GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 274   **1 April 2005**

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

Education Management and Leadership

Registered by NSB 05, Education, Training and Development, 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 upon which qualifications are based. The full 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, 1067 Arcadia Street, Hatfield Forum West, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 25 April 2005*. All correspondence should be marked **Standards Setting – SGB for Education Management and Leadership** and addressed to

> The Director: Standards Setting and Development
> SAQA
> *Attention: Mr. E. Brown*
> Postnet Suite 248
> Private Bag X06
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DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Postgraduate Diploma (School Management and Leadership)

SAQA QUAL ID	QUALIFICATION TITLE		
49577	Postgraduate Diploma (School Management and Leadership)		
SGB NAME	**NSB 05**		**PROVIDER NAME**
SGB Education Management and Leadership	Education, Training and Development		
QUAL TYPE	**FIELD**		**SUBFIELD**
National First Degree	Education, Training and Development		Schooling
ABET BAND	**MINIMUM CREDITS**	**NQF LEVEL**	**QUALIFICATION CLASS**
Undefined	120	Level 7	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose and rationale for the qualification

The Postgraduate Diploma (School Management and Leadership) is a post-graduate qualification intended to accredit advanced and specialised professional study of aspects of education with a focus on School Management and Leadership. Although some candidates may have completed the Advanced Certificate in Education, this qualification is likely to be the first exposure of some candidates to the field of School Management and Leadership. The qualification therefore develops detailed appropriate specialized knowledge, skills, and attitudes/values for the practice of education management leadership. However, as an introduction to the academic study of the field, it grounds the practice in theory, and encourages reflective practice through practice-based research.

As many teachers do not as yet have degrees or even four year diplomas, the registered Advanced Certificate in School Management and Leadership (NRLD 48878) is the entry level qualification in the field. This is a transitional arrangement: in the future, this Postgraduate Diploma could become the entry qualification for the professional training of school managers and leaders.

The overall purpose of the qualification is to enhance the knowledge, understanding and skills of managers and leaders in schools through the application of theory and research to improve educational practice. It differs from the Advanced Certificate in Education in being designed to prepare candidates for research and scholarship at the Masters' degree level, as well as to enhance professional practice.

It is directed at those who play leadership roles in schools or ECD or ABET centres (principals, deputy principals, heads of department, subject/phase/learning area leaders, or those who play such roles without having the official position). Departmental officials who wish to learn more about leadership and management of schools are not excluded from this qualification, but it is not directed at their needs specifically.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Candidates who wish to enrol for this qualification should be in possession of a qualification in education or training at NQF Level 6 either a B Ed degree, or a Bachelor's Degree plus a [Post] Graduate Certificate in Education, or a qualification that is accepted as equivalent. In addition, candidates should have at least three years' teaching experience.

It is also assumed that the candidate plays a leadership role in an educational organization and therefore wil be able to apply what is learnt to practice and undertake practice-based inquiry.

Recognition of prior learning

This qualification may be achieved in part through the recognition of relevant prior knowledge and/or experience. In relation to the recognition of prior learning, providers are required to develop structured means for the assessment of individual candidates against the exit level outcomes of the qualification on a case by case basis. Such procedures, and the assessment of individual cases, are subject to moderation by independent assessors.

Qualifying candidates may proceed from this qualification to a Masters degree in the field of Education, Training and Development.

QUALIFICATION RULES

As this qualification is not based on unit standards, there are no rules of combination. However, the fourth exit level outcome on research must carry a certain weight in the qualification. As is stipulated in the requirements for integrated assessment, 20% of the final mark should be allocated to the completion of a sustained research report. In credit terms, this amounts to 24 credits. The distribution of remainder of the credits is at the discretion of the provider but should be guided by the exit level outcomes in section 5 below.

EXIT LEVEL OUTCOMES

1. Candidates demonstrate in their own sites of practice a theoretically grounded and contextually relevant ability to lead and manage schools.

