No. 1160   **8 October 2004**

Established in terms of Act 58 of 1995

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

Human Resource Management and Practice

Registered by NSB 03, Business, Commerce and Management Studies, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the SAQA web-site at **www.saqa.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 7 November 2004*. All correspondence should be marked **Standards Setting – SGB for Human Resource Management and Practice** 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:

National Certificate: Organisational Transformation and Change Management

SAQA QUAL ID	QUALIFICATION TITLE		
49075	National Certificate: Organisational Transformation and Change Management		
SGB NAME	SGB Human Resource Management and Practices		
NSB ACRONYM		PROVIDER NAME	
NSB 03			
QUAL TYPE		SUBFIELD	
National Certificate		Human Resources	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	126	Level 5	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION

A large number of the competencies developed in the Qualification are rooted in actual workplace practice and should lead to greater productivity resulting from improved performance by the learner, due to the integration of the knowledge with workplace practice.

The primary purpose of the Qualification is to:

> Equip learners to understand and apply the underlying principles of the Organisational Transformation and Change Management and associated Human Resource Development legislation;
> Induct learners into the processes required in Organisational Transformation;
> Inform learners of the plans for Organisational Transformation;
> Provide career paths through associated learnerships at various levels and areas of the Organisational Transformation and Change Management arena;
> Provide for mobility of learning into associated areas such as Human Resource Practice, Consulting etc;
> Equip learners to become effective employees, employers and/or self-employed members of society;
> Develop a richer learning environment in the field of Organisational Transformation and Change Management through high quality lifelong learning;
> Enable the learner to assist within his/her community and thereby ensure social and economic transformation;
> Ensure the development of competence in the Organisational Transformation and Change Management field.

This Certificate is the first step in a learning pathway in Organisational Transformation and Change Management.

This learning supports the objectives of the NQF through increased portability and articulation of learning and career path progression. By concentrating on the link between theory and practice, the quality of education and training as well as the personal development of the learner will be elevated.

At a time when South African society is bedding down the tenets and principles underpinning a democratic order, it is imperative that people be oriented to see the value of the diversity that it enjoys as a nation. It is important that issues around Employment Equity be seen as moving society forward, and not as a hindrance to progress. This Qualification will enable learners to place the imperatives of our society in a broad systems context.

Many different roles and careers are linked to, and affected by, this Qualification. They include but are not limited to:

> Supervisors
> Employment Equity and Training and Development committee members
> Shop stewards
> Targeted employees
> Organisational Transformation consultants
> Change agents
> Skills Development Facilitators

Rationale for the Qualification:

This Qualification was developed as the result of overwhelming demand for Unit Standards and a Qualification in Organisational Transformation and Change Management, to assist organizations with this vital management process so as to speed up transformation of South African business and to enable organizations to comply with the requirements of the Labour Equity Act. In addition, the Black Management Forum (BMF) has great interest in ensuring that Employment Equity (EE) becomes part of the Organisational Transformation (OT) agenda in companies throughout South Africa. It was determined that the way to institutionalise these issues was to develop a learning pathway that incorporated Employment Equity and related issues within the Human Resources field.

The emerging understanding in the last ten years of the manner of functioning of complex adaptive systems, as well as of systems theory itself, makes it imperative to review existing thinking on management theory and Organisational Development. This creates the opportunity to place Organisational Transformation within a very powerful paradigm that underscores the important role that diversity plays in establishing and maintaining vibrant organisations within what has come to be known as the knowledge economy of the 21st Century. Importantly it also places this and other proposed Qualifications at the cutting edge of recent international developments in the field.

The Qualification, a National Certificate in Organisational Transformation and Change Management at NQF level 5, is part of a pathway that includes a Diploma at Level 5 and a post-graduate Qualification, thus encouraging the notion of lifelong learning. It will enable the issues of Employment Equity, diversity and Organisational Development to become areas of study at different levels within any organisation in South Africa. In so doing it seeks to entrench these important considerations within organisational practice in the country. Properly presented and institutionalised, the Certificate can play an important role in ensuring that the principles of our democratic order become part of the prevailing practice in companies in South Africa.

Additionally, however, it will also meet the needs and aspirations of the youth and unemployed in fields where this learning may be useful. This includes adult learners who want to deal with these issues or develop their careers in one or more of the related areas. This Qualification would also be relevant to many Human Resource practitioners. Since the Certificate is part of a learning pathway, it will allow mobility to persons operating in the field. The development of competence in this field will also lead to better service delivery, company longevity, the promotion of wealth and job creation.

Potentially, therefore, large numbers of persons inside and outside of companies will participate in part or all of the Qualification. Organisations such as the Black Management Forum have indicated great interest in ensuring that their members acquire a Qualification of this nature.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE

Learners accessing this Qualification should be competent in:
> Communication at NQF level 4 or equivalent;
> Mathematical Literacy at NQF level 4 or equivalent;
> Computer Literacy at NQF Level 3.

Recognition of Prior Learning (RPL):

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

An RPL process may also be used to credit learners with Unit Standards in which they have developed the necessary competency as a result of workplace-based and experiential learning

RPL may also be used by learners, who are not in possession of an FETC or equivalent Qualification, to gain access to the Qualification.

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

QUALIFICATION RULES

The following combination of credits is required to attain the Qualification:

Fundamental component:

> Ethics and Ethical Behaviour: 5 credits at NQF Level 5
> Communication: 26 credits at NQF level 5
> TOTAL: 31 credits

While there is no SAQA requirement relating to the specific number of credits in the Fundamental component of a level 5 Qualification, the scoping exercise carried out clearly indicates that the learning included in this component of the Qualification is essential for all learners to function effectively in their designated workplaces and to ensure success with the Core and Elective learning that has to take place.

All of these Unit Standards are compulsory

Core component:

> TOTAL: 76 credits at NQF level 5

The Core component of the Qualification consists of Unit Standards designed to equip the learner with the necessary functional skills and knowledge base required to operate competently within the Organisational Transformation and Change Management environment. These competencies relate directly to the actual work performed by employees in this area.

All of these Unit Standards are compulsory.

Elective component:
> TOTAL: 20 credits at NQF level 5

A range of Unit Standards has been included in the Elective component of the Qualification, which relate to the range of areas in which the Organisational Transformation and Change Management practitioner could work. A range of possibilities embodied in the list would mean that both individual and provider choice are possible. This also enhances the possibility of any learnership that is registered, based on this Qualification, being demand-led rather than supply-driven. Learners may also choose Unit Standards at Level 5 or above which would improve their ability to perform their duties at work or that covers an area of learning in which they have a particular interest, providing such choice meets with the approval of the

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relevant ETQA.

The learner is required to select Unit Standards to a value of at least 20 credits for this component.

