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SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of **28 March 1998**, the Standards Generating Body (SGB) for

Real Estate

Registered by **NSB 11**, Services, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications and unit standards upon which qualifications are based. The qualifications 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, 1067 Arcadia Street, Hatfield.

Comment on the unit standards should reach SAQA at the address ***below and no later than 28 November 2004***. All correspondence should be marked Standards ***Setting*** – SGB for Real Estate and addressed to

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National Certificate in Social Housing Property Management

1. Registration number: (to be allocated by SAQA)
2. Field: Services
3. Sub- field: Cleaning, Domestic, Hiring, Property and Rescue
4. Level: 6
5. Credits: 135 (minimum)
6. Issue date:
7. Review date:
8. Rationale for the qualification:

Through the Bill of Rights enshrined in Chapter 2 of the Constitution of the Republic of South Africa, 1996, every citizen of South Africa has in terms of Article 26(1) the right to have access to adequate housing. Furthermore, Article 26(2) of the Constitution requires that " . . . the state must take reasonable legislative and other measures, within its available resources, to achieve the progressive realisation of this right."

Since its inauguration in 1994, the South African government has launched a series of housing delivery programmes, based on the Housing Act (Act 107 of 1997), to meet its obligations in terms of Article 26(2) of the Constitution. One of these, the Social Housing Programme, makes provision for the establishment of independent organisations (such as social housing institutions or social housing co-operatives) to be responsible for the development and management of subsidised social housing projects.

This qualification supports the objectives of the National Qualifications Framework in that it gives learners access to a management level qualification for social housing practitioners working to provide affordable housing to low and middle income groups.

9. Purpose of the qualification:

This is a management level qualification for any individual who is, or wishes to be, involved in the field of social housing practices. The individual may have had no previous exposure to this field or may have been practising within the field, but without formal recognition.

In particular, this qualification is intended for persons who are responsible for the management of social housing property.

Holders of this qualification will be able to:

- interpret and apply social housing principles to the management of social housing property
- apply human resource management principles and methods in the context of social housing property management

- apply generic and project management principles and techniques to the management of social housing property
- identify and manage risk factors associated with social housing projects
- ensure compliance with all legal requirements relevant to the management of social housing property
- interpret and apply social housing property management principles and processes.

10. Access to the qualification:

Access to this qualification is open, permitting a learner to enter a learning programme for the qualification as a whole, or to enter a skills programme for individual unit standards to obtain the credits issued against these unit standards. Recognition of prior learning processes may be applied in determining readiness to enter the programme, especially regarding the learning assumed to be in place.

11. Learning assumed to be in place

It is assumed that people starting to learn towards this qualification holds a Further Education and Training Certificate or equivalent.

It is further assumed that the learner is able to:

- interpret basic financial statements (unit standard 10388)
- contract service provider (unit standard 14552)
- demonstrate basic understanding of the primary labour legislation that impacts on a business (unit standard 13952)
- support payment management in a social housing context (unit standard SHF14).

12. Structure of the qualification:

The qualification has the following general structure:

The rationale and purpose provides, among other things, a broad description of what holders of the qualification can do.

The qualification is further defined by means of a number of Exit Level Outcomes (**ELOs**) (see section 13 below). These ELOs provide a means for candidates to exit the qualification with recognition for clusters of competencies, even if they do not achieve the whole qualification. The ELOs also provide a means to organise the unit standards into coherent clusters, thus facilitating integrated assessment.

Qualification Rationale and Purpose		
ELO 1	ELO 2	ELO 3 etc

Each ELO is further defined by means of the associated unit standards. Some of these unit standards may be indicated as CORE (compulsory), while others may be identified as ELECTIVES, with *rules of combination* provided.

Assessment criteria are provided for each ELO where required, mainly to address the need for evidence of integration of competencies.

Each unit standard contains details of specific outcomes, range statements and assessment criteria, thus making it possible for assessors to judge competence in terms of each unit standard, while at the same time providing possible evidence of integration of competencies.

US (C)	US (E)	US (E)	US (C)	US (E)	US (C)	US (C)	US (E)	US (E)
<p>For each unit standard:</p> <p>specific outcomes range statements assessment criteria</p>								

The unit standards as learning components of the qualification and their rules of combination are described in section 14 below.

13. Exit level outcomes, possible credits and associated assessment criteria:

The table below summarises the required exit level outcomes and links them to the total number of credits of the unit standards associated with each outcome.

Exit Level Outcome	Possible credits		
	F	C	E
1. Interpret and apply social housing principles to the management of social housing property	14	12	10
2. Apply human resource management principles and methods in the context of social housing property management		5	13
3. Apply generic and project management principles and techniques to the management of social housing property		35	38
4. Identify and manage risk factors associated with social housing projects		5	
5. Ensure compliance with all legal requirements relevant to the management of social housing property		12	
6. Interpret and apply social housing property management principles and processes		38	5
TOTALS	14	107	66
Credits required	14	107	14
TOTAL CREDITS			135

* **Note:** F = Fundamentals; C = Core; E = Elective

Note on unit standard numbers: Where available, the identity numbers with which unit standard are registered on the National Learner Record Database are used. In addition, provisional numbers (e.g. PP4.2, etc.), with which the SGB Real Estate has submitted unit

standards for the proposed qualifications in Real Estate, and provisional numbers for proposed new unit standards submitted with this qualification (SH01, etc.) are used .