2. Candidates demonstrate the ability to collect and analyse school performance data, and use it to implement appropriate school improvement measures.

3. Candidates demonstrate the ability and commitment to respond in realistic ways to specific needs in the school community.

4. Candidates demonstrate knowledge of a range of approaches to practice-based enquiry and the ability to apply these appropriately in small scale research projects related to one or more of the areas of school management, leadership and/or governance.

The critical cross field outcomes are integrated into the exit level outcomes of the qualification as follows:

1. Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made (in all outcomes but mainly in 4)
2. Working effectively with others as a member of a team, group, organisation, community. (mainly in outcome 3)
3. Organising and managing oneself and one's activities responsibly and effectively. (in all outcomes, but mainly in 1)
4. Collecting, analysing, organising and critically evaluating information. (in all outcomes)
5. Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion. (in all outcomes)
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others.(in all outcomes, but mainly in 1 and 2)
7. Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. (in all outcomes, but particularly in 3)

ASSOCIATED ASSESSMENT CRITERIA

1.
> Demonstrate an understanding of contextually relevant theories of management and leadership and apply these in ways that are appropriate for the particular site of practice.
> Demonstrate an understanding of organizational development and behaviour and apply insights from this understanding to the successful management of diversity and in effecting change in schools.
> Demonstrate knowledge and application of human resource management processes such as recruitment, selection, induction, support, appraisal, development.
> Demonstrate an understanding of the rationale for fostering shared leadership and management in schools, effective teamwork, participatory decision-making and the ability to implement them.
> Demonstrate an understanding of contextually relevant approaches to teaching and theories of learning
> Apply these approaches and theories to curriculum delivery, assessment, staff development and the organization of a learner-centred school, with particular emphasis on inclusive education and multigrade teaching.

> Apply effective change management principles to support staff particularly in dealing with a changing curriculum.
> Demonstrate an understanding of leadership for learning and an ability to model good practice in a variety of ways.
> Demonstrate an understanding of the values that underpin South African education policy (for example, social justice, human rights, equity).
> Apply these values in the design and implementation of school policies, and plans.
> Demonstrate the knowledge, skills and personal attributes necessary for the strategic leadership of schools and apply these in the strategic and development planning.
> Understand and be able to apply contextually relevant resource management principles in the management of people, time, finances, facilities and equipment.
> Create and maintain a safe and healthy environment that enables effective learning.
> Set up, implement, maintain and evaluate organizational systems for the management of the school, where possible making use of appropriate information and communication technology.
> Expand the human and material resources of the school through effective partnerships with stakeholders, relevant entrepreneurial activities, and marketing.

2.
> Demonstrate an understanding of contextually relevant research on school performance.
> Understand and be able to implement appropriate quality assurance processes in the management of staff, learners, the curriculum, financial and physical resources, policy, planning and governance.
> Analyse quality assurance and performance data and use the information in planning for improvement.

3.
> Demonstrate an awareness that schools do not operate in isolation, but are affected by the social and economic conditions in the broader environment
> Demonstrate knowledge and understanding of HIV and AIDS and the impact of HIV/AIDS and other social problems on the school community and on teaching and learning.
> Be able to develop and implement realistic plans to respond to individual and group needs created by HIV and AIDS and other social problems.

4.
> Identify a problem and formulate an appropriate research question in the field of education management, leadership and/or governance.
> Locate and report on relevant literature and research in the field.
> Design appropriate steps for problem clarification and data collection.
> Collect, analyse, and report data.
> Reflect on findings and make appropriate recommendations.