EXIT LEVEL OUTCOMES

Qualifying learners will be able to:

1. Conduct communication within a business environment.
2. Apply South Africa's transformative Human Resource Development (HRD) legislation to Organisational Transformation.
3. Implement Change Management to take advantage of diversity in the workplace.
4. Apply complexity theory in conducting organisational transformation.
5. Underpin Organisational Transformation in a company through the use of a value system.
6. Use employment equity to the benefit of certain social issues in an organisation.

Critical cross-field outcomes:

The various components of the Qualification present numerous opportunities to develop each of the Critical Cross-Field Outcomes as an intrinsic part of any learning programme leading to the awarding of this Qualification. All Critical Cross-field Outcomes are not developed in each of the Unit Standards, however the combination of Unit Standards comprising the Qualification as a whole will incorporate the development of all, or most, of the Critical Cross-Field Outcomes.

Apply workplace communication skills:
> Teamwork
> Communication
> Personal development

Conduct communication within a business environment:
> Teamwork
> Self organisation in terms of OT
> Communication
> Technology
> Personal development

Use communication techniques effectively:
> Teamwork
> Self organisation in terms of OT
> Information analysis
> Communication
> Personal development

Recognise the transformative elements of South Africa's HRD legislation:
> Self organisation in terms of OT
> Information analysis
> Communication
> Related systems
> Personal development

Apply the basic principles of complexity theory to OT:
> Solve problems
> Self organisation in terms of OT
> Information analysis
> Communication
> Personal development

Establish how a value system underpins OT:

> Self organisation in terms of OT
> Information analysis
> Communication
> Personal development

Apply the principles of EE to OT:
> Solve problems
> Teamwork
> Self organisation in terms of OT
> Information analysis
> Communication
> Related systems
> Personal development

Appreciate and manage diversity in the workplace:
> Teamwork
> Self organisation in terms of OT
> Information analysis
> Communication
> Personal development

Apply the principles of CM in the workplace:
> Solve problems
> Teamwork
> Self organisation in terms of OT
> Information analysis
> Communication
> Related systems
> Personal development

Implement skills development in order to facilitate OT:
> Solve problems
> Teamwork
> Self organisation in terms of OT
> Information analysis
> Communication
> Related systems
> Personal development

ASSOCIATED ASSESSMENT CRITERIA

1.
> Correspondence to customers is drawn up in an appropriate format using suitable reading and writing skills at this level and demonstrated in two-way correspondence.
> Oral conversations with clients are understood at all times and correct tone, register and terminology in speaking and listening at all times.
> Correct etiquette is used in communication with internal and external clients.
> Electronic communication is used correctly and appropriately.

2.
> The transformative elements of South Africa's HRD legislation, and the way this legislation aims to transform the education and training system of the country, is described in an essay.
> The principles of employment equity are applied to organisational transformation in a selected organisation.
> Skills development is implemented in Workplace Skills Plans.

3.
> Diversity is utilised to advantage in the workplace by recognising the benefit a diverse workforce can bring to an organisation through meaningful programmes.

> The principles of Change Management are applied to the workplace in a project plan.
> The relationship between Change Management and diversity is utilised to improve efficiency and effectiveness in an organization.

4.
> A selected company is analysed using the essential elements of complex adaptive systems, and the findings are presented in a report to relevant stakeholders.
> The importance of formal and informal networks in communities and organisations is explained to employees by means of a presentation.
> The Butterfly Effect is explained orally to management.

5.
> Ways in which value systems can transform an organisation, positively affect profits, are highlighted in an essay.
> An organisational transformation framework is produced and presented to stakeholders.
> Methods of developing a high level of trust within a particular organisation are identified in a small group context.

6.
> Steps are taken to deal with terminal or chronic illnesses, particularly HIV/Aids, in the workplace, by utilising elements related to employment equity.
> The Corporate Social Responsibility programme of a selected organisation is brought into line with Organisational Transformation.
> Corporate Social Responsibility is aligned to employment equity through discussions.
> Employment Equity, and its use to produce substantive and measurable transformation, is highlighted as an important element of OT in a selected organization.

Integrated assessment:

The Qualification and its associated assessment criteria have been designed so that assessment is fully integrated with the learning. The assessment criteria for each specific outcome of each Unit Standard are outlined within the body of the Unit Standard. In terms of the Qualification the learner must, in an authentic and appropriate setting:

> Demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards required;

> Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken;

> Provide evidence of competency in the exit level outcomes as listed in this Qualification document.

The emphasis throughout the Qualification should be on continuous, formative assessment. Much of this is achieved in "sites of application" and involves a range of assessment tools, which will include a degree of self and peer assessment. A number of appropriate summative assessments should be planned at specific times, by assessor and learner jointly, throughout the learning process.

As a result of a range of ongoing assessment approaches in terms of testing and evaluating the fundamental, practical and reflexive competence of the learner, a skills matrix should be produced. This will clearly indicate not only the knowledge gaps and skills deficits of the individual, but also highlight the learner's strengths and weaknesses related to the other elements of applied competence, namely:

> Information processing and the power of analysis;
> Problem solving and a decision making capacity;
> A variety of communication skills.

The assessment process should be capable of being applied to RPL, subject to the rules and criteria of the

relevant Education & Training Quality Assurance body (ETQA).

As it is required that integrated methods of assessment are employed, theoretical as well as practical competence needs to be assessed. Appropriate assessment tools will need to be constructed for use by those who will act as mentors and coaches throughout the learning programmes. Group assessment methods will also need to be employed. It is required that a final assessment of competence will be built up through a variety of means.

INTERNATIONAL COMPARABILITY

This qualification has been benchmarked against international practice in Change Management, Organisational Change, Business Process Re-engineering and Organisational Transformation. However, it needs to be recognised that the overlapping South African landscapes of learning and work deal pointedly with the legacy of the past and the introduction of new, democratic structures, HRD legislation, systems and practices in the OT&CM field. This qualification deals explicitly with those elements, i.e. employment equity, diversity in the workplace, Skills Development Plans & Facilitators, HIV/Aids in the workplace, Corporate Social Responsibility Programmes etc. This makes this qualification unique in that it has a compulsory fundamental element, and secondly that it addresses and incorporates the South African Human Resource Development Legislative environment, which international qualifications do not.

In the benchmarking exercise it was noted that some programmes could be categorised as skills programmes (i.e. 3 to 5 days duration), and also that many comparable qualifications were at post-graduate level, such as Masters. Only a few of them address diversity in the workplace, and then only at a superficial level - the main focus being on the elements of change management. Many programmes are aimed at the IT Professional which includes technical change management. Some include Project Management, which is covered separately on South Africa's National Qualification Framework (NQF).

Whilst Indonesia is touted as a leader in Change Management, very little evidence of this could be found on the web. They are only now discussing the advantages of implementing a Qualifications Framework and seem to be working with Holland and Australia in this regard. No qualifications in Change Management could be located (this does not imply that they do not exist). What was found was a typically generic 5-day change management programme.
What is evident however, is that as far as qualifications are concerned, more are available in the UK and Australia.