Exit level outcomes and associated assessment criteria:

1. Interpret and apply social housing principles to the management of social housing property

Associated assessment criteria

- 1.1. The documented evidence provided for unit standards SH01 and 12891 is reviewed.
- 1.2. The ability to integrate the competencies acquired in the above unit standards is demonstrated in a case study
2. Apply human resource management principles and methods in the context of social housing property management

Associated assessment criteria

- 2.1. Measurable performance management targets for social housing property management teams are identified and set
- 2.2. Factors influencing stress and staff performance are identified and managed
3. Apply generic and project management principles and techniques to the management of social housing property

Associated assessment criteria

- 3.1. Generic and project management principles and techniques are applied across the full range of social housing property functions (see also the assessment criteria for unit standards 7880, 10056, 14552, SH23, 10388, 10149, 10146)
4. Identify and manage risk factors associated with social housing projects

Associated assessment criteria

- 4.1. The evidence provided for unit standard 13107 is sufficient
5. Ensure compliance with all legal requirements relevant to the management of social housing property

Associated assessment criteria

- 5.1. The evidence provided for unit standards SH05, 12981, PP 4.2, SH01, SH08 and 14552 is reviewed
- 5.2. The ability to integrate the competencies acquired in the above unit standards is demonstrated in a case study
6. Interpret and apply social housing property management principles and processes

Associated assessment criteria

6.1. The evidence provided for unit standards SH07, SH08, PP4.2 & 4.4 is reviewed

6.2. The ability to integrate the competencies acquired in the above unit standards is demonstrated in a case study

For award of the *whole* qualification, candidates must achieve the required number of credits as specified in the rules of combination in section 14 below, as well as the criteria specified for integrated assessment in section 15 below.

Should candidates exit the qualification *without completing the whole qualification*, recognition may be given for each Exit Level Outcome achieved. For award of a particular Exit Level Outcome, candidates must achieve:

- all the Core and Elective unit standards associated with the particular Exit Level Outcome as per the specifications contained within each unit standard, and
- the criteria specified for integrated assessment in item 15 below.

14. Learning components and rules of combination:

Credit composition per unit standard category and NQF Level:

	Level 4	Level 5	Level 6	Totals
Fundamental		4	10	14
Core	17	27	63	107
Elective	3	43	20	At least 14
TOTALS	20	74	93	At least 135

The following depicts the rules of combination for this qualification:

Fundamental:	All unit standards listed as fundamental below, totalling 14 credits (4 at Level 5 and 10 at Level 6), are compulsory
Core:	All unit standards listed in the core section, totalling 53 credits (17 at Level 4, 27 at Level 5 and 63 at Level 6), are compulsory.
Elective:	Unit standards with a total weighting of 182 credits (3 at Level 3, 30 at Level 5 and 20 at Level 6) are listed in this category below. The learner is required to select unit standards totalling at least 14 credits from the list of elective unit standards, in order to achieve at least 135 credits.

Note: The above rules of combination ensure that a minimum of 73 credits (14 Fundamental + 63 Core) are achieved at level 6, thus complying with the NSB Regulations, 1998, requirements for a Level 6 Certificate.

The table below lists the unit standards associated with each exit level outcome.

Category	NLRD No.	Unit Standard Title	Level	Credits
Exit Level Outcome 1: Interpret and apply social housing principles to the management of social housing property				
FUNDAMENTAL	8648	Demonstrate understanding of professional values and ethics	5	4

Category	NLRD No.	Unit Standard Title	Level	Credits
	12891	Explain and apply concepts and principles of business ethics in the professional environment	6	10
CORE	SH01	Explain and evaluate social housing concepts, principles and processes	6	12
ELECTIVE	SH23	Establish a social housing institution	6	10
Exit Level Outcome 2: Apply human resource management principles and methods in the context of social housing property management				
CORE	15096	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	5	5
ELECTIVE	11903	Co-ordinate the development and implementation of organisational social responsibility strategies	5	5
	110058	Demonstrate a critical understanding of theories and principles of transformative development	5	8
Exit Level Outcome 3: Apply generic and project management principles and techniques to the management of social housing property				
CORE	14552	Contract service providers	4	3
	10056	Administration and interpretation of data and marketing information	5	8
	10149	Support the project environment and activities to deliver project objectives	5	14
	7880	Prepare, implement manage and control budgets	6	10
ELECTIVE	10388	Interpret basic financial statements	4	3
	10041	Conduct a marketing situational analysis	5	5
	10050	Integrate marketing plans with business process	5	6
	10146	Supervise a project team of a development project to deliver on project objectives	5	14
Exit Level Outcome 4: Identify and manage risk factors associated with social housing projects				
CORE	13107	Develop understanding within an organization about the risks associated with its functioning and contexts	6	5
Exit Level Outcome 5: Ensure compliance with all legal requirements relevant to the management of social housing property				
CORE	SH05	Demonstrate and apply knowledge of legislation relating to credit control policies and procedures for social housing institutions	6	12
Exit Level Outcome 6: Interpret and apply social housing property management principles and processes				



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Category	NLRD No.	Unit Standard Title	Level	Credits
CORE	PP4.2	Identify, gather & act on financial information in a real estate business	4	6
	PP4.4	Identify & apply basic property principles in real estate practice	4	8
	SH08	Manage vacancy and occupancy rates in social housing	6	12
	SH07	Plan, design and manage a maintenance programme for social housing	6	12
ELECTIVE	PP4.10	Identify and coordinate facilities management opportunities	4	5

15. Integrated assessment:

Assessment should be in accordance with the following general and specific principles:

- The initial assessment activities should focus on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.
- All assessments should be conducted in accordance with the following universally accepted principles of assessment:
 - use appropriate, fair and manageable methods that are integrated into real work-related or teaming situations;
 - judge evidence on the basis of its validity, currency, authenticity and sufficiency; and
 - ensure assessment processes are systematic, open and consistent.

16. Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above and the requirements for integrated assessment.

17. Articulation possibilities:

This qualification would articulate with the proposed Certificate Social Housing Property Development, and vice versa, as well as provide articulation possibilities with the registered qualifications in the sub-field of Real Estate.

18. International comparability:

International qualifications were examined to ensure the qualifications model and unit standards proposed are comparable in terms of qualifications levels, scope of coverage and competencies covered.

Qualifications from the following countries and sites were researched:

- Australia (National Training Information Service)
- UK (Chartered Institute of Housing, City and Guilds)
- New Zealand (National Qualifications Framework)
- Canada (Department of Human Resources and Skills Development)
- Holland
- Sweden
- Norway

The latter four (Canada, Holland, Sweden and Norway) were included in the research because they have active social housing movements and useful exchanges have already taken place between those countries and South Africa. However, no useful material could be found from any of them.