Integrated assessment

The integrated assessment strategy is based on the Norms and Standards for Educators (as regulated by the Department of Education on 4 February 2000).
> In the assessment strategy as a whole, evidence must be demonstrated through a variety of options: case studies, problem-solving assignments, practice in simulated and in situ contexts, portfolios of resources and materials, projects, written and oral examinations. Options must be selected that are valid for the assessment of the different types of outcomes in the ACE (School Management and Leadership) - personal qualities, knowledge and skills.
> The assessment strategy should measure applied competence. In other words, it should assess whether school managers are able competently to engage in appropriate practices (practical competence), to understand the theoretical bases for these practices (foundational competence), and reflect on and improve their engagement in such practices (reflexive competence).
> It should measure the extent to which candidates have integrated the knowledge, skills, personal qualities taught and/or modelled through the different unit standards which make up the programme.
> Part of the assessment may include on-site assessment of practical competence in management, so that it can assess the extent to which school managers can work competently, flexibly, responsively and effectively in authentic organizational contexts.
> Evidence of peer assessment, self assessment, tutor assessment as well as on-site verification of practical management competence by a to the school/departmental office

The following evidence is required for the demonstration of competence in school management:
> A sustained practice-based research project, amounting to 20 % of the final mark (see exit level outcome 4 for a description).
> A portfolio, amounting to 20 % of the final mark.

The portfolio is a collection of evidence that the candidate will collect in order to make claims of competence. The evidence must relate to core activities and actions that reflect the key management functions, skills and attributes used. The evidence must be relevant, sufficient, current, authentic, and demonstrate competence.

The reflective component (rationale) of the portfolio should:
> Summarise what the candidate has learned from the programme as a whole.
> Indicate the main ways in which the learning has been practically implemented.
> Reflect on learning and practical implementation in the light of theory.

INTERNATIONAL COMPARABILITY

The qualification that most closely resembles this qualification is the National Diploma in Educational Administration from the New Zealand Qualifications Authority (NZQA) for senior managers, which, in addition to unit standards in the domains of operations, people management, planning, policy and research, and curriculum, requires a 25 credit research project and/or knowledge of and ability to interpret research in education.

The competence framework for this qualification was modeled on the Scottish Standard for Headship - with four areas of competence (people management, policy and planning, teaching and learning, and resource management), to which we added for the South African context, two additional areas:
> The school and the community, and
> Quality assurance.
In addition, however, the programmes leading to the Scottish Standard for Headship are validated by Scottish universities as Postgraduate Diplomas.

ARTICULATION OPTIONS

N/A

MODERATION OPTIONS

Providers must establish or refine existing moderation procedures and systems at their institutions with a view to aligning them with the requirements of the relevant ETQA.

Candidates' performance/results must be moderated by one or more external moderators. Moderators should report not only on the standard of achievement but also on the validity and reliability of the assessment strategies, design and criteria in relation to the purpose and exit level outcomes of the qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Providers will primarily use their own qualified staff as assessors but may, if they wish make use of tutors and/or outside accredited assessors or assessment agencies provided that the process is monitored by the provider.

NOTES

"Practice-based enquiry" refers to research with rather than on people, such as in action research. Research projects will typically be case studies based in the candidate's working context, aimed at clarifying problems and seeking solutions (such as in organization development [OD]. The purpose of the research is to contribute to improved practice in the leadership, management and/or governance of the organization.

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

No. 275   **1 April 2005**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Development Practice

SAQA QUAL ID	QUALIFICATION TITLE		
49556	National Certificate: Development Practice		

SGB NAME	NSB 05	PROVIDER NAME
SGB Development	Education, Training and Development	

QUAL TYPE	FIELD	SUBFIELD
National Certificate	Education, Training and Development	Adult Learning

ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	120	Level 2	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of the Qualification for individuals is recognition, and access to learning and employment systems. Learners are able to advocate development and enhance active participation of communities, contribute to project conceptualisation, feed information through to communities, and provide input into national policies.

By setting a minimum standard, development practice education and training will improve, and, therefore, the general field of education, training and development is improved. Development refers to a process of advancement or growth through a series of progressive changes, against a plan that reflects what citizens and/or leadership wants. Development practitioners strive to facilitate change in a community so that it achieves its highest potential in terms of, for example, economic and social stability and growth. Qualified development practitioners at this level advocate development and enhance active participation to impact positively on community development and empowerment. Community development and empowerment are required to sustain positive change, and social and economic transformation through mobilisation.

