Government Gazette

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 401

22 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

DEVELOPMENT

publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, subfields, NQF levels, credits, and purpose of the qualification 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* no *later than 23 May 2005.* All correspondence should be marked Standards Setting – SGB DEVELOPMENT, and addressed to

The Director Standards Setting and Development
SA
Attention: Mr. E. Brown
Postnet Suite 248
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bro

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Development Practice

SAQA QUAL ID	QUALIFICATION TITLE		
49600	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 3	Regular-Unit Stds Based

The Qualification provides learners with credits on the National Qualifications Framework that articulates with other Qualifications by means of various Unit Standards that form part of this and other Qualifications. It facilitates access to, and mobility and progression within education, training and development, and career paths in development practice and related fields. By crediting learning achievements, the many development practitioners who have not had access to the education and training system will receive recognition for their existing competences, redressing past unfair discrimination in education, training and employment opportunities. At the core of development practice lies the full personal development of each learner and those they work with, and the social and economic development and transformation of the nation at large, including the eradication of poverty.

Qualified learners are capable of:

> Facilitating development activities in community settings.
> Gathering information regarding communities that is relevant for development.
> Identifying existing and potential conflict in community activities that impact on development practice.
> Enhancing sustainability of development interventions.
> Creating a conducive environment for development interventions in non-structured situations.
> Presenting information to stakeholders about community activities.
> Advocating and organising campaigns and activities appropriate for specific community needs.

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

> Describing the role of volunteerism within the context of development practice, and/or
> Ensuring the protection of human rights through support activities, and/or
> Producing electronic documents that meet specified requirements.

Rationale:

Qualified learners operate as development practitioners in community-based organisations. They are generally not yet experts in the field; however, they are able to operate within clearly defined contexts and work and learn within a managed environment, and contribute actively to team effectiveness. This Qualification is aimed at facilitating upward learner progression from NQF Level 2 to NQF Level 4. Typical learners entering this Qualification have already achieved the NQF Level 2 National Certificate in Development Practice, or are entering with a Qualification from a different field/sub-field, generally at a higher level on the NQF (NQF Level 4 and above).

A demand for holders of this Qualification exists in community projects, volunteers, volunteer organisations and civil society organisations such as Non-Governmental Organisations, Community-Based Organisations, Faith-Based Organisations, Government departments such as Local Government, Department of Social Services, Department of Health, and Depart of Labour. Employment opportunities for qualified learners exist as:

> Environmental health workers.
> Community development workers.
> Child protection workers.
> Community health care workers.
> Youth development workers.
> Emergency and safety personnel.
> Campaign marshals.
> Gender activist.
> Workshop facilitators.
> ABET facilitators.
> Advice Office workers.
> Early Childhood Development trainers.
> HIV/Aids activists.
> Poverty alleviation workers.
> Human rights practitioners.
> Peace educators.
> Ancillary health workers.
> Primary Health Care workers.
> Home-based care workers.
> Social development practitioners (e.g. auxiliary social workers).

Qualified learners can progress to the NQF Level 4 National Certificate in Development Practice (NQF level 4). Added value to the qualifying learner include:

> Enhanced career path and professionalism.
> Recognition.
> Empowerment.
> Improved confidence and self respect.
> Enhanced quality of life through operational literacy.
> Being able to select appropriate procedures to solve problems within given parameters.
> Being able to summarise and interpret information from a range of sources relevant to their specific context.
> Being able to understand the key concepts of development practice.
> Being able to understand their own role within organisations, using key instruments and equipment.
> Being able to take a position on available information.
> Being able to discuss the issues and reaching a resolution.
> Being able to present information coherently.
> Being able to report information, providing explanations for positions taken.

Achievement of this Qualification benefits society and the economy as qualified learners are able to:

ᴝ Address skills shortages in the community, as well as community needs.
ᴝ Build community relationships.
> Respond to the national imperative of skills development, thereby reducing unemployment.
ᴝ Improve service delivery.
> Empower communities by enhancing community participation and increasing awareness.
> Improve communities' quality of life.
> instil a sense of value/belonging in communities and their members.
> Improve decision-making processes.
> Increase Further Education and Training opportunities.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners are assumed to be competent in Communication and language competence at **NQF** Level **2,** and Mathematical literacy at NQF Level 2.