Various qualifications and learning programmes covering the OT and CM arena were reviewed on the following websites:

> www.trimitra.com/Training/change_management.html - Trimitra Consultants (Jakarta, Indonesia) Managing Change - Five day Programme (Skills programme)
> www.stonebridge.uk.com/business-courses/change-management.htm - Certificate in Change Management - 10 Lesson distance learning course.
> www.sysop.co.uk/training/viewcourse.php?id=itim-pcm - Change Management Practitioner - 3 days plus assignment (ISEB Examination)
> www.performanceweb.org/pi/training/courses/leadership.htm - Leadership and Change Management - 2 days - aimed at Government employees & includes cultural diversity.
> www.thechalfontproject.com/services/bcmp_info.html - Behavioural Change Management Practice
> www.eoc.uk/chang/certificate.shtml - Certificate in Change Leadership - seven programme modules involving 300 hours for courses, assignments & project work.
> www.eoc.uk/change/diploma.shtml - Diploma in Change Management - eight programme modules plus delivery of a major change project.
> http://www2.agsm.edu.au/agsm/web.nsf/Content/MBAExecutive-CourseDescriptions#GraduateCertificate
ChangeManagement - - Australian Graduate School of Management - Graduate Certificate in Change Management - one year course.
> www.prosci.com - BPR Online Learning Centre
> www.change-management.org - Change Management Resource Library
> www.organisationalchange.co.uk - Change Management Training - 5 days plus work based assignment.
> www.ucd.ie/pgstudy - University College of Dublin - Management MBA (includes module on Leadership

and Managing Change.

On interrogating the above, it will be seen that the short courses/skills programmes, vary from 2 days to 10 days in duration and that they cover the basics of Change Management. These same basic principles are addressed by a unit standard in this qualification.

If one compares the Certificate in Change Leadership (300 hours = equivalent of approx. 37 credits), the course content is addressed by four unit standards in this qualification viz.:

> Apply the basic principles of complexity theory to organisational transformation (12 credits)
> Establish how a value system underpins organisational transformation (12 credits)
> Apply the principles of change management in the workplace (10 credits)
> Collect and use data to establish complex statistical and probability models to solve related problems (5 credits)

The emphasis of this set of qualifications is on organisational transformation in the context of enabling social change in the South African environment. This puts this qualification in a class of its own in this context.

ARTICULATION OPTIONS

There is ready articulation of this Qualification across a range of areas such as:

> The National Diploma: Organisational Transformation and Change Management: Level 5;
> The National Certificate: Labour Relations Practice: Level 5;
> National Certificate: Business Consulting Practice: Level 6;
> National Certificate: Business Advising: Level 6
> National Diploma: Human Resources Management Practice: Level 5.

MODERATION OPTIONS

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

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

> Moderation must include both internal and external moderation of assessments at all exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in individual Unit Standards as well as the integrated competence described in the exit level outcomes of the Qualification.

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

For an applicant to register as an assessor or moderator of this Qualification the applicant needs to be:
> Be registered as an Assessor with the relevant ETQA;
> In possession of a Qualification in Oraganisational Transformation and Change Management or Human Resource Management at NQF level 6 or higher.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

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	115407 Apply the principles of change management in the workplace	Level 5	10	Registered
Core	116917 Apply advanced principles of complexity theory to organisational transformation	Level 5	12	Draft - Prep for P Comment
Core	116918 Implement skills development in order to facilitate organisational transformation	Level 5	8	Draft - Prep for P Comment
Core	116927 Apply the principles of employment equity to organisational transformation	Level 5	10	Draft - Prep for P Comment
Core	116928 Manage diversity in the workplace	Level 5	14	Draft - Prep for P Comment
Core	116929 Recognise the transformative elements of South Africa's Human Resources Development legislation	Level 5	10	Draft - Prep for P Comment
Core	116949 Establish how a value system underpins organisational transformation	Level 5	12	Draft - Prep for P Comment
Elective	116919 Use the principles of employment equity to relate corporate social responsibility to organisational transformation	Level 5	10	Draft - Prep for P Comment
Elective	116921 Apply the principles of Employment Equity to dealing with terminal or chronic illnesses, particularly HIV/Aids, in the workplace	Level 5	10	Draft - Prep for P Comment
Elective	7857 Manage information flow	Level 6	4	Reregistered
Fundamental	7465 Collect and use data to establish complex statistical and probability models and solve related problems	Level 4	5	Registered
Fundamental	8647 Apply workplace communication skills	Level 5	10	Registered
Fundamental	10622 Conduct communication within a business environment	Level 5	8	Registered
Fundamental	12433 Use communication techniques effectively	Level 5	8	Registered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Organisational Transformation and Change Management

SAQA QUAL ID	QUALIFICATION TITLE		
49076	National Diploma: Organisational Transformation and Change Management		
SGB NAME	SGB Human Resource Management and Practices		
NSB ACRONYM		PROVIDER NAME	
NSB 03			
QUAL TYPE		SUBFIELD	
National Diploma		Human Resources	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	251	Level 5	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION

A large number of the competencies developed in the Qualification are rooted in actual workplace practice and should lead to greater productivity resulting from improved performance by the learner, due to the integration of the knowledge mastered with workplace practice.

The Diploma Qualification detailed in this document incorporates the related Certificate Qualification, which is also detailed separately, elsewhere.

The primary purpose of the Qualification is to:

> Equip learners to understand and apply the underlying principles of the Organisational Transformation and Change Management and associated Human Resource Development (HRD) legislation;
> Induct learners into the processes required in Organisational Transformation;
> Inform learners of the plans for Organisational Transformation;
> Provide career paths through associated learnerships at various levels and areas of the Organisational Transformation and Change Management arena;
> Provide for mobility of learning into associated areas such as Human Resource Practice, Consulting etc;
> Equip learners to become effective employees, employers and/or self-employed members of society;
> Develop a richer learning environment in the field of Organisational Transformation and Change Management through high quality lifelong learning;
> Enable the learner to assist within his/her community and thereby ensure social and economic transformation;
> Ensure the development of competence in the Organisational Transformation and Change Management field, arguably one of the most important arenas for social and economic transformation in the country.

This Diploma is the second step in learning at the Higher Education and Training Band.

This learning supports the objectives of the NQF through increased portability and articulation of learning and career path progression. By concentrating on the link between theory and practice, the quality of education and training as well as the personal development of the learner will be elevated.

At a time when South African society is bedding down the tenets and principles underpinning a democratic order, it is imperative that people be oriented to see the value of the diversity that it enjoys as a nation. It is important that issues around Employment Equity be seen as moving society forward, and not as a hindrance to progress. This Qualification will enable learners to place the imperatives of our society in a

broad systems context.