Qualified learners are capable of:

> Ensuring adherence to communication procedures according to specified requirements.
> Accessing and sharing resources to ensure efficient development practice.
> Responding to community development needs in an appropriate way for specific contexts.
> Organising community development activities that meet given specifications.
> Reporting regarding community development activities according to specification.
> Creating awareness of development and social concerns through discussion and advocacy.

Qualifying learners are also required to elect to be capable of:

> Support the promotion of health and wellness in communities.
> Identify own opportunities in development practice.
> Promote awareness of rights and responsibilities in communities.
> Promote awareness of sustainable agricultural within communities.
> Promote awareness of gender equality and women's empowerment.

Rationale:

This Qualification is aimed at facilitating learner progression from NQF Level 1, and onto NQF Levels 3 and 4. Typical learners entering this Qualification have already achieved the NQF Level 1 National Certificate:

Development Practice, or are entering with a Qualification from a different field/sub-field, generally at a higher level on the NQF (NQF Level 3 and above). Qualifying learners operate as development practitioners, in community-based organisations. They are generally not experts in the field yet, and they can also be employed as health workers and auxiliary worker assistants.

A demand for holders of this Qualification exists in community projects, Non-Governmental Organisations, and Community-Based Organisations. In addition, other community or employer groups who require development practice competence at this level of complexity include:

> Human rights practitioners.
> HIV counsellors.
> Paralegal.
> Social work.
> Health.
> Social development.
> Local government (delivering on behalf of government).
> Community care work.
> SMMEs.
> Youth workers.

Qualified learners can provide efficient development support and assistance to communities, to mobilise the communities towards achieving specified outcomes. Learners can progress to the National Certificate: Development Practice (NQF level 3). Added value to the qualifying learner includes progression and access, as well as recognition, with improvement in confidence accompanying these benefits as well as improved competence. The Qualification will also provide workplace recognition for service.

The Qualification assists learners with their career choice through the elective component, and allows portability to related areas of competence, opening up related careers. Many learners will also be able to fill the gaps in their current competence by achieving a part of the Qualification. Achievement of this Qualification benefits society and the economy as qualified learners are able to facilitate the creation of opportunities for community members to mobilise, and alleviate poverty.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that the learner has already achieved the set of competencies required for the GETC Community Development Practice (NQF Level 1), or has equivalent experience.

Recognition of prior learning:

This Qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local Qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence should be judged according to the general principles of assessment described in the notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this Qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A Qualification will be awarded should a learner demonstrate that the exit level outcomes of the Qualification have been attained.

QUALIFICATION RULES

> All the Fundamental Component Unit Standards are compulsory (36 credits).
> All the Core Component Unit Standards are compulsory (74 credits).
> For the Elective Component learners are required to attain at least 10 credits out of the available credits.

EXIT LEVEL OUTCOMES

1. Facilitate adherence to communication procedures according to specified requirements.

2. Access and share resources to ensure efficient development practice.
Range: Accessing and sharing resources include referral, developing proposals, sharing information with and collecting information from community development stakeholders, keeping informed regarding mobilisation issues, etc.; resources include services, information, etc.

3. Respond to community development needs in an appropriate way for specific contexts.
Range: Responding can include influencing policies.

4. Organise community development activities that meet given specifications.
Range: Activities can include learning events, advocacy campaigns, negotiating the practitioner role in the community, etc.

5. Report regarding community development activities according to specification.
Range: Reporting can be verbal, audio-visual, signed or written.

6. Create awareness of development and social concerns through discussion and advocacy.
Range: concerns can include those related to human rights issues.

7a. Support the promotion of health and wellness in communities.

7b. Identify own opportunities in development practice.

7c. Promote awareness of rights and responsibilities in communities.

7d. Promote awareness of sustainable agricultural within communities.

7e. Promote awareness of gender equality and women's empowerment.

