No. 131   **16 February *2007***

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

Sport, Recreation & Fitness

registered **by** Organising Field 02, Culture & Arts, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards. The 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, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address below *and no later than 16 March 2007.* **All** correspondence should be marked **Standards** Setting − **Sport, Recreation and Fitness** addressed to

<div style="border:1px solid black; padding:10px;">

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Further Education and Training Certificate: Community Recreation

SAQA QUAL ID	QUALIFICATION TITLE		
58163	Further Education and Training Certificate: Community Recreation		
SGB		PROVIDER	
SGB Sport, Recreation & Fitness			
ETQA			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	2 - Culture and Arts	sport	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	163	Level 4	Regular-Unit Stds Based
REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Draft - Prep for P Comment			

This qualification is the first within the Recreation learning pathway. The Further Education and Training Certificate: Recreation is targeting entry level workers operating under supervision. The qualification will provide the learner with the necessary recreation knowledge, theory, skills and abilities regarding programming and management in order to effectively and efficiently design, implement and manage recreation programmes which contribute to the improvement in the quality of life and promote the health and well-being of individuals, groups and communities. It will appeal to learners in both the private and public sectors who may previously have been denied opportunities for such learning.

Learners can progress to Level 5, which offers a certificate and diploma in Recreation Management. This will provide access to new career paths and stimulate mobility and progression within the recreation sector. It is envisaged that learners can eventually move into specialized areas of programme management, such as parks and community development, playground safety, special education and training in recreation.

The qualification combines knowledge of recreation concepts and theory with programme management skills and competencies and an understanding of the far reaching benefits of recreation programmes on the health promotion of individuals, groups, communities, the surrounding environment and society in general.

Qualifying learners will be capable of following a career in:

o Public Recreation Enterprise Management.
• Recreation Programme Co-ordinators.
o Recreation SMME Management.

Rationale:

Recreation programmes comprise a combination of specially selected activities, usually with a specific objective in mind and linked to the needs of the intended target group. For the purposes of this qualification the definition of what constitutes recreation will not be limited to any specific

category of activities. In addition, all programme aims will be driven by the underlying premise that recreation should contribute to improving the health and well being of the individual participants and to improve the quality of life through positive interaction.

This upholds the view that recreation can be both an end itself as well as a means to end. When recreation is viewed as a tool and vehicle for the achievement of some goal, it opens the way to exploring the health promotion potential of recreation in any given setting. Health promotion settings can be as varied as the range of possibilities from which activities can be chosen to create a recreation programme.

In addition, recreationists can create programmes in partnership with other related organisations and government departments to manage the health of individuals in a more holistic way to encourage a team approach to health promotion for the benefit of both the individual and the community. These partners include the Department of Social Welfare, Department of Health, fitness trainers, and Department of Education.

A further way in which recreation programmes can be used for health promotion is to create an awareness of, and education about pertinent and relevant health related issues affecting individuals, specific target groups, and/or communities. Examples of these issues include HIV/Aids and Sexually Transmitted Diseases, teenage pregnancy, substance abuse, lack of exercise and fitness and rape.

In order for service providers to effectively and efficiently design and deliver recreation programmes, which are consistent with this envisaged relationship between recreation and health promotion, they need to be suitably trained. To this end, the details of this qualification reflect the appropriate combination of recreation theory, skills, and abilities regarding programming and management. It is intended that learners undertaking this qualification will be able to progress to a Level 5 National Certificate: Recreation and manage privately managed recreation-related businesses, as well as being able to work within government departments as assistant recreation officers.

The achievement of this qualification will contribute towards the full personal development of the learner and to the social and economic development of the nation at large.

RECOGNIZE PREVIOUS LEARNING?
Y

LEARNING ASSUMED TO BE IN PLACE
- Communication at NQF Level 3.
- Life Skills at NQF Level 3.
- Mathematical Literacy at the NQF Level 3.

Recognition of Prior Learning (RPL)

This qualification can be achieved wholly or in part through recognition of prior learning. Prior learning includes formal, informal and non-formal learning and workplace experience, in terms of the criteria laid out. RPL may allow for the accelerated access to further learning at this level or higher on the NQF. RPL may allow for obtaining credits towards unit standards in this qualification.

The Assessor and the learner will decide on the methods to determine prior learning and or competence in the knowledge, attitudes, and skills embedded in the Qualification and the associated Unit Standards through an integrated assessment approach.

All RPL is subject to the quality assurance procedures of the relevant ETQA.

QUALIFICATION RULES
A minimum of **163** credits are required for this qualification.

The credits are allocated as follows:

Fundamental:

- Communication NQF Level 3: 20 credits.
o Communication NQF Level 4: 20 credits.
- Mathematical literacy NQF Level 4: 16 credits.
o Subtotal: 56 credits.

Core:

o NQF Level 3: 10 credits.
- NQF Level 4: **94** credits.
o Subtotal: 104 credits.

Electives:
- **A** choice of one elective is required. The minimum is 3 credits.

Total:
- 163 credits.

