment Interactions		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Environmental Relations	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-ENV-0-SGB SEI	Regular	Level 4	16

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify and explain methods to limit pollution and environmental hazards in a community context.

SPECIFIC OUTCOME 2

Describe and apply mechanisms to assist community members to deal with household waste.

SPECIFIC OUTCOME 3

Assist members of a specific community to identify and prioritise community environmental risks.

SPECIFIC OUTCOME 4

Facilitate process of developing an appropriate community response to a selected environmental risk.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Design and manage public participation processes

SAQA US ID	UNIT STANDARD TITLE		
115590	Design and manage public participation processes		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Society and Environment Interactions		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Environmental Relations	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-ENV-0-SGB SEI	Regular	Level 6	16

Specific Outcomes:**SPECIFIC OUTCOME 1**

Communicate effectively relevant to a society and environment interaction.

SPECIFIC OUTCOME 2

Identify and justify applicability of the principles and practices of social participation.

SPECIFIC OUTCOME 3

Develop a framework for a public participation process.

SPECIFIC OUTCOME 4

Implement and manage a social participation process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Analyse and evaluate the regulatory and policy framework in relation to a society and environment interaction and submit recommendations

SAQA US ID	UNIT STANDARD TITLE		
115589	Analyse and evaluate the regulatory and policy framework in relation to a society and environment interaction and submit recommendations		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Society and Environment Interactions		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Environmental Relations	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-ENV-0-SGB SEI	Regular	Level 6	16

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify shortcomings in current regulatory and policy framework.

SPECIFIC OUTCOME 2

Conduct appropriate research to develop recommendations that address shortcomings.

SPECIFIC OUTCOME 3

Identify appropriate process for submission of recommendations, and assist submission thereof.