ASSOCIATED ASSESSMENT CRITERIA

1:
> Documented procedures are located from sources that are relevant for specific contexts.
> Communication procedures are accurately described for specific contexts and deviations from specified procedures are accurately identified.
> Interventions to rectify procedural deviations are justified for specific contexts.

2:
> Relevant resources are identified for specific contexts and needs, and for specified community profiles.
> Selection of mechanisms and advice is given to community members to access resources.
> The use of given selection criteria to allocate and distribute resources are explained to intended recipients.

3:
> Community development needs are identified and located from relevant sources.
> Intervention identification, prioritising, and planning are explained in terms of specified requirements.
> Activities aimed at obtaining buy-in to processes are justified in terms of development project support.

4:
> Resources are gathered in accordance with given instructions.
> The importance of given deadlines is explained in terms of their impact on other processes.
> All relevant requirements of activities are identified with reference to their role in the community project.

5:
> The importance of reporting is explained in accordance with specified formats.
Range: Reporting format can include using megaphones or microphones, writing, checklist completion, feedback, radio and other media and channels, etc.
> The format of reporting is explained with reference to appropriateness for specific contexts.

6:
> Discussion of the Constitution/Bill of Rights adheres to principles and requirements of the Constitution.
> Community member engagement on discussions.
> Awareness campaign implementation meets requirements as planned.
> Advocacy campaigns employ relevant tools, within given range of application.

7a:
> Referral to relevant services takes place in relevant instances and level of expertise is not exceeded.
> Factors that promote health are described in terms of specified requirements.
Range: Specified requirements can relate to healthy living, sexual behaviour, nutrition, etc.

7b:

> Selected ways of leading are appropriate for specific situations.
> Personal career/employment decisions are based on relevant work opportunities.

7c:
> Environments are established that promote inclusion of diverse community groups.
> Identified structures, and rights and responsibilities of community members meet the requirements under the South African Constitution.

7d:
> Sustainable farming practices that conserve the ecological environment are identified for specific communities.
> Agricultural production systems are identified for specific communities.

7e:
> Gender equality and women's empowerment are described within specific community contexts.
> Support of gender equality and women's empowerment employs relevant methods for specific contexts.
 Range: Relevant methods can include dialogue, small group discussions, collecting, sharing and reporting on information, planning and implementing activities, etc.

Integrated assessment:

The assessment criteria in the Unit Standards are performance-based, assessing applied competence of Development practitioners, rather than only underpinning knowledge, or only skills. The critical cross-field outcomes are also achieved in the Unit Standards. In addition to the competence assessed to achieve the Unit Standards, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to Development practitioner occupational and learning contexts to qualify, and assessment approaches used should be appropriate for assessing applied competence of Development practitioners. Integrated assessment is meaningful if there are clear relationships between the purpose statement, exit level outcomes and integrated assessment of this Qualification.

Learners who qualify must be able to integrate concepts, ideas and behaviours across Unit Standards to achieve the purpose of the Qualification. Evidence (as specified in the associated assessment criteria) is required that the learner is able to achieve the exit level outcomes of the Qualification as a whole and in an integrated way, and thus its purpose, at the time of the award of the Qualification.

Evidence of integration may be presented by learners when being assessed against the Unit Standards, and separate assessment for integration may not be necessary. Workplace experience can be recognised when assessing towards this Qualification. Integrated assessment should include observable performance as well as the quality of thinking behind such performance. Formative assessment can be employed during learning towards the Unit Standards and during integration to achieve exit level outcomes, to ensure that integration takes place when summative assessment is employed.

INTERNATIONAL COMPARABILITY

Development practice in Africa is often funded by non-African countries, with South Africa being a leader in development practice in Africa. Internationally, programs for development practice are aimed primarily at higher education level, for development practitioners at a consultant level of practice. Countries identified with programs include Uganda, New Zealand, Canada, the United States of America, the United Kingdom, Australia, Germany, Pakistan, Japan, and Norway.