Holland: Investigations conducted through Dutch social housing technical experts currently in South Africa revealed that Holland does not have an NQF type structure, **so** a sector-based qualification system has been considered for social housing. At present this has not materialised. Some ad hoc or short courses in social housing were found. The most promising of these was described in Dutch, which made interpretation difficult, but it appears that many of the topics covered by this qualification are also covered, interestingly, with a task orientation similar to ours. Some university-based courses in urban renewal or urban development are available, but these are not considered relevant to the present discussion.

Sweden: In Sweden, the only qualifications for social housing that could be found related to trades in construction. These were not considered relevant to the present study.

Norway: No sector-wide or even national qualifications were found for social housing, except some relating to construction.

New Zealand: Although New Zealand has an NQF very similar to ours, nothing on social housing could be found. The closest was several unit standards from the field Family, community and social studies, for example a level 2 unit "Complete a study of societal influences on housing". This is not related to social housing.

This leaves the results from Australia and the UK that provided useful comparisons.

Australia: The National Training Information Service of the National Australian Training Authority revealed that there are three national qualifications in social housing. These are:

- CHC30702 Certificate III in Social Housing
- CHC40802 Certificate IV in Social Housing
- CHC50602 Diploma of Social Housing

The first is introductory and is aimed at the admin assistant level. It focuses mostly on the social issues rather than any technical or maintenance issues. The Level IV certificate is intended for housing officers. It includes some management training, but is primarily for leasing and tenancy management functions. The Diploma of Social Housing is management oriented, and seems focused on middle to senior management who require a general understanding of social housing rather than a more task-oriented focus.

Overall these Australian qualifications are similar in style and coverage to this qualification in social housing. They have fewer core unit standards and more electives, and they are more generic than this qualification, which is more task-oriented. Given the emerging nature of the social housing sector in South Africa and its skills base, this greater task-orientation is to be expected and is considered appropriate.

United Kingdom: The Chartered Institute of Housing is the primary agency for training in social housing. The qualifications obtained through the CIH are:

- Level 2 Certificate in Housing – very basic, not much practical. Aimed at volunteer/intro level
- Level 3 Certificate in Housing – for those who are more directly or actively involved in social housing, has an academic slant and is not very applied.
- Level 3 National Certificate in Tenant Participation and Neighbourhood Renewal
- Level 4 Certificate/Diploma in Housing
- Professional qualifications – these are courses that can be taken at undergraduate level or at postgraduate level, either to re-orientate another degree course towards housing, or to extend an existing housing degree course.

In all cases these courses have both an academic and a practical component. The academic component of each seems to have preceded the practical, with the result that the qualifications have a theoretical emphasis, and are generalist in nature. The practical components of the qualifications were only recently developed and, as with the Australian qualifications, are more general and less task-oriented than ours. The tendency is also to cover issues of relevance to the sector as a whole rather than at the organisational level. This may be a direction we in South Africa will have to pursue later, but our present need is for more on the **job** and focused training. For this reason, while the levels of the **UK** qualifications at **UK level 4** are comparable to this qualifications, the latter is considered more appropriate for our present needs.

19. Accreditation and Moderation:

- Providers offering learning towards this qualification or the component unit standards must be accredited by the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA according to moderation principles and the agreed ETQA procedures.

20. Registration of assessors:

Assessors must be registered in terms of the requirements of SAQA and the relevant ETQA.

21. Critical cross-field outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- a) Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- b) Working effectively with others as a member of a team, group, organisation or community.
- c) Organising and managing oneself and one's activities responsibly and effectively.
- d) Collecting, analysing, organising and critically evaluating information.
- e) Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- f) Using science and technology effectively and critically, showing responsibility towards the environment and health of others.

- g) Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- 1) Reflecting on and exploring a variety of strategies to learn more effectively.
- 2) Participating as responsible citizens in the life of local, national and global communities.
- 3) Being culturally and aesthetically sensitive across a range of social contexts.
- 4) Exploring education and career opportunities; and developing entrepreneurial opportunities.



National Certificate in Social Housing Property Development

1. **Registration number:** (to be allocated by SAQA)
2. **Field:** Services
3. **Sub- field:** Cleaning, Domestic, Hiring, Property and Rescue
4. **Level:** 6
5. **Credits:** 147 (minimum)
6. **Issue date:**
7. **Review date:**
8. **Rationale for the qualification:**

Through the Bill of Rights enshrined in Chapter 2 of the Constitution of the Republic of South Africa, 1996, every citizen of South Africa has in terms of Article 26(1) the right to have access to adequate housing. Furthermore, Article 26(2) of the Constitution requires that "... the state must take reasonable legislative and other measures, within its available resources, to achieve the progressive realisation of this right."

Since its inauguration in 1994, the South African government has launched a series of housing delivery programmes, based on the Housing Act (Act 107 of 1997), to meet its obligations in terms of Article 26(2) of the Constitution. One of these, the Social Housing Programme, makes provision for the establishment of independent organisations (such as social housing institutions or social housing co-operatives) to be responsible for the development and management of subsidised social housing projects.

This qualification supports the objectives of the National Qualifications Framework in that it gives learners access to a management level qualification for social housing practitioners working to provide affordable housing to low and middle income groups.

9. Purpose of the qualification:

This is a management level qualification for any individual who is, or wishes to be, involved in the field of social housing practices. The individual may have had no previous exposure to this field or may have been practising within the field, but without formal recognition.

In particular, this qualification is intended for persons who are responsible to manage the development of social housing property.

Holders of this qualification will be able to:

- interpret and apply social housing principles to the development of social housing property
- apply generic and project management principles and techniques to the development of social housing property

- apply human resource management principles and methods in the context of social housing property development
- interpret and apply social housing property development principles and processes
- identify and manage risk factors associated with social housing development
- ensure compliance with all legal requirements relevant to the development of social housing property.

10. Access to the qualification:

Access to this qualification is open, permitting a learner to enter a learning programme for the qualification as a whole, or to enter a skills programme for individual unit standards to obtain the credits issued against these unit standards. Recognition of prior learning processes may be applied in determining readiness to enter the programme, especially regarding the learning assumed to be in place.

11. Learning assumed to be in place

It is assumed that persons starting to learn towards this qualification hold a Further Education and Training Certificate or equivalent.

It is further assumed that the learner is able to:

- interpret basic financial statements (unit standard 10388)
 - contract service provider (unit standard 14552)
- demonstrate basic understanding of the primary labour legislation that impacts on a business (unit standard 13952).