Many different roles and careers are linked to, and affected by, this Qualification. They include but are not limited to:

> Supervisors
> Employment Equity and Training and Development committee members
> Shop stewards
> Targeted employees
> Organisational Transformation consultants
> Change agents
> Human Resource practitioners
> Project managers
> Diversity managers
> Skills Development Facilitators

Rationale for the Qualification:

This Qualification was developed as the result of overwhelming demand for Unit Standards and a Qualification in Organisational Transformation and Change Management, to assist organizations with this vital management process so as to speed up transformation of South African business and to enable organizations to comply with Labour Equity Act issues. In addition, the Black Management Forum (BMF) has great interest in ensuring that Employment Equity (EE) becomes part of the Organisational Transformation (OT) agenda in companies throughout South Africa. It was determined that the way to institutionalise these issues was to develop a learning pathway that incorporated Employment Equity and related issues within OT.

The emerging understanding in the last ten years of the manner of functioning of complex adaptive systems, as well as of systems theory itself, makes it imperative to review existing thinking on management theory and Organisational Development. This creates the opportunity to place Organisational Transformation within a very powerful paradigm that underscores the important role that diversity plays in establishing and maintaining vibrant organisations within what has come to be known as the knowledge economy of the 21st Century. Importantly it also places this and other proposed Qualifications at the cutting edge of recent international developments in the field.

The Qualification, a National Diploma in Organisational Transformation and Change Management at NQF level 5, is part of a pathway that includes a Certificate at Level 5 and a post-graduate Qualification, thus encouraging the notion of lifelong learning. It will enable the issues of Employment Equity, diversity and Organisational Development to become areas of study at different levels within any organisation in South Africa. In so doing it seeks to entrench these important considerations within organisational practice in the country. Properly presented and institutionalised, the Certificate can play an important role in ensuring that the principles of our democratic order become part of the prevailing practice in companies in South Africa.

Additionally, however, it will also meet the needs and aspirations of the youth and unemployed in fields where this learning may be useful. This includes adult learners who want to deal with these issues or develop their careers in one or more of the related areas. This Qualification would also be relevant to many Human Resource practitioners. This Qualification would also be relevant to many Human Resource (HR) practitioners. Since the Diploma is part of a learning pathway, it will allow mobility to persons operating at any level in the field. The development of competence in this field will also lead to better service delivery, company longevity, the promotion of wealth and job creation. The development of competence in this field will also lead to better service delivery, company longevity, the promotion of wealth and job creation.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners accessing this Qualification should be competent in:

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> Relevant Unit Standards at NQF level 4, either through a previous Qualification or through the Recognition of Prior Learning (RPL), which assesses workplace-based experiential learning;
> Understanding a system of governance and its relationship to a legal system;
> The process of legislation development in South Africa;
> Explaining how legislation is applied;
> Understanding how theories and concepts are used to explain complex, existing systems;
> South African history and the diverse nature of its society;
> A basic grounding in OT&CM and diversity management;
> Awareness of the South African Constitution and Bill of Human Rights;
> Awareness of South Africa's Human Resource Development (HRD) strategy;
> Awareness of the features of knowledge and the learning process;
> Understanding of a concepts of trust and values in an organisational sense;
> Communication skills at NQF level 4 or equivalent;
> Mathematical literacy at NQF level 4 or equivalent.

Recognition of prior learning (RPL):

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

An RPL process may also be used to credit learners with Unit Standards in which they have developed the necessary competency as a result of workplace-based and experiential learning

RPL may also be used by learners, who are not in possession of an FETC or equivalent Qualification, to gain access to the Qualification.

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

QUALIFICATION RULES

The following combination of credits is required to attain the Qualification:

Fundamental component:

> Communication: 26 credits at NQF level 5
> Statistical analysis: 5 credits at NQF level 4
> Project management: 8 credits at NQF level 4
> TOTAL: 39 credits

While there is no SAQA requirement relating to the specific number of credits in the Fundamental component of a level 5 Qualification, the scoping exercise carried out clearly indicates that the learning included in this component of the Qualification is essential for all learners to function effectively in their designated workplaces and to ensure success with the Core and Elective learning that has to take place.

All of these Unit Standards are compulsory

Core component:

TOTAL: 162 credits at NQF level 5

The Core component of the Qualification consists of Unit Standards designed to equip the learner with the

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necessary functional skills and knowledge base required to operate competently within the OT&CM environment. These competencies relate directly to the actual work performed by employees in this area.

All of these Unit Standards are compulsory.

Elective component:

> TOTAL: 50 credits at NQF level 5

At this stage a fairly limited range of Unit Standards has been identified for inclusion in the Elective component of the Qualification. They relate to the range of areas in which the OT&CM practitioner could work. A range of possibilities embodied in the list would mean that both individual and company choice are readily possible. This also enhances the possibility of any learnership that is registered, as being based on this Qualification, being demand-led rather than supply-driven. It is anticipated that over time more Unit Standards will be added to expand the scope of the Diploma.

The learner is currently required to select Unit Standards to a value of at least 50 credits for this component.

EXIT LEVEL OUTCOMES

This Qualification is based on Unit Standards, which will be grouped into skills programmes for purposes of delivery. As illustrated below, qualifying learners will be able to:

1. Conduct communication within a business environment
2. Utilise information technology to improve work efficiency
3. Solve problems by applying statistical models
4. Use project management tools
5. Apply South Africa's transformative Human Resource Development (HRD) legislation to Organisational Transformation (OT)
6. Implement Change Management (CM) to take advantage of diversity in the workplace
7. Apply complexity theory in conducting organisational transformation
8. Underpin OT in a company through the use of a value system
9. Use employment equity to the benefit of certain social issues in an organisation
10. Use Knowledge Management (KM) and Skills Development (SD) to promote workplace learning and develop an organisation as a site of learning

Critical cross-field outcomes:

The various components of the Qualification present numerous opportunities to develop each of the Critical Cross-Field Outcomes (CCFOs) as an intrinsic part of any learning programme leading to the awarding of this Qualification. All CCFOs are not developed in each of the Unit Standards, however the combination of Unit Standards comprising the Qualification as a whole will incorporate the development of all, or most, of the CCFOs.