Uganda's development practice activities are focused on the integration of development and gender programmes, and based within social sciences. However, training programmes are mostly aimed at higher-level consultants, and not a level equivalent of this South African qualification. These programmes include national planning, strategic planning project development, implementation, monitoring and evaluation, baseline surveys, needs assessment, community mobilisation, advocacy, and training. Uganda supplies training to participants from Uganda, Kenya, Rwanda, Tanzania, Zambia and Zimbabwe.

In New Zealand, no comparable qualification in development practice exists on the national framework. However, one unit standards can be credited at an equivalent level, within the field of community development, namely, "Describe the process of community development as a participant" (3 credits). Higher level unit standards exist for apply the principles and processes of community development (10 credits) and apply the principles and processes of community recreation for community development (10 credits).

In Japan, literacy is a main focus of development practice. Programmes address competencies related to

materials development, workshop planning, and non-formal education. German programmes focus on monitoring and evaluation of development projects. In Pakistan, most development practice programmes are aimed at management level, and specifically, project management. Norwegian programmes are also at higher levels. The United States of America focus on antipoverty programmes and training is focused on participation in such programs. In Canada, the current emphasis is on workplace and career development practice. Programs focus on professional development at levels higher than this South African qualification. At an equivalent level, short courses are offered in Community Development, of about 6 credits (in South African terms). These short courses include exploring the dynamics of community change as well as practical approaches for taking action to facilitate community change.

The United Kingdom, including Scotland defines community learning and development as informal learning and social development work with individuals and groups in their communities, to strengthen communities through enhancing people's confidence, knowledge and skills, organisational ability and resources. Similar to this South African qualification, the focus is on empowerment, participation, inclusion, equal opportunity and anti-discrimination, self-determination, and partnerships. However, programmes are mostly aimed at degree level. The programmes at the level of this South African qualification is of equal duration, and addresses making relationships with communities, contributing to development of community groups/networks, working within communities to select options and make plans for collective action, contributing to collective action within a community, and identifying and reflecting on own practice, knowledge and values. In addition, learners elect to contribute to the review of needs, opportunities, rights and responsibilities within a community, or encourage the best use of resources, or identify and take action to meet own learning and development needs.

The Australian framework addresses community development practitioner competence at almost all levels, and in relation to various other areas of competence, such as local government, health work. Although there is no qualification at the equivalent level of this South African qualification, the Certificate III in Community Development contains some aspects that are comparable to this qualification. Similar components include communicating appropriately with clients and colleagues, supporting group activities, supporting community resources, supporting community action, advocating for clients, participating in networks, implementing health promotion and community intervention, and meeting information needs of the community. At a level below the level of the South African qualification, a Foundation Programme exists for Aboriginal and Torres Strait Islander people, who aim to enter health-related community development practice programmes. This programme includes study skills, computer skills, writing skills, and an introduction to politics, media and identity.

ARTICULATION OPTIONS

Vertical articulation is possible with the National Certificate: Development Practice (NQF Level 3), and all NQF Level 3 Qualifications through the Fundamental component. Horizontal articulation on the NQF is possible with all other NQF Level 2 Qualifications through the Fundamental component, and specifically, with the National Certificate: Occupational Health, Safety and Environment (NQF Level 2), and the National Certificate: Ancillary Health Care (NQF Level 2).

MODERATION OPTIONS

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this Qualification.

Particular moderation and accreditation requirements are:

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the Unit Standards that make up this Qualification must also be accredited through the relevant ETQA accredited by SAQA.

> The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQA's and in terms of the moderation guideline detailed here.

> Moderation must include both internal and external moderation of assessments for the Qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the Qualification.

> Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

> 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.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this Qualification. Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the assessment of learners for the Qualification and any of the Unit Standards that make up this Qualification.

To register as an assessor, the following are required:
> Detailed documentary proof of relevant Qualification/s, practical training completed, and experience gained at a NQF level above the level of this Qualification.
> NQF recognised assessor credit.