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).
ᴝ All the Core Component Unit Standards are compulsory (71 credits).
> For the Elective Component learners are required to attain at least 13 credits out **of** the available credits.

EXIT LEVEL OUTCOMES

1. Facilitate development activities in community settings.

2. Gather information regarding communities that is relevant for development.

3. Identify existing and potential conflict in community activities that impact on development practice.

4. Enhance sustainability of development interventions.

5. Create a conducive environment for development interventions in non-structured situations.

6. Present information to stakeholders about community activities.
 > Range: Information includes minutes, reports, proposals, correspondence, messages, etc.

7. Advocate and organise campaigns and activities appropriate for specific community needs.

8a. Ensure the protection of human rights through support activities.
 > Range: Supporting activities can include home based care, creating inclusive **ECD** learning environments, analysis of gender and women empowerment issues, managing diversity, etc.

8b. Produce electronic documents that meet specified requirements.

ASSOCIATED ASSESSMENT CRITERIA

1:
> Community dynamics are explained in the context of specific activities.
> Activities in community settings are explained and organised to meet required activity procedures and plans.
> Implementation of activities is explained in accordance with plans and within specific community settings.

2:
> Information gathering is systematic to include all relevant sources and steps in information gathering are listed according to given procedures.
 > Range: Relevant sources include leaders, structures, stakeholders, etc.
> Information gathering is described, taking into account issues of community entry.
> Gathered information is recorded accurately and in prescribed formats.

3:
> Information gathering about conflict is described within specified contexts.
> Information is analysed in terms of dealing with identified existing and potential conflict.
> Conflict resolution activities selected are listed for specific situations and are justified in terms of conflict resolution.

4:
> Concepts and principles of development practice are explained and applied in specific contexts.
> Sustainability is explained in the context of development practice and activity.
> The features of successful and unsuccessful development interventions are described to explain requirements and pitfalls for sustainability.
> Cost budgets are prepared for an element of work and monitoring and control of actual cost against budget is explained in terms of specified requirements.

5:
> Non-structured and structured situations are compared within specific communities.
> Key features of conducive environments are described for successful and unsuccessful interventions in non-structured situations.
> Steps taken to create conducive environments are described in terms of successful interventions.

6:
> Selected media are identified for specific audiences.
> Structure of information is described in terms of requirements of specific activities.

7:
> Stakeholder mobilisation is appropriate for specific campaigns.
> Campaign meetings are prepared and planned to meet specified requirements.
> Planned campaign mechanisms are identified for specific contexts and campaigns.

8a:
> Specified ethical and professional principles are explained as required by development practice.
> Support activities are identified according to the requirements for the protection of human rights.
> Support activities are identified according to requirements for addressing individual and Community needs without bias.

8b:
> The content of electronic documents is described in terms of information required.
> The quality of electronic documents is described in terms of paper, type and language.
> The format of electronic documents is described with reference to specified contexts.

Integrated assessment:

The assessment criteria in the Unit Standards are performance-based, assessing applied competence, 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 occupational and learning contexts, to qualify, and assessment approaches

used should be appropriate for assessing applied competence. 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.

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. Remember that the learner should be declared competent in terms of the Qualification purpose and exit level outcomes.
> Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, 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.

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, Unit Standards can be credited at an equivalent level, within the field of community development, namely, "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 community group work skills, social justice, reflective community development practice, and practice and principles in community development work in the core component. Electives include developing community organisations, involving people in community groups, identifying needs in communities, community consultation, purpose and process, effective partnership working, funding and resources for community groups, community development monitoring and evaluation, neighbourhood regeneration, planning for community groups, community publicity skills, financing a community project, organising and managing a community project and representing a community of interest and identity. All these components are included in the South African Qualifications.