Apply workplace communication skills
> Teamwork
> Communication
> Personal development

Conduct communication within a business environment
> Teamwork
> Self organisation in terms of OT
> Communication
> Technology
> Personal development

Use communication techniques effectively

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> Teamwork
> Self organisation in terms of OT
> Information analysis
> Communication
> Personal development

Demonstrate basic knowledge of computers
> Self organisation in terms of OT
> Information analysis
> Communication
> Technology
> Related systems
> Personal development

Operate a computer
> Solve problems
> Information analysis
> Communication
> Technology
> Related systems
> Personal development

Collect and use data to establish complex statistical and probability models and solve related problems
> Solve problems
> Information analysis
> Communication
> Technology
> Personal development

Apply a range of project management tools
> Solve problems
> Teamwork
> Information analysis
> Communication
> Technology
> Related systems

Recognise the transformative elements of South Africa's HRD legislation
> Self organisation in terms of OT
> Information analysis
> Communication
> Related systems
> Personal development

Apply the basic principles of complexity theory to OT
> Solve problems
> Self organisation in terms of OT
> Information analysis
> Communication
> Personal development

Establish how a value system underpins OT
> Self organisation in terms of OT
> Information analysis
> Communication
> Personal development

Apply the principles of EE to OT

> Solve problems
> Teamwork
> Self organisation in terms of OT
> Information analysis
> Communication
> Related systems
> Personal development

Appreciate and manage diversity in the workplace
> Teamwork
> Self organisation in terms of OT
> Communication
> Personal development

Apply the principles of CM in the workplace
> Solve problems
> Teamwork
> Self organisation in terms of OT
> Information analysis
> Communication
> Related systems
> Personal development

Implement skills development in order to facilitate OT
> Solve problems
> Teamwork
> Self organisation in terms of OT
> Information analysis
> Communication
> Related systems
> Personal development

Apply advanced principles of complexity theory to organisational transformation
> Solve problems
> Information analysis
> Related systems

Apply principles of knowledge management to organisational transformation
> Solve problems
> Self organisation in terms of OT
> Information analysis
> Communication
> Related systems
> Personal development

Implement a value system to effect organisational transformation
> Teamwork
> Information analysis
> Communication
> Related systems
> Personal development

Implement an employment equity programme in a company
> Teamwork
> Information analysis
> Communication
> Related systems
> Personal development

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Implement a programme of diversity management in the workplace
> Teamwork
> Information analysis
> Communication
> Related systems
> Personal development

Implement an effective change management programme to achieve specified objectives
> Teamwork
> Information analysis
> Related systems
> Personal development

Implement skills development as workplace learning to support organisational transformation
> Solve problems
> Teamwork
> Self organisation in terms of OT
> Information analysis
> Communication
> Related systems
> Personal development

ASSOCIATED ASSESSMENT CRITERIA

1.
> Suitable reading and writing skills at this level can be demonstrated in two-way correspondence.
> Advanced speaking and listening abilities are shown in a workshop environment.
> Appropriate business styles and communicational etiquette can be discussed with a coach/mentor.
> An ability to use electronic communication is illustrated through multi-party communication by email.
> Awareness of networking and advocacy skills are illustrated to a coach/mentor.

2.
> A basic knowledge of computers can be demonstrated by answering various questions related to information technology as used in activities participated in.
> Computer literacy is illustrated by completing various routine computer-based tasks. (Range: Limited to end-user functions appropriate to activities participated in at the relevant NQF level.)
> Computer peripherals can be used to maintain, print, store and transfer information processed electronically.

3.
> Data can be collected and used cumulatively in order to arrive at various trends and results as shown in data printouts based on the data.
> Statistical and probability models are utilised in order to interpret the data, and a report is produced analysing the results.
> Related problems can be solved by making use of statistical and probability models in role-play simulations.

4.
> A range of project management tools can be listed and discussed in terms of the application of each.
> Project management tools can be applied to specific situations in order to select the tool(s) most appropriate.
> Evidence is shown of developed project management skills.

5.
> The transformative elements of South Africa's HRD legislation, and the way this legislation aims to transform the education and training system of the country, can be described in an essay on the topic.
> The principles of employment equity can be applied to organisational transformation by producing a document commenting on the OT strategy of a selected company.

> Skills development is implemented in a fashion which facilitates OT and this is expressed in notes attached to the Workplace Skills Plan of a selected organisation.

6.
> Diversity can be utilised to advantage in the workplace by recognising the benefit a diverse workforce can bring to an organisation through meaningful programmes, and this is promoted through facilitating various workshops among employees in a company with which the learner is acquainted.
> Cultures of acceptance and equality can be promoted to decrease discrimination and to harness the benefits of diversity.
> Diversity issues can be audited and recommendations made.
> The principles of CM can be applied to the workplace as illustrated in a project plan to this end.
> A CM programme can be implemented.
> The relationship between CM and diversity, utilised to improve efficiency and effectiveness in an organisation, is demonstrated in workshops around these topics.

7.
> A selected company can be analysed as a complex adaptive system, using the essential elements of complex adaptive systems, and the analysis presented in a report to relevant stakeholders.
> The importance of formal and informal networks in communities and organisations is discussed in gatherings of employees in a selected company.
> A presentation is given to management on the Butterfly Effect.
> Advanced elements of complexity theory can be discussed.

8.
> Ways in which value systems can transform an organisation, and in so doing affect profits, are highlighted in an essay on the topic.
> An organisational transformation framework is produced and presented to a peer group for review.
> Methods of developing a high level of trust within a particular organisation are brainstormed at meetings facilitated by the learner.
> A value system can be developed and promoted in a particular situation.

9.
> Steps can be taken to deal with terminal or chronic illnesses, particularly HIV/Aids, in the workplace, by utilising elements related to employment equity, as illustrated in a project plan presented to management.
> The Corporate Social Responsibility (CSR) programme of a selected organisation is brought into line with OT by facilitating a workshop with selected employees and designated members of the community.
> CSR can be aligned to employment equity in discussions held between the EE committee and management.
> EE, and its use to produce substantive and measurable transformation, is highlighted as an important element of OT in a selected organisation, as detailed in an essay on the topic.
> An EE programme in a particular company is managed.
> A programme is developed to demonstrate effective ways of dealing with terminal and chronic illnesses, such as HIV/Aids, in a workplace.

10.
> Changing attitudes from training to learning are facilitated in a company.
> A learning infrastructure can be discussed in the context of particular workplace learning.
> A site of learning can be developed in a selected organisation.
> Human, Structural and Customer capital can be discussed with a group of peers.
> Intellectual Capital can be related to KM in discussion with a coach/mentor.

Integrated assessment:

The Qualification and its associated assessment criteria have been designed so that assessment is fully integrated with the learning. The assessment criteria for each specific outcome of each Unit Standard are outlined within the body of the Unit Standard. In terms of the Qualification the learner must, in an authentic and appropriate setting:

> Demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards required;
> Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken;
> Provide evidence of competency in the exit level outcomes as listed in this Qualification document.

The emphasis throughout the Qualification should be on continuous, formative assessment. Much of this is achieved in "sites of application" and involves a range of assessment tools, which will include a degree of self and peer assessment. A number of appropriate summative assessments should be planned at specific times, by assessor and learner jointly, throughout the learning process.

As a result of a range of ongoing assessment approaches in terms of testing and evaluating the fundamental, practical and reflexive competence of the learner, a skills matrix should be produced. This will clearly indicate not only the knowledge gaps and skills deficits of the individual, but also highlight the learner's strengths and weaknesses related to the other elements of applied competence, namely:

> Information processing and the power of analysis;
> Problem solving and a decision making capacity;
> A variety of communication skills.