Assessors should keep the following general principles in mind when designing and conducting assessments:
> Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. The learner must be declared competent in terms of both the Qualification purpose and its exit level outcomes.
> Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
> Make sure evidence is gathered across the entire range, wherever it applies.

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:
> Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
> Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
> Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the Qualification.
> Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of Qualification.

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

NOTES

N/A

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	11813 Apply knowledge of self in order to make a life decision	Level 2	3	Registered
Core	14911 Participate in formal meetings	Level 2	3	Registered
Core	119356 Organise community group activities	Level 2	12	Draft - Prep for P Comment
Core	119357 Describe community dynamics	Level 2	12	Draft - Prep for P Comment
Core	119358 Encourage community awareness and participation	Level 2	12	Draft - Prep for P Comment
Core	119359 Explain the implications of policies that impact on communities	Level 2	12	Draft - Prep for P Comment
Core	119360 Build community relations	Level 2	10	Draft - Prep for P Comment
Core	119361 Facilitate community access to resources	Level 2	10	Draft - Prep for P Comment
Elective	14656 Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS	Level 1	5	Registered
Elective	14659 Demonstrate an understanding of factors that contribute towards healthy living	Level 1	4	Registered
Elective	14664 Demonstrate knowledge of diversity within different relationships in the South African society	Level 1	3	Registered
Elective	11816 Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution	Level 2	2	Registered
Elective	11817 Demonstrate knowledge and understanding of the structures that reinforce and support human rights in South Africa	Level 2	3	Registered
Elective	11818 Investigate work opportunities in order to make a personal career/employment decision	Level 2	2	Registered
Elective	12615 Demonstrate a basic understanding of the primary agricultural industry	Level 2	2	Reregistered
Elective	12618 Demonstrate a basic understanding of agricultural production systems	Level 2	5	Reregistered
Elective	114950 Apply ways of leading in different situations	Level 2	3	Registered
Elective	116064 Recognise and identify the basic functions of the ecological environment	Level 2	4	Registered
Elective	116121 Apply sustainable farming practices to conserve the ecological environment	Level 2	5	Registered
Elective	116991 Assist in establishing a disability friendly environment	Level 2	8	Registered
Elective	116993 Promote awareness of rights and responsibilities	Level 2	2	Registered
Elective	116995 Participate in health promotion activities	Level 2	8	Registered
Elective	117007 Assist in the establishment of good nutrition	Level 2	12	Registered
Elective	117879 Promote Gender Equality and Women's Empowerment (GEWE) through collecting, sharing and reporting on information	Level 2	6	Recommended
Elective	117880 Support Gender Equality and Women's Empowerment (GEWE) by planning and implementing activities within specific contexts	Level 2	6	Recommended
Elective	117893 Empower self and others by engaging in dialogue with individuals and small groups in support of Gender Equality and Women's Empowerment (GEWE)	Level 2	6	Recommended
Elective	117894 Demonstrate and apply knowledge and understanding of Gender Equality and Women's Empowerment (GEWE) to raise awareness and promote change	Level 2	5	Recommended
Elective	116534 Carry out basic first aid treatment in the workplace	Level 3	2	Registered
Fundamental	7469 Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2	Reregistered
Fundamental	7480 Demonstrate understanding of rational and irrational numbers and number systems	Level 2	3	Reregistered
Fundamental	8962 Maintain and adapt oral communication	Level 2	5	Reregistered
Fundamental	8963 Access and use information from texts	Level 2	5	Reregistered
Fundamental	8964 Write for a defined context	Level 2	5	Reregistered
Fundamental	8967 Use language and communication in occupational learning programmes	Level 2	5	Reregistered
Fundamental	9007 Work with a range of patterns and functions and solve problems	Level 2	5	Reregistered
Fundamental	9008 Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	Level 2	3	Reregistered
Fundamental	9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	3	Reregistered

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SOUTH
AFRICAN
QUALIFICATIONS
AUTHORITY

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Build community relations

SAQA US ID	UNIT STANDARD TITLE		
119360	Build community relations		
SGB NAME	**NSB 05**		**PROVIDER NAME**
SGB Development	Education, Training and Development		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Education, Training and Development		Adult Learning
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	10	Level 2	Regular

SPECIFIC OUTCOME 1

Identify all relevant stakeholders in communities to build relations.