12. Structure of the qualification:

The qualification has the following general structure:

The rationale and purpose provides, among other things, a broad description of what holders of the qualification can do.

The qualification is further defined by means of a number of Exit Level Outcomes (ELOs) (see section 13 below). These ELOs provide a means for candidates to exit the qualification with recognition for clusters of competencies, even if they do not achieve the whole qualification. The ELOs also provide a means to organise the unit standards into coherent clusters, thus facilitating integrated assessment.

Qualification Rationale and Purpose		
ELO 1	ELO 2	ELO 3 etc

Each ELO is further defined by means of the associated unit standards. Some of these unit standards may be indicated as CORE (compulsory), while others may be identified as ELECTIVES, with *rules of combination* provided.

Assessment criteria are provided for each ELO where required, mainly to address the need for evidence of integration of competencies.

Each unit standard contains details of specific outcomes, range statements and assessment criteria, thus making it possible for assessors to judge competence in terms of each unit standard, while at the same time providing possible evidence of integration of competencies.

US (C)	US (E)	US (E)	US (C)	US (E)	US (C)	US (C)	US (E)	US (E)
<p>For each unit standard:</p> <p>specific outcomes range statements assessment criteria</p>								

The unit standards as learning components of the qualification and their rules of combination are described in section 14 below.

13. Exit level outcomes, possible credits and associated assessment criteria:

The table below summarises the required exit level outcomes and links them to the total number of credits of the unit standards associated with each outcome.

Exit Level Outcome		Possible credits		
		F	C	E
1.	Interpret and apply social housing principles to the development of social housing property	12		
2.	Apply generic and project management principles and techniques to the development of social housing property		20	4
3.	Apply human resource management principles and methods in the context of social housing property development property management		14	12
4.	Interpret and apply social housing property development principles and processes		79	5
5.	Identify and manage risk factors associated with social housing development		5	
6.	Ensure compliance with all legal requirements relevant to the development of social housing property		9	8
TOTALS		12	127	29
Minimum credits required		12	127	8
TOTAL CREDITS		147		

* **Note:** F = Fundamentals; C = Core; E = Elective

Note on unit standard numbers: Where available, the identity numbers with which unit standard are registered on the National Learner Record Database are used. In addition, provisional numbers (e.g. Rec5.06, etc.), with which the SGB Real Estate has submitted unit standards for proposed qualifications in Real Estate, and provisional numbers for proposed new unit standards submitted with this qualification (SH01, etc.) are used

Exit level outcomes and associated assessment criteria:

- Interpret and apply social housing principles to the development of social housing property

Associated assessment criteria

- 1.1. The documented evidence provided for unit standards SH01 and 14524 is reviewed.
- 1.2. The ability to integrate the competencies acquired in the above unit standards is demonstrated in a case study
- 2. Apply generic and project management principles and techniques to the development of social housing property

Associated assessment criteria

- 2.1. Generic and project management principles and techniques are applied across the full range of social housing property functions (see also the assessment criteria for unit standards, 14524, Rec 5.14, Rec 5.16, 15140, 15150, 13104, SH19, 7880 and SH20)
- 3. Apply human resource management principles and methods in the context of social housing property development

Associated assessment criteria

- 3.1. Principles and methods for effective development of social housing property development teams (internal and external) are identified and explained
- 3.2. Measurable performance management targets for social housing property development teams are identified and set
- 4. Interpret and apply social housing property development principles and processes

Associated assessment criteria

- 4.1. The evidence provided for unit standards 14524, Rec 5.14, Rec 5.16, 15140, 15150, 13106, 13104, SH19 is reviewed
- 4.2. The ability to integrate the competencies acquired in the above unit standards is demonstrated in a case study
- 5. Identify and manage risk factors associated with social housing development

Associated assessment criteria

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- 5.1. The evidence provided for unit standards 13104 and 13107 is sufficient
6. Ensure compliance with all legal requirements relevant to the development of social housing property

Associated assessment criteria

- 6.1. The evidence provided for unit standards SH01, 14524, Rec 5.06, Rec 5.14, Rec 5.16, 13106, 13104, 13107 and SH19 is reviewed
- 6.2. The ability to integrate the competencies acquired in the above unit standards is demonstrated in a case study

For award of the *whole* qualification, candidates must achieve the required number of credits as specified in the rules of combination in section 14 below, as well as the criteria specified for integrated assessment in section 15 below.

Should candidates exit the qualification *without completing the whole qualification*, recognition may be given for each exit level outcome achieved. For award of a particular exit level outcome, candidates must achieve:

- all the core and elective unit standards associated with the particular exit level outcome as per the specifications contained within each unit standard, and
- the criteria specified for integrated assessment in item 15 below.

14. Learning components and rules of combination:

Credit composition per unit standard category and NQF Level

	Level 4	Level 5	Level 6	Totals
Fundamental			12	12
Core		66	61	127
Elective	8	21		At least 8
TOTALS	8	87	73	At least 147

The following depicts the rules of Combination for this qualification:

Fundamental:	The unit standard listed as fundamental below with credit value of 12 is compulsory
Core:	All unit standards listed in the core section, totalling 127 credits, are compulsory.
Elective:	Unit standards with a total credit value of 29 are listed in this category below. The learner is required to select unit standards totalling at least 8 credits from the list of elective unit standards, in order to achieve at least 147 credits.

Note: The above rules of combination ensure that a minimum of 73 credits (12 Fundamental + 61 Core) are achieved at level 6, thus meeting the NSB Regulations, 1998, requirement for a Level 6 Certificate.

The table below lists the unit standards associated with each exit level outcome.