The assessment process should be capable of being applied to RPL, subject to the rules and criteria of the relevant Education & Training Quality Assurance body (ETQA).

As it is required that integrated methods of assessment are employed, theoretical as well as practical competence needs to be assessed. Thus assessment methods will need to follow the learner into a workplace which was utilised as part of the learning required to achieve the Qualification. Appropriate assessment tools will need to be constructed for use by those who will act as mentors and coaches throughout the learning programmes. Group assessment methods will also need to be employed. It is required that a final assessment of competence will be built up through a variety of means.

INTERNATIONAL COMPARABILITY

This Qualification has been benchmarked against international practice in Change Management, Organisational Change, Business Process Re-engineering and Organisational Transformation. However, it needs to be recognised that the overlapping South African landscapes of learning and work deal pointedly with the legacy of the past and the introduction of new, democratic structures, systems and practices in the OT&CM field. This Qualification deals explicitly with those elements.

In the benchmarking exercise it was noted that some programmes also included Project Management, which is covered separately on South Africa's National Qualification Framework (NQF), and also that many comparable Qualifications were at post-graduate level, such as Masters. Various Qualifications and learning programmes covering the OT and CM arena were reviewed on the following websites:

> www.prosci.com
> www.change-management.org
> www.organisationalchange.co.uk
> www.hud.ac.uk
> www.ucd.ie/pgstudy

ARTICULATION OPTIONS

There is ready articulation of this Qualification across a range of areas such as:

> Qualifications in Labour Relations Practice at NQF level 5 and above;
> Various Qualifications in Business Consulting Practice at NQF level 6;
> Management Qualifications at NQF levels 5 and 6.

The Qualification is a stepping-stone for other programmes that involve OT&CM

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practice, or in related areas.

MODERATION OPTIONS

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

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

> Moderation must include both internal and external moderation of assessments at all exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in individual Unit Standards as well as the integrated competence described in the exit level outcomes of the Qualification.

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

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

For an applicant to register as an assessor or moderator of this Qualification the applicant needs to be:
> Declared competent in all of the outcomes of the National Assessor Unit Standards;
> Possessed of practical and relevant occupational experience;
> In possession of a Qualification in OT&CM or a similar area at NQF level 6 or higher, or an equivalent.

Any of the above requirements can be achieved through the application of RPL.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

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	115405 Apply Principles of Knowledge Management to Organisational Transformation	Level 5	10	Registered
Core	115407 Apply the principles of change management in the workplace	Level 5	10	Registered
Core	116917 Apply advanced principles of complexity theory to organisational transformation	Level 5	12	Draft - Prep for P Comment
Core	116918 Implement skills development in order to facilitate organisational transformation	Level 5	8	Draft - Prep for P Comment
Core	116922 Implement a value system to effect organisational transformation	Level 5	12	Draft - Prep for P Comment
Core	116923 Implement an employment equity programme in a company	Level 5	14	Draft - Prep for P Comment
Core	116924 Implement a programme of diversity management in the workplace	Level 5	14	Draft - Prep for P Comment

Core	116925 Implement an effective change management programme to achieve specified objectives	Level 5	12	Draft - Prep for P Comment
Core	116926 Implement skills development as workplace learning to support organisational transformation	Level 5	12	Draft - Prep for P Comment
Core	116927 Apply the principles of employment equity to organisational transformation	Level 5	10	Draft - Prep for P Comment
Core	116928 Manage diversity in the workplace	Level 5	14	Draft - Prep for P Comment
Core	116929 Recognise the transformative elements of South Africa's Human Resources Development legislation	Level 5	10	Draft - Prep for P Comment
Core	116949 Establish how a value system underpins organisational transformation	Level 5	12	Draft - Prep for P Comment
Core	116960 Apply the basic principles of complexity theory to organisational transformation	Level 5	12	Draft - Prep for P Comment
Elective	116919 Use the principles of employment equity to relate corporate social responsibility to organisational transformation	Level 5	10	Draft - Prep for P Comment
Elective	116920 Develop a project that provides an audit and recommendations with respect to diversity issues peculiar to a selected organisation	Level 5	18	Draft - Prep for P Comment
Elective	116921 Apply the principles of Employment Equity to dealing with terminal or chronic illnesses, particularly HIV/Aids, in the workplace	Level 5	10	Draft - Prep for P Comment
Elective	116948 Develop a programme that demonstrates effective ways of dealing with the effects of terminal and chronic illnesses, particularly HIV/Aids, in a workplace	Level 5	12	Draft - Prep for P Comment
Elective	7857 Manage information flow	Level 6	4	Reregistered
Fundamental	7465 Collect and use data to establish complex statistical and probability models and solve related problems	Level 4	5	Registered
Fundamental	10140 Apply a range of project management tools	Level 4	8	Registered
Fundamental	8647 Apply workplace communication skills	Level 5	10	Registered
Fundamental	10622 Conduct communication within a business environment	Level 5	8	Registered
Fundamental	12433 Use communication techniques effectively	Level 5	8	Registered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 1

Apply advanced principles of complexity theory to organisational transformation

SAQA US ID	UNIT STANDARD TITLE				
116917	Apply advanced principles of complexity theory to organisational transformation				

SGB NAME		ABET BAND	PROVIDER NAME		
SGB Human Resource Management and Practices		Undefined			

FIELD DESCRIPTION		SUBFIELD DESCRIPTION			
Business, Commerce and Management Studies		Human Resources			

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS	
BUS-HRS-0-SGB HRMP	Regular	Level 5		12	

Specific Outcomes:

SPECIFIC OUTCOME   1

Demonstrate an understanding of the reductionist view of the world.

SPECIFIC OUTCOME   2

Demonstrate an understanding of the world from a systems perspective.

SPECIFIC OUTCOME   3

Analyse the existence of communities of practice within an organisation.

SPECIFIC OUTCOME   4

Explain how complex systems affect organisational change.

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UNIT STANDARD: 2

Apply the basic principles of complexity theory to organisational transformation

SAQA US ID	UNIT STANDARD TITLE				
116960	Apply the basic principles of complexity theory to organisational transformation				
SGB NAME		ABET BAND	PROVIDER NAME		
SGB Human Resource Management and Practices		Undefined			
FIELD DESCRIPTION			SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies			Human Resources		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL		CREDITS
BUS-HRS-0-SGB HRMP		Regular	Level 5		12

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse an organisation with which you are acquainted as a complex adaptive system.

SPECIFIC OUTCOME 2

Illustrate the aspects of an organisation operating as a machine as opposed to an ecological system.

SPECIFIC OUTCOME 3

Analyse the importance of the formal and informal networks in an organisation.

SPECIFIC OUTCOME 4

Show the importance of emergent properties in an organisation.

SPECIFIC OUTCOME 5

Demonstrate the importance of diversity in nurturing creativity in an organisation.