SPECIFIC OUTCOME 2

Network with relevant stakeholders in communities.

SPECIFIC OUTCOME 3

Establish different ways of ensuring good community relations.

SPECIFIC OUTCOME 4

Develop tools to ensure continued relations.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Describe community dynamics

SAQA US ID	UNIT STANDARD TITLE		
119357	Describe community dynamics		

SGB NAME	NSB 05		PROVIDER NAME
SGB Development	Education, Training and Development		

UNIT STANDARD TYPE	FIELD DESCRIPTION		SUBFIELD DESCRIPTION
Regular	Education, Training and Development		Adult Learning

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 2	Regular

SPECIFIC OUTCOME 1

Identify stakeholders that play a role in community dynamics.

SPECIFIC OUTCOME 2

Identify different cultures in specific communities.

SPECIFIC OUTCOME 3

Adhere to social structures in communities.

SPECIFIC OUTCOME 4

Determine the economic situation in specific areas and/or communities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Encourage community awareness and participation

SAQA US ID	UNIT STANDARD TITLE		
119358	Encourage community awareness and participation		

SGB NAME	NSB 05	PROVIDER NAME
SGB Development	Education, Training and Development	

UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular	Education, Training and Development	Adult Learning

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 2	Regular

SPECIFIC OUTCOME 1

Select techniques and tools to encourage community participation and awareness.

SPECIFIC OUTCOME 2

Set up community participation and awareness events.

SPECIFIC OUTCOME 3

Assist with the implementation of community participation and awareness events.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain the implications of policies that impact on communities

SAQA US ID	UNIT STANDARD TITLE		
119359	Explain the implications of policies that impact on communities		
SGB NAME	**NSB 05**		**PROVIDER NAME**
SGB Development	Education, Training and Development		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Education, Training and Development		Adult Learning
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	12	Level 2	Regular

SPECIFIC OUTCOME 1

Identify community situations where government policy is unknown/misunderstood.

SPECIFIC OUTCOME 2

Identify and locate government policies to facilitate community change.

SPECIFIC OUTCOME 3

Describe government policy to facilitate community change.

SPECIFIC OUTCOME 4

Explain the benefits of government policy for community change.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Facilitate community access to resources

SAQA US ID	UNIT STANDARD TITLE		
119361	Facilitate community access to resources		
SGB NAME	**NSB 05**		**PROVIDER NAME**
SGB Development	Education, Training and Development		
UNIT STANDARD TYPE	**FIELD DESCRIPTION**		**SUBFIELD DESCRIPTION**
Regular	Education, Training and Development		Adult Learning
ABET BAND	**CREDITS**	**NQF LEVEL**	**UNIT STANDARD TYPE**
Undefined	10	Level 2	Regular

SPECIFIC OUTCOME 1

Identify resources relevant for specific communities.

SPECIFIC OUTCOME 2

Determine mechanisms to gather resources that are appropriate for specific communities.

SPECIFIC OUTCOME 3

Distribute resources according to agreed criteria.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Organise community group activities

SAQA US ID	UNIT STANDARD TITLE		
119356	Organise community group activities		

SGB NAME	NSB 05		PROVIDER NAME
SGB Development	Education, Training and Development		

UNIT STANDARD TYPE	FIELD DESCRIPTION		SUBFIELD DESCRIPTION
Regular	Education, Training and Development		Adult Learning

ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 2	Regular

SPECIFIC OUTCOME 1

Identify objectives of community activities according to specific context requirements.

SPECIFIC OUTCOME 2

Plan activities in relation to expected outcomes.

SPECIFIC OUTCOME 3

Inform target groups using the appropriate agreed media.

SPECIFIC OUTCOME 4

Set up activity venues according to a prescribed format.