Category	NLRD No.	Unit Standard Title	Level	Credits
FUNDAMENTAL				
Exit Level Outcome 1: Interpret and apply social housing principles to the development of social housing property				
FUNDAMENTAL	SH01	Explain and evaluate social housing concepts, principles and processes	6	12
CORE & ELECTIVE				
Exit Level Outcome 2: Apply generic and project management principles and techniques to the development of social housing property				
CORE	14524	Demonstrate knowledge and insight into property as an investment	5	3
	7880	Prepare, implement, manage and control budgets	6	10
	SH20	Structure a property finance solution to meet a business need	6	16
ELECTIVE	8648	Demonstrate an understanding of professional values and ethics	5	4
Exit Level Outcome 3: Apply human resource management principles and methods in the context of social housing property development				
CORE	10147	Supervise a project team of a technical project to deliver project objectives	5	14
ELECTIVE	9224	Implement policies regarding HIV/AIDS in the workplace	5	4
	14214	Evaluate and improve the project team's performance	5	8
Exit Level Outcome 4: Interpret and apply social housing property development principles and processes				
CORE	Rec5.06	Implement and maintain legal requirements within a real estate business	5	8
	Rec5.14	Perform valuations of income producing properties	5	12
	Rec5.16	Perform valuations of vacant land	5	12
	15140	Understand and apply building construction methods	5	10
	15150	Understand and apply principles relating to the installation of services in building	5	7
	13106	Determine capital investment appraisal	6	10
	13104	Determine the relationship between risk and return	6	8
	SH19	Manage the development of social housing stock	6	12
ELECTIVE	Rec5.02	Collate, interpret and utilise financial information in a real estate business	5	5
Exit Level Outcome 5: Identify and manage risk factors associated with social housing development				
CORE	13107	Develop understanding within an organisation about the risks associated with	6	5

Category	NLRD No.	Unit Standard Title	Level	Credits
		its functioning and contexts		
Exit Level Outcome 6: Ensure compliance with all legal requirements relevant to the development of social housing property				
CORE		See unit standards SH01, 14524, Rec 5.06, Rec 5.14, Rec 5.16, 13106, 13104, 13107 and SH19 above		
ELECTIVE	13952	Demonstrate basic understanding of the primary labour legislation that impacts on a business	4	8

15. Integrated assessment:

Assessment should be in accordance with the following general and specific principles:

- The initial assessment activities should focus on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then ~~the~~ assessment can focus on each specific outcome, or groups of specific outcomes. **Take** special note of the need for integrated assessment.
- Evidence must be gathered across the entire range specified in each unit standard, **as** applicable. Assessment activities should be as close to the real performance as **possible**, and where simulations or role-plays are used, there should be supporting evidence **to** prove that the candidate is able to perform in the real situation.
- All assessments should be conducted in accordance with the following universally accepted principles of assessment:
 - o use appropriate, fair and manageable methods that are integrated into **real** work-related or learning situations;
 - o judge evidence on the basis of its validity, currency, authenticity and sufficiency; and
 - o ensure assessment processes are systematic, open and consistent.

16. Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous **local** qualifications, products, reports, testimonials mentioning functions performed, work **records**, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above and the requirements for integrated assessment.

17. Articulation possibilities:

This qualification would articulate with the proposed Certificate Social Housing Property Management, and **vice versa**, as well as provide articulation possibilities with the registered qualifications in the sub-field of Real Estate.

18. International comparability:

International qualifications were examined to ensure the qualifications model and unit standards proposed are comparable in terms of qualifications levels, scope of coverage and competencies covered.

Qualifications from the following countries and sites were researched:

- Australia (National Training Information Service)
- UK (Chartered Institute of Housing, City and Guilds)
- New Zealand (National Qualifications Framework)
- Canada (Department of Human Resources and Skills Development)
- Holland
- Sweden
- Norway

The latter four (Canada, Holland, Sweden and Norway) were included in the research because they have active social housing movements and useful exchanges have already taken place between those countries and South Africa. However, no useful material could be found from any of them.

Holland: Investigations conducted through Dutch social housing technical experts currently in South Africa revealed that Holland does not have an NQF type structure, so a sector-based qualification system has been considered for social housing. At present this has not materialised. Some ad hoc or short courses in social housing were found. The most promising of these was described in Dutch, which made interpretation difficult, but it appears that many of the topics covered by this qualification are also covered, interestingly, with a task orientation similar to ours. Some university-based courses in urban renewal or urban development are available, but these are not considered relevant to the present discussion.

Sweden: In Sweden, the only qualifications for social housing that could be found related to trades in construction. These were not considered relevant to the present study.

Norway: No sector-wide or even national qualifications were found for social housing, except some relating to construction.

New Zealand: Although New Zealand has an NQF very similar to ours, nothing on social housing could be found. The closest was several unit standards from the field Family, community and social studies, for example a level 2 unit "Complete a study of societal influences on housing". This is not related to social housing.

This leaves the results from Australia and the UK that provided useful comparisons.

Australia: The National Training Information Service of the National Australian Training Authority revealed that there are three national qualifications in social housing. These are:

- | | |
|------------|-----------------------------------|
| • CHC30702 | Certificate III in Social Housing |
| • CHC40802 | Certificate IV in Social Housing |
| • CHC50602 | Diploma of Social Housing |

The first is introductory and is aimed at the admin assistant level. It focuses mostly on the social issues rather than any technical or maintenance issues. The Level IV certificate is intended for housing officers. It includes some management training, but is primarily for leasing and tenancy management functions. The Diploma of Social Housing is management oriented, and seems focused on middle to senior management who require a general understanding of social housing rather than a more task-oriented focus.

Overall these Australian qualifications are similar in style and coverage to this qualification in social housing. They have fewer core unit standards and more electives, and they are more generic than this qualification, which is more task-oriented. Given the emerging nature of the social housing sector in South Africa and its skills base, this greater task-orientation is to be expected and *is* considered appropriate.

United Kingdom: The Chartered Institute of Housing is the primary agency for training in social housing. The qualifications obtained through the CIH are:

- Level 2 Certificate in Housing – very basic, not much practical. Aimed at volunteer/intro level
- Level 3 Certificate in Housing – for those who are more directly or actively involved in social housing, has an academic slant and is not very applied.
- Level 3 National Certificate in Tenant Participation and Neighbourhood Renewal
- Level 4 Certificate/Diploma in Housing
- Professional qualifications – these are courses that can be taken at undergraduate level or at postgraduate level, either to re-orientate another degree course towards housing, or to extend an existing housing degree course.