SPECIFIC OUTCOME 6

Show how the Butterfly Effect can create large-scale effects within organisations.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 3

Apply the principles of Employment Equity to dealing with terminal or chronic illnesses, particularly HIV/Aids, in the workplace

SAQA US ID	UNIT STANDARD TITLE				
116921	Apply the principles of Employment Equity to dealing with terminal or chronic illnesses, particularly HIV/Aids, in the workplace				
SGB NAME		ABET BAND	PROVIDER NAME		
SGB Human Resource Management and Practices		Undefined			
FIELD DESCRIPTION		SUBFIELD DESCRIPTION			
Business, Commerce and Management Studies		Human Resources			
UNIT STANDARD CODE	UNIT STANDARD TYPE		NQF LEVEL		CREDITS
BUS-HRS-0-SGB HRMP	Regular		Level 5		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the impact of terminal and chronic illnesses such as HIV/Aids on a company's ability to develop skills and promote diversity.

SPECIFIC OUTCOME 2

Analyse a company's efforts to clarify assumptions, expectations and fears raised by stakeholders with respect to HIV/Aids and other terminal and chronic illnesses.

SPECIFIC OUTCOME 3

Explain how elements in South Africa's legal framework around terminal and chronic illnesses in the workplace affect employees and employers.

SPECIFIC OUTCOME 4

Identify of positive measures taken to promote a non-discriminatory work environment with special reference to HIV/Aids and terminal and chronic illnesses in general.

SPECIFIC OUTCOME 5

Relate the application of the EEA to dealing with terminal and chronic illnesses like HIV/Aids in the workplace.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 4

Apply the principles of employment equity to organisational transformation

SAQA US ID	UNIT STANDARD TITLE				
116927	Apply the principles of employment equity to organisational transformation				
SGB NAME			**ABET BAND**	**PROVIDER NAME**	
SGB Human Resource Management and Practices			Undefined		
FIELD DESCRIPTION			**SUBFIELD DESCRIPTION**		
Business, Commerce and Management Studies			Human Resources		
UNIT STANDARD CODE		**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
BUS-HRS-0-SGB HRMP		Regular	Level 5		10

Specific Outcomes:

SPECIFIC OUTCOME 1

List (comprehensively) the key elements of the Employment Equity legislation.

SPECIFIC OUTCOME 2

Present an understanding of the link between employment equity and the business strategy.

SPECIFIC OUTCOME 3

Determine whether the appropriate relationships exist between Employment Equity and factors impacting on it.

SPECIFIC OUTCOME 4

Identify non-compliance with employment equity strategy and purpose.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 5

Develop a programme that demonstrates effective ways of dealing with the effects of terminal and chronic illnesses, particularly HIV/Aids, in a workplace

SAQA US ID	UNIT STANDARD TITLE		
116948	Develop a programme that demonstrates effective ways of dealing with the effects of terminal and chronic illnesses, particularly HIV/Aids, in a workplace		
SGB NAME		**ABET BAND**	**PROVIDER NAME**
SGB Human Resource Management and Practices		Undefined	
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**	
Business, Commerce and Management Studies		Human Resources	
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
BUS-HRS-0-SGB HRMP	Regular	Level 5	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Conduct general and company-specific research on the impact of terminal and chronic illnesses such as HIV/Aids on business.

SPECIFIC OUTCOME 2

Act as facilitator in order to clarify assumptions, expectations and fears raised by stakeholders in relation to the title of this Unit Standard.

SPECIFIC OUTCOME 3

Critique a company's policy for reacting to terminal and chronic illness, especially HIV/Aids, in the workforce with reference to the Department of Labour's Code of Good Practice as well as the King Code on organisational governance.

SPECIFIC OUTCOME 4

Develop a company-wide awareness of elements in South Africa's legal framework around illnesses such as HIV/Aids in the workplace.

SPECIFIC OUTCOME 5

Develop measures to promote a non-discriminatory work environment with special reference to HIV/Aids and other illnesses.

SPECIFIC OUTCOME 6

Examine all current policies and practices in an organisation to ensure compliance with the Employment Equity (EE) Act and establish whether HIV testing takes place within the confines of that Act.

SPECIFIC OUTCOME 7

Compile relevant reports on the implementation of a company's policy regarding illness at work.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 6

Develop a project that provides an audit and recommendations with respect to diversity issues peculiar to a selected organisation

SAQA US ID	UNIT STANDARD TITLE				
116920	Develop a project that provides an audit and recommendations with respect to diversity issues peculiar to a selected organisation				
SGB NAME			ABET BAND	PROVIDER NAME	
SGB Human Resource Management and Practices			Undefined		
FIELD DESCRIPTION			SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies			Human Resources		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL		CREDITS
BUS-HRS-0-SGB HRMP		Regular	Level 5		18

Specific Outcomes:

SPECIFIC OUTCOME 1

Present the case for implementing an effective diversity programme in a workplace.

SPECIFIC OUTCOME 2

Facilitate actions to clarify assumptions, expectations and fears surrounding racism, sexism, disability and other "isms" within a workplace.

SPECIFIC OUTCOME 3

Identify how various "isms" have resulted in competent persons, being under-represented in a workplace.

SPECIFIC OUTCOME 4

Provide recommendations on how under-representation by designated, groups in a workforce can be rectified or overcome.

SPECIFIC OUTCOME 5

Develop measures to work towards a fully integrated, diverse, work environment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　　　　　　　　　　7

Establish how a value system underpins organisational transformation

SAQA US ID	UNIT STANDARD TITLE		
116949	Establish how a value system underpins organisational transformation		

SGB NAME	ABET BAND	PROVIDER NAME
SGB Human Resource Management and Practices	Undefined	

FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Business, Commerce and Management Studies	Human Resources

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate the relationship between organisational profitability and values.

SPECIFIC OUTCOME 2

Demonstrate the relationship between organisational risk management and values.

SPECIFIC OUTCOME 3

Develop an organisational transformation framework.

SPECIFIC OUTCOME 4

Implement interventions enabling leadership to develop to maintain a high trust culture .

SPECIFIC OUTCOME 5

Develop interventions to enable the successful delivery of the organisational transformation objectives.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 8

Implement a programme of diversity management in the workplace

SAQA US ID	UNIT STANDARD TITLE			
116924	Implement a programme of diversity management in the workplace			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Human Resource Management and Practices		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Business, Commerce and Management Studies		Human Resources		
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
BUS-HRS-0-SGB HRMP	Regular	Level 5		14

Specific Outcomes:

SPECIFIC OUTCOME   1

Develop an understanding of how race, sex and other factors are involved in power-hierarchies arising from ideologies of superiority.

SPECIFIC OUTCOME   2

Demonstrate where and how group identity, stereotyping, discrimination, exclusion and cultural difference affect interpersonal relationships in an organisation.

SPECIFIC OUTCOME   3

Develop the tools to combat practices that keep ideologies of superiority alive.

SPECIFIC OUTCOME   4

Develop a framework for effective diversity management.