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, and health work. Although there is no Qualification at the equivalent level of this South African Qualification, the Certificate IV in Community Development contains some aspects that are comparable to this Qualification. Similar core components include: support community participation; work effectively with culturally diverse clients and co-workers; apply a community development framework; work within specific communities; meet information needs of the community; and develop community resources. Core components not covered in the South African Qualification include: implement a community development strategy; utilise specialist communication skills to build strong relationships; implement and monitor occupational health and safety policies and procedures for a work place; maintain an effective work environment; and develop and implement community programmes. The elective components that are common between the Australian and *South* African Qualifications are: conduct a community meeting; work effectively in a cross cultural context; undertake systems advocacy; provide advocacy and representation, provide community education projects, support community action; identify and respond to children and young people at risk of harm; respond holistically to client issues; plan and conduct group activities; maintain effective networks; and undertake research activities. The Australian Qualification also includes the following aspects that are included only in

a higher level South African Qualification: maintain and protect culture; co-ordinate the provision of services and programmes; support group activities; and recruit and coordinate volunteers.

ARTICULATION OPTIONS

Vertical articulation is possible with all Further Education and Training Certificates at NQF Level **4** through the fundamental component, as well as the Further Education and Training Certificate: Development Practice (NQF Level **4**), the National Certificate: Early Childhood Development (NQF Level **4**), the National Certificate: Generic Project Management (NQF Level **4**), and the National Certificate: Fundamental Ancillary Health Care (NQF Level 2), and the National Certificate: ECD (NQF Level **4**). Horizontal articulation on the NQF is possible with all NQF Level 3 Qualifications through the fundamental component and specifically the National Certificate: Management (NQF Level 3).

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 Qualificationls, practical training completed, and experience gained at a NQF level above the level of this Qualification.
> NQF recognised assessor credit.

NOTES

NIA

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	9533 Use communication skills to handle and resolve conflict in the workplace	Level 3	3	Reregistered
Core	119515 Develop networks for development practice	Level 3	6	Draft - Prep for P Comment

Core	119516 Describe ideologies in community contexts	Level 3	10	Draft - Prep for P Comment
Core	119517 Advocate and lobby community issues	Level 3	12	Draft - Prep for P Comment
Core	119518 Mobilise communities around specific issues	Level 3	10	Draft - Prep for P Comment
Core	119519 Lead group discussions	Level 3	6	Draft - Prep for P Comment
Core	10133 Schedule project activities to facilitate effective project execution	Level 4	8	Reregistered
core	10134 Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget	Level 4	6	Reregistered
core	12544 Facilitate the preparation and presentation of evidence for assessment	Level 4	4	Registered
core	13947 Motivate a team	Level 4	6	Registered
Elective	117879 Promote Gender Equality and Women's Empowerment through collecting, sharing and repotting on information	Level 2	6	Recornmended
Elective	117880 Support Gender Equality and Women's Empowerment by planning and implementing activities within specific contexts	Level 2	6	Recornmended
Elective	117883 Demonstrate an understanding of violence and victimisation affecting children and youth	Level 2	5	Registered
Elective	117884 Demonstrate an understanding of gender violence	Level 2	4	Registered
Elective	117885 Develop and support communities in V i m Empowerment	Level 2	5	Registered
Elective	117889 Demonstrate an understanding of Victim Empowerment	Level 2	6	Registered
Elective	117893 Empower self and others by engaging in dialogue with individuals and small groups in support of Gender Equality and Women's Empowerment	Level 2	6	Recommended
Elective	117894 Demonstrate and apply knowledge and understanding of Gender Equality and Women's Empowerment to raise awareness and promote change	Level 2	5	Recornmended
Elective	117896 Demonstrate an understanding of how media contributes to gender stereotyping	Level 2	5	Recommended
Elective	7567 Produce and use spreadsheets for business	Level 3	5	Reregistered
Elective	7570 Produce word processing documents for business	Level 3	5	Reregistered
Elective	7575 Produce presentation documents for business	Level 3	5	Reregistered
Elective	12838 Create an inclusive anti-bias learning environment in ECD settings	Level 3	12	Registered
Elective	12839 Support children and adults living with HIV/AIDS in ECD settings	Level 3	8	Registered
Elective	114932 Explain how to manage diversity in the workplace	Level 3	2	Registered
Elective	114947 Design ways in which individuals in a community can contribute towards creating a caring environment for people who are vulnerable	Level 3	3	Registered
Elective	117004 Provide support relating to home based care	Level 3	16	Registered
Elective	117172 Demonstrate a basic understanding of the fundamentals of child and youth care work	Level 3	10	Registered
Elective	117177 Promote and uphold the rights of children and youth	Level 3	4	Registered
Elective	117179 Apply basic communication skills in interactions with children and youth at risk	Level 3	5	Registered
Elective	117181 Demonstrate basic caring skills for children and youth at risk	Level 3	6	Registered
Elective	117493 Provide information about HIV and AIDS and treatment options in community care and support situations	Level 3	6	Registered
Elective	117895 Demonstrate how society and socially constructed roles impact on gender attitudes and behaviours and contribute to women's oppression	Level 3	8	Recommended
Elective	119274 Select learning support materials and assistive technology for inclusive settings	Level 4	12	Recommended
Fundamental	7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5	Reregistered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Reregistered
Fundamental	9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2	Reregistered