In all cases these courses have both an academic and a practical component. The academic component of each seems to have preceded the practical, with the result that the qualifications have a theoretical emphasis, and are generalist in nature. The practical components of the qualifications were only recently developed and, as with the Australian qualifications, are more general and less task-oriented than ours. The tendency is also to cover issues of relevance to the sector as a whole rather than at the organisational level. This may be a direction we in South Africa will have to pursue later, but our present need is for more on the job and focused training. For this reason, while the levels of the **UK** qualifications at UK level 4 are comparable to this qualification, the latter is considered more appropriate for our present needs.

19. Accreditation and Moderation:

- Providers offering learning towards this qualification or the component unit standards must be accredited by the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA according to moderation principles and the agreed ETQA procedures.

20. Registration of assessors:

Assessors must be registered in terms of the requirements of SAQA and the relevant ETQA.

21. Critical cross-field outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- a) Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- b) Working effectively with others as a member of a team, group, organisation or community.
- c) Organising and managing oneself and one's activities responsibly and effectively.
- d) Collecting, analysing, organising and critically evaluating information.
- e) Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.

- f) Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- g) Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- 1) Reflecting on and exploring a variety of strategies to learn more effectively.
- 2) Participating as responsible citizens in the life of local, national and global communities.
- 3) Being culturally and aesthetically sensitive across a range of social contexts.
- 4) Exploring education and career opportunities; and developing entrepreneurial opportunities.



National Certificate In Social Housing Supervision

1. **Registration number:** (to be allocated by SAQA)
2. **Field:** Services
3. **Sub- field:** Cleaning, Domestic, Hiring, Property and Rescue
4. **Level:** 4
5. **Credits:** 135 (minimum)
6. **Issue date:**
7. **Review date:**
8. **Rationale for the qualification:**

Through the Bill of Rights enshrined in Chapter 2 of the Constitution of the Republic of South Africa, 1996, every citizen of South Africa has in terms of Article 26(1) the right to have access to adequate housing. Furthermore, Article 26(2) of the Constitution requires that "... the state must take reasonable legislative and other measures, within its available resources, to achieve the progressive realisation of this right."

Since its inauguration in 1994, the South African government has launched a series of housing delivery programmes, based on the Housing Act (Act 107 of 1997), to meet its obligations in terms of Article 26(2) of the Constitution. One of these, the Social Housing Programme, makes provision for the establishment of independent organisations (such as social housing institutions or social housing co-operatives) to be responsible for the development and management of subsidised social housing projects.

This qualification supports the objectives of the National Qualifications Framework in that it gives learners access at entry level to a series of qualifications for social housing practitioners working at the coalface to provide affordable housing to low and middle income groups.

9. Purpose of the qualification:

This is an entry-level qualification for any individual who is, or wishes to be, involved in the field of social housing practices. The individual may have had no previous exposure to this field or may have been practising within the field, but without formal recognition.

In particular, this qualification is intended for persons who have first-line responsibilities towards residents of social housing projects, such as social housing supervisors.

Holders of this qualification will be able to:

- interpret the basic principles of social housing within the context of a specific social housing organisation
- assist at a first line level in the business administration elements of social housing
- manage the social dynamics resident communication within a social housing project

- coordinate first line maintenance of a social housing property
- apply basic management principles and skills in a social housing context
- assist in maintaining the financial sustainability of a social housing organisation.

10. Access to the qualification:

Access to this qualification is open, permitting a learner to enter a learning programme for the qualification as a whole, **or to** enter a skills programme for individual unit standards to obtain the credits issued against these unit standards. Recognition of prior learning processes may be applied in determining readiness to enter the programme, especially regarding the learning assumed to be in place.

11. Learning assumed to be in place

It is assumed that people starting to learn towards this qualification hold a Further Education and Training Certificate **or** equivalent.

12. Structure of the qualification:

The qualification has the following general structure:

The rationale and purpose provides, among other things, a broad description of what holders of the qualification can do.

The qualification is further defined by means of a number of exit level outcomes (ELOs) (see section 13 below). These ELOs provide a means for candidates to exit the qualification with recognition for clusters of competencies, even if they do not achieve the whole qualification. The ELOs also provide a means to organise the unit standards into coherent clusters, thus facilitating integrated assessment.

Each ELO is further defined by means of the associated unit standards. Some of these unit standards may be indicated as **CORE** (compulsory), while others may be identified as **ELECTIVES**, with *rules of combination* provided.

Assessment criteria are provided for each ELO where required, mainly to address the need for evidence of integration of competencies.

Qualification Rationale and Purpose								
ELO 1			ELO 2		ELO 3 etc			
US (C)	US (E)	US (E)	US (C)	US (E)	US (C)	US (C)	US (E)	US (E)

Each unit standard contains details of specific outcomes, range statements and assessment criteria, thus making it possible for assessors to judge competence in terms of each unit standard, while at the same time providing possible evidence of integration of competencies.

For each unit standard:

**specific outcomes
range statements
assessment criteria**

The unit standards as learning components of the qualification and their rules of combination are described in section 14 below.

13. Exit level outcomes, possible credits and associated assessment criteria:

The table below summarises the required exit level outcomes and links them to the total number of credits of the unit standards associated with each outcome.

Exit Level Outcome	Possible credits		
	F*	C*	E*
1. Communicate in a variety of ways in social housing contexts	20		
2. Use mathematics in real life and social housing contexts	16		
3. Apply basic social housing principles to the supervision of social housing property		13	7
4. Assist at a first line level in the business administration elements of social housing		15	
5. Manage the social dynamics, access and resident communication within a social housing property		20	39
6. Coordinate first line maintenance of a social housing property		12	16
7. Apply basic management principles and skills in a social housing context		25	47
8. Assist in maintaining the financial sustainability of a social housing institution		3	
TOTALS	36	82	115
Credits required	36	82	17
TOTAL CREDITS REQUIRED			135

* **Note:** F = Fundamentals; C = Core; E = Elective

Note on unit standard numbers: Where available, the identity numbers with which unit standard are registered on the National Learner Record Database are used. In addition, a provisional number (PP4.10) with which the **SGB** Real Estate submitted a unit standards for the proposed **Further Education and Training Certificate: Real Estate - NQF Level 4** and provisional numbers for proposed new unit standards submitted with this qualification (SH10, SHF11, SH13, SH14, SH15, SH16 and SH18) are used

Exit level outcomes and associated assessment criteria:

1. Communicate in a variety of ways in a social housing context

Associated assessment criteria

- 1.1 Unit standards 12154, 12155, 8975 and 8976 are assessed in a social housing context.