SPECIFIC OUTCOME   5

Develop a programme to promote a culture of equality.

SPECIFIC OUTCOME   6

Define and implement a diversity management strategy/policy in accordance with the business plan of a selected organisation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: · 9

Implement a value system to effect organisational transformation

SAQA US ID	UNIT STANDARD TITLE			
116922	Implement a value system to effect organisational transformation			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Human Resource Management and Practices		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies		Human Resources		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5		12

Specific Outcomes:

SPECIFIC OUTCOME 1

Implement Socio-Psychological models evident in high-trust, enabling work environments.

SPECIFIC OUTCOME 2

Implement and integrate the Rational, Emotional and Change Management processes.

SPECIFIC OUTCOME 3

Demonstrate the relationship between a particular level of trust and the resource appropriation in an organisation.

SPECIFIC OUTCOME 4

Develop and implement interventions enabling leadership in a particular situation to build trust.

SPECIFIC OUTCOME 5

Develop and implement a process or operating system for the clarification and adoption of organisational values.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 10

Implement an effective change management programme to achieve specified objectives

SAQA US ID	UNIT STANDARD TITLE			
116925	Implement an effective change management programme to achieve specified objectives			

SGB NAME	ABET BAND	PROVIDER NAME
SGB Human Resource Management and Practices	Undefined	

FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Business, Commerce and Management Studies	Human Resources

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate the effectiveness of planned change and reactive change in achieving organizational transformation objectives.

SPECIFIC OUTCOME 2

Carry out a risk/benefit analysis of instituting a change management programme in a selected organization.

SPECIFIC OUTCOME 3

Describe appropriate actions which will minimize risks, relating to change management.

SPECIFIC OUTCOME 4

Provide and evaluate examples of successful implementation of an effective change management model in an organization.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 11

Implement an employment equity programme in a company

SAQA US ID	UNIT STANDARD TITLE				
116923	Implement an employment equity programme in a company				

SGB NAME		ABET BAND	PROVIDER NAME		
SGB Human Resource Management and Practices		Undefined			

FIELD DESCRIPTION		SUBFIELD DESCRIPTION			
Business, Commerce and Management Studies		Human Resources			

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	14

Specific Outcomes:

SPECIFIC OUTCOME 1

Report on contributions made in compliance with the Employment Equity Act.

SPECIFIC OUTCOME 2

Compile relevant Employment Equity and organizational transformation reports and trend analyses.

SPECIFIC OUTCOME 3

Participate in liaison activities to clarify embedded EE assumptions and expectations.

SPECIFIC OUTCOME 4

Design monitoring processes to ensure effective implementation of Employment Equity.

SPECIFIC OUTCOME 5

Prepare and implement a comprehensive report and recommendations on the overall status of EE implementation within a company.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 12

Implement skills development as workplace learning to support organisational transformation

SAQA US ID	UNIT STANDARD TITLE			
116926	Implement skills development as workplace learning to support organisational transformation			

SGB NAME	ABET BAND	PROVIDER NAME	
SGB Human Resource Management and Practices	Undefined		

FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Business, Commerce and Management Studies	Human Resources

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Facilitate a change to adjust the approach in an organisation from that of training to learning.

SPECIFIC OUTCOME 2

Develop the learning infrastructure required for skills development implementation.

SPECIFIC OUTCOME 3

Understand the features that must be in place for a company to become a skills development service provider.

SPECIFIC OUTCOME 4

Develop a strategy that links skills development to potential retrenchments.

SPECIFIC OUTCOME 5

Link skills development to Corporate Social Responsibility (CSR).

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 13

Implement skills development in order to facilitate organisational transformation

SAQA US ID	UNIT STANDARD TITLE			
116918	Implement skills development in order to facilitate organisational transformation			

SGB NAME		ABET BAND	PROVIDER NAME	
SGB Human Resource Management and Practices		Undefined		

FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Human Resources	

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the intent behind the Human Resources Development strategy developed in South Africa.

SPECIFIC OUTCOME 2

Link skills development to human resource practice with respect to career pathing and succession planning.

SPECIFIC OUTCOME 3

Develop the links between skills development and restructuring and modernisation of the organisation.

SPECIFIC OUTCOME 4

Implement skills development.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 14

Manage diversity in the workplace

SAQA US ID	UNIT STANDARD TITLE			
116928	Manage diversity in the workplace			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Human Resource Management and Practices		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Business, Commerce and Management Studies		Human Resources		
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
BUS-HRS-0-SGB HRMP	Regular	Level 5		14

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate why managing diversity is important in the South African workplace.

SPECIFIC OUTCOME 2

Understand racism, sexism and other "isms" as a product of a common history.

SPECIFIC OUTCOME 3

Explain how discrimination and prejudices are experienced by all South African as part of daily life.

SPECIFIC OUTCOME 4

Actively promote a culture of equality between people of different races, classes, sexual preference and gender.

SPECIFIC OUTCOME 5

List the solutions that may be available for people to overcome problems experienced with group identity, stereotyping, discrimination, exclusion and other cultural differences.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 15

Recognise the transformative elements of South Africa's Human Resources Development legislation

SAQA US ID	UNIT STANDARD TITLE				
116929	Recognise the transformative elements of South Africa's Human Resources Development legislation				
SGB NAME			ABET BAND	PROVIDER NAME	
SGB Human Resource Management and Practices			Undefined		
FIELD DESCRIPTION			SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies			Human Resources		
UNIT STANDARD CODE	UNIT STANDARD TYPE		NQF LEVEL		CREDITS
BUS-HRS-0-SGB HRMP	Regular		Level 5		10

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate how the SAQA Act of 1995 is a departure from previous South African history.

SPECIFIC OUTCOME 2

Illustrate what the Skills Development Act (SDA) aims to achieve.

SPECIFIC OUTCOME 3

Demonstrate why the Skills Development Levies Act (SDLA) is much more than just a tax.

SPECIFIC OUTCOME 4

Analyse the features of the Employment Equity Act (EEA) with regard to transformation in South Africa.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 16

Use the principles of employment equity to relate corporate social responsibility to organisational transformation

SAQA US ID	UNIT STANDARD TITLE			
116919	Use the principles of employment equity to relate corporate social responsibility to organisational transformation			

SGB NAME	ABET BAND	PROVIDER NAME	
SGB Human Resource Management and Practices	Undefined		

FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Business, Commerce and Management Studies	Human Resources

UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Conduct a need and trend analysis of the social responsibility related programmes of an organisation.

SPECIFIC OUTCOME 2

Develop measurement tools that track and report on an organisations' Corporate Social Responsibility and black economic empowerment programmes.

SPECIFIC OUTCOME 3

Produce a strategy to influence corporate social responsibility projects.

SPECIFIC OUTCOME 4

Use the Employment Equity Act to relate Corporate Social Responsibility to Organisational Transformation.