Fundamental	9012 Investigate life and work related problems using data and probabilities	Level 3	5	Reregistered
/Fundamental	9013 Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4	Reregistered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

SAQA US ID	UNIT STANDARD TITLE		
119517	Advocate and lobby community issues		

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 3	Regular

SPECIFIC OUTCOME 2

Identify relevant stakeholders for advocacy and lobbying.

SPECIFIC OUTCOME 3

Explain steps for effective advocacy and lobbying of community issues.

SPECIFIC OUTCOME 4

Conduct community advocacy and lobbying programmes using relevant tools and resources.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Describe ideologies in community contexts

SAQA US ID	UNIT STANDARD TITLE		
119516	Describe ideologies in community contexts		
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 3	Regular

SPECIFIC OUTCOME   1

Explore the concept of ideologies using examples from specific communities.

SPECIFIC OUTCOME   2

Gather information regarding ideologies relevant to specific community contexts.

SPECIFIC OUTCOME   3

Describe different ideologies that exist in specific communities.

SPECIFIC OUTCOME   4

Describe the influence of ideologies in community contexts.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop networks for development practice

SAQA US ID	UNIT STANDARD TITLE		
119515	Develop networks for development practice		
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	6	Level 3	Regular

SPECIFIC OUTCOME   1

Identify and select relevant networks.

SPECIFIC OUTCOME   2

Select and use suitable methods to make contact with networks.

SPECIFIC OUTCOME   3

Establish and maintain relationships.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

SAQA US ID	UNIT STANDARD TITLE		
119519	Lead group discussions		

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	*6*	Level 3	Regular

SPECIFIC OUTCOME   1

Explain group tasks to discussion groups to ensure effective discussions.

SPECIFIC OUTCOME   2

Set norms, standards and contracts for effective group discussions.

SPECIFIC OUTCOME   3

Select and use appropriate group facilitation techniques.

SPECIFIC OUTCOME   4

Enhance participation in group discussions based on resulting group dynamics.

SPECIFIC OUTCOME   5

Maintain group coherence for the duration of group discussions.

SPECIFIC OUTCOME   6

Coordinate group discussion processes to meet objectives.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Mobilise communities around specific issues

SAQA US ID	UNIT STANDARD TITLE		
119518	Mobilise communities around specific issues		

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 3	Regular

SPECIFIC OUTCOME   1

Raise the profile of community issues that warrant mobilisation.

SPECIFIC OUTCOME 2

Involve and select stakeholders for mobilisation.

SPECIFIC OUTCOME 3

Select relevant tools and techniques for mobilisation.

SPECIFIC OUTCOME 4

Prepare plans that are suitable for mobilisation activities.

SPECIFIC OUTCOME 5

Coordinate activities to effectively mobilise communities.