2. Use mathematics in real life and social housing contexts

Associated assessment criteria

- 2.1. Unit standards 7447, 7448, **7450**, 7451 and **7469** are assessed in real life and social housing contexts

3. Apply basic social housing principles to the supervision of social housing property

Associated assessment criteria

- 3.1. The documented evidence provided for unit standards SH16, 14656, 11817 and 11816 is reviewed.
- 3.2. The ability to integrate the competencies acquired in the above unit standards is demonstrated in a case study

4. Assist at a first line level in the business administration elements of social housing

Associated assessment criteria

- 4.1. The evidence provided for unit standards SH11 and SH14 is sufficient

5. Manage the social dynamics and resident communication within a social housing project

Associated assessment criteria

- 5.1. The documented evidence provided for unit standards SH10, SH13 and SH16 is reviewed.
- 5.2. The ability to integrate the competencies acquired in the above unit standards is demonstrated in a case study

6. Coordinate first line maintenance of a social housing property

Associated assessment criteria

- 6.1. The evidence provided for unit standards SH15 is sufficient

7. Apply basic management principles and skills in a social housing context

Associated assessment criteria

- 7.1. Basic principles of quality management are applied across ~~the~~ range of operational tasks associated with housing supervision
- 7.2. Basic principles of project management are applied across the range of operational tasks associated with housing supervision

8. Assist in maintaining the financial sustainability of a social housing institution

Associated assessment criteria

- 8.1. The ability to apply in an integrated way across a range **of** operational activities the understanding that customer satisfaction is fundamental to reducing financial risk is demonstrated

Range of activities refers to unit standards 10144, 10387, 13941, SH10, SH13, SH16 and SH18.

For award of the *whole* qualification, candidates must achieve the required number of credits as specified in the rules of combination in section 14 below, as well as the criteria specified for integrated assessment in section 15 below.

Should candidates exit the qualification *without completing the whole qualification*, recognition may be given for each exit level outcome achieved. For award of a particular exit level outcome, candidates **must** achieve:

- all the Core and Elective unit standards associated with the particular exit level outcome as per the specifications contained within each unit standard, and
- the criteria specified for integrated assessment in point 18 below.

14. Learning components and rules of combination:

Credit composition per unit standard category and NQF Level

	Level 1	Level 2	Level 3	Level 4	Totals
Fundamental	14	2	0	20	36
Core	5	5	0	72	82
Elective	13	3	9	90	At least 17
TOTALS	32	10	9	182	At least 135

The following depicts the rules of combination for this qualification:

Fundamental:	All unit standards listed as fundamental below, totalling 36 credits, are compulsory
Core:	All unit standards listed in the core section, totalling 82 credits, are compulsory.
Elective:	Unit standards with a total weighting of 115 credits are listed in this category below. The learner is required to select unit standards totalling at least 17 credits from the list of elective unit standards, in order to achieve at least 135 credits.

The tables below list the unit standards associated with each exit level outcome.

Learning sub-field	NLRD No.	Unit Standard Title	Level	Credits
FUNDAMENTAL				
Exit Level Outcome 1: Communicate in a variety of ways in social housing contexts				
Communication	12154	Apply comprehension skills to engage with oral text in a business environment	4	5
	12155	Apply comprehension skills to engage with written text in a business environment	4	5
	8975	Read, analyse and respond to a variety of texts	4	5
	8976	Write for a wide range of contexts	4	5
Exit Level Outcome 2: Use mathematics in real life and social housing contexts				
Mathematics	7447	Working with numbers in various contexts	1	6
	7448	Work with patterns in various contexts.	1	4

	7450	Work with measurement in a variety of contexts	1	2
	7451	Collect, analyse, use and communicate numerical data.	1	2
	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2

Category	NLRD No	Unit Standard Title	Level	Credits
CORE & ELECTIVE				
Exit Level Outcome 3: Apply basic social housing principles to the supervision of social housing property				
CORE	14656	Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS	1	5
	11816	Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution	2	2
	11817	Demonstrate knowledge and understanding of the structures that reinforce and support human rights in South Africa	2	3
	SH16	Demonstrate knowledge of and explain social housing concepts, principles and processes	4	3
ELECTIVE	14664	Demonstrate knowledge of diversity within different relationships in the South African society	1	3
	10020	Demonstrate understanding of competitive environment	4	4
Exit Level Outcome 4: Assist at a first line level in the business administration elements of social housing				
CORE	SH11	Implement tenant entry and exit procedures in a social housing context	4	4
	SH14	Support payment management in a social housing context	4	5
ELECTIVE	SH18	Manage access control in a social housing project	4	6
Exit Level Outcome 5: Manage the social dynamics and resident communication within a social housing property				
CORE	SH10	Apply inter-personal skills to support resident communication and promote social housing	4	8
	SH13	Monitor and deal with resident behaviour in a social housing context	4	12
ELECTIVE	14659	Demonstrate an understanding of factors that contribute towards healthy living	1	4
	9965	Render basic first aid	2	3
	13914	Conduct a formal meeting	3	3
	110053	Conduct a basic community needs assessment	4	12
	11506	Conduct evacuations and emergency drills	4	17

Category	NLRD No.	Unit Standard Title	Level	Credits
Exit Level Outcome 6: Coordinate first line maintenance of a social housing property				
CORE	SH15	Manage first line maintenance in a social housing institution	4	12
ELECTIVE	10142	Fulfil procurement activities and supervise procurement administration	4	8
	9243	Monitor occupational health and safety in the workplace	4	8
Exit Level Outcome 7: Apply basic management principles and skills in a social housing context				
CORE	13941	Apply the budget function in a business unit	4	5
	13835	Contribute to project initiation, scope definition and scope change control	4	9
	13944	Describe the relationship of junior management to the general management function	4	5
	10144	Identify, suggest and implement corrective actions to improve quality	4	6
ELECTIVE	14661	Demonstrate knowledge of self in order to understand one's identity and role within the immediate community and South African society	1	3
	15091	Plan to manage one's time	1	3
	10150	Provide assistance in implementing and assuring project work is conducted in accordance with the project quality plan	3	6
	110057	Conduct a self-evaluation of own progress and development	4	2
	14667	Describe and apply the management functions of an organisation	4	10
	PP4.10	Identify and coordinate facilities management opportunities	4	5
	10131	Identify, organise and co-ordinate project life cycle phases for control purposes	4	5
	10139	Implement project administration processes according to requirements	4	5
	10135	Work as project team member	4	8
Exit Level Outcome 8: Assist in maintaining the financial sustainability of a social housing institution				
CORE	10387	Investigate ways of managing financial risk in own lives	4	3
	See also unit standards 10144, 10387, 13941, SH10, SH13, SH16 and SH18			

15. Integrated assessment:

Assessment should be in accordance with the following general and specific principles:

- The initial assessment activities should focus on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.
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Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above and the requirements for integrated assessment.

17. Articulation possibilities:

This proposed Certificate in Social Housing Supervision would prepare learners to enter learning programmes leading to either the proposed Certificate in Social Housing Property Development or the proposed Certificate Social Housing Property Management, and would as well provide articulation possibilities with qualifications in the sub-field of Office Administration, Project Management and Real Estate.

18. International comparability:

International qualifications were examined to ensure the qualifications model and unit standards proposed are comparable in terms of qualifications levels, scope of coverage and competencies covered.

Qualifications from the following countries and sites were researched:

- Australia (National Training Information Service)
- UK (Chartered Institute of Housing, City and Guilds)
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Sweden: In Sweden, the only qualifications for social housing that could be found related to trades in construction. These were not considered relevant to the present study.

Norway: No sector-wide or even national qualifications were found for social housing, except some relating to construction.

New Zealand: Although New Zealand has an NQF very similar to ours, nothing on social housing could be found. The closest was several unit standards from the field Family, community and social studies, for example a level 2 unit "Complete a study of societal influences on housing". This is not related to social housing.

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The first is introductory and is aimed at the admin assistant level. It focuses mostly on the social issues rather than any technical or maintenance issues. The Level IV certificate is intended for housing officers. It includes some management training, but is primarily for leasing and tenancy management functions. The Diploma of Social Housing is management oriented, and seems focused on middle to senior management who require a general understanding of social housing rather than a more task-oriented focus.

Overall the Australian Certificate III in Social Housing is similar in style and coverage to this proposed qualification in social housing. They have fewer core unit standards and more electives, and they are more generic than this qualification, which is more task-oriented. Given the emerging nature of the social housing sector in South Africa and its skills base, this greater task-orientation is to be expected and is considered appropriate.

United Kingdom: The Chartered Institute of Housing is the primary agency for training in social housing. The qualifications obtained through the CIH are:

- Level 2 Certificate in Housing – very basic, not much practical. Aimed at volunteer/intro level
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- Professional qualifications – these are courses that can be taken at undergraduate level or at postgraduate level, either to re-orientate another degree course towards housing, or to extend an existing housing degree course.

In all cases these courses have both an academic and a practical component. The academic component of each seems to have preceded the practical, with the result that the qualifications have a theoretical emphasis, and are generalist in nature. The practical components of the qualifications were only recently developed and, as with the Australian qualifications, are more general and less task-oriented than ours. The tendency is also to cover issues of relevance to the sector as a whole rather than at the organisational level. This may be a direction we in South Africa will have to pursue later, but our present need is for more on the job and focused training. For this reason, while the UK qualifications at UK level 3 are comparable to this proposed qualification, the latter is considered more appropriate for South Africa's present needs.

19. Accreditation and Moderation:

- Providers offering learning towards this qualification or the component unit standards must be accredited by the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA according to moderation principles and the agreed ETQA procedures.

20. Registration of assessors:

Assessors must be registered in terms of the requirements of SAQA and the relevant ETQA.

21. Critical cross-field outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- a) Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- b) Working effectively with others as a member of a team, group, organisation or community.
- c) Organising and managing oneself and one's activities responsibly and effectively.
- d) Collecting, analysing, organising and critically evaluating information.
- e) Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- f) Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- g) Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- 1) Reflecting on and exploring a variety of strategies to learn more effectively.
- 2) Participating as responsible citizens in the life of local, national and global communities.
- 3) Being culturally and aesthetically sensitive across a range of social contexts.
- 4) Exploring education and career opportunities; and developing entrepreneurial opportunities.

and packaging materials).

UNIT STANDARD CCFO ORGANISING

Collect, analyse, organise and evaluate all information with regard to the location of household items placement.

UNIT STANDARD CCFO DEMONSTRATING

Demonstrate an understanding of the world as a set of related systems (to ensure that the household items are carefully removed from packaging).

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively to determine customer requirements, report damages/shortages and to advise *CREW*.

UNIT STANDARD ASSESSOR CRITERIA

Conducting assessments

- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA and be familiar with the **full** text and subject matter content of the Unit Standard being assessed.
- The assessor must ensure that the assessment covers the specific outcomes, **critical** cross-field outcomes and essential embedded knowledge.

UNIT STANDARD NOTES

Definition:

Foreign Object - any **article/object** that **was** utilised for packaging material (for example, cardboard, paper, bubble wrap, foam, tape etc.).

Methods and tools of assessment:

The following methods of assessment have been identified as **the** preferred measurement and assessment of learner competence in the above-mentioned Performance Assessment Criteria

1. Knowledge tests
2. **In - situ** (on the job) observations
3. Feedback from third parties, e.g. customers

These methods must be carefully **selected** based on the purpose of the assessment. The assessment must integrate a number of different methods in order to give the assessor reliable and valid proof of **competence** and evidence of required attitudes

The following **tools** may be **used** to supplement the above minimum **assessment** methods:

Valid, reliable and authentic evidence (presented as a portfolio of evidence) from **past** achievements and experience may **serve to** supplement the assessment of applied competence. The portfolio should **include** inter alia:

1. Written statements from persons (e.g. current and/or previous employer, colleague, peer, manager, external customers) confirming competence of the learner
2. Relevant certificates or awards
3. Previous assessment records