All unit standards forming part of the Fundamental and Core components are compulsory.

Core Component

One hundred and four credits have been allocated to Unit Standards in the Core Component of this qualification. The Core Component has been categorised into three main learning areas-Recreation Theory and Community Recreation Programming, and Administration and Management, to give the learner a strong specialist Recreation background to be able to deliver a service to the constituents at the local community level. The Core Unit Standards develop:

- **A** conceptual foundation of Recreation theory.
- An understanding of Recreation from a philosophical and historical perspective.
- Programming knowledge focusing on the benefits of participating in leisure time activities.
- Programming skills to meet the needs of specific target groups.
- Fundamental business management skills in administration, finance management, entrepreneurship, maintaining good customer relations, marketing and sponsorship.
- Operational management skills including facility management, resource management, and human relations.
- Sound leadership practices.

The Unit Standards support the application of knowledge and skills in community based environments. These core Unit Standards empower the learner with the ability to understand and apply Recreation programming to develop the sector and industry to the benefit of the individual, community, economy, and environment through the integration of administration and management skills.

EXIT LEVEL OUTCOMES
On achieving this qualification, the learner will:

1. Demonstrate and apply basic business management principles to manage a Recreation office.
2. Understand the concepts of Recreation, Sport, Play, Work and Free time and promote the benefits of participation.
3. Develop, design, implement, and evaluate Community Recreation programmes.
4. Create a safe environment for participation in a Recreation programme.

ASSOCIATED ASSESSMENT CRITERIA

1.

o A business plan for a recreation organisation is developed with special focus on the organogram and the vision and mission of the organisation.

a Explain and perform the basic management processes within, a recreation organization ensuring the safe storage of information and records and maintain sound financial controls.

● Implement quality leadership skills and maintain an ethical and professional environment for growth when working closely with colleagues, stakeholders and participants

● Identify and maintain different types of facilities for utilisation by Recreation programmers and participants with the emphasis on effective and efficient scheduling of resources.

o Prepare plans for sponsorship and develop effective marketing and public relation strategies.

2.

o Describe and understand the concepts of leisure, sport, work and play within a historical and philosophical context and its implications for Community Recreation.

● Describe the benefits of Community Recreation programmes and access and apply relevant information from various sources to successfully develop and implement Community Recreation programmes.

o Identify the trends and barriers to participation in leisure time activities.

o Identify and describe the different types of service providers of Community Recreation programmes.

3.

o Develop, design and evaluate a simple Community Recreation programme after performing a needs analysis to establish the requirements of the different target groups.

o Describe and understand the need for and importance of volunteers in sustaining **a** Community Recreation programme.

o The process of Recreation programming is understood.

4.

● Understand and explain the safety requirements within **a** Recreation setting.

o Implement the organisations risk management policy to ensure health, safety, and security of workers, participants and members of the public.

Integrated assessment:

Integrated assessment provides an opportunity for learners to show that they are able to integrate concepts, ideas, and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose and exit level outcomes of the qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome.

Methods of assessment must be appropriate, fair, manageable, and integrated into real work or learning situations so that no learner is disadvantaged in any way. Integrated assessment must be able to evaluate and critique the quality of observable performance and establish the quality of the cognitive processes that underpin this performance. Assessment tools must encourage learners to explain the thinking and decision-making processes that supports their demonstrated performance.

The assessment of knowledge, attitudes, skills, and values described in the unit standards should be integrated.

The fundamental component (literacy, communication and numeracy skills) of this qualification on NQF level **4** can be assessed through occupational contexts and activities for example Recreation programming. It **is** important to make sure these fundamental skills are translated throughout the qualification.

During integrated assessments the assessor should make use of formative and surnmative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies. The methods used in assessment must be diverse, and the **tools** and methods selected should be appropriate to the context in which the learner is employed. Alternative techniques for assessment must be performed if workplace assessment is difficult or not possible.

Assessors and moderators should adopt an approach to make use of a variety of formative and summative assessments methods. Assessors should assess and credit learning that has already been acquired through formal, informal, and non-formal learning and relevant work experience.

Integrated assessment of the unit standards in the qualification must evaluate specific outcomes, embedded knowledge, and critical cross-field outcomes. The primary aim of this qualification is to ensure that learners have a solid foundation of general education to prepare them for further learning, whatever career path they may choose.

INTERNATIONAL COMPARABILITY
The following countries were selected for international comparability based on the provision of education and training best practice and bench marking in the field of Recreation and Leisure services. Internationally, vocational education and training in Recreation is offered in Australia, New Zealand, and the United Kingdom.

Australia

There are four Community Recreation qualification titles offered, included within the Community Recreation Qualifications framework as follows:

- Certificate I in Community Recreation.
- Certificate II in Community Recreation.
- certificate III in Community Recreation.
- Certificate IV in Community Recreation.

Certificate II in Community Recreation

The Certificate II in Community Recreation is designed for the role of entry level employees working in the community recreation industry under supervision. The breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range **of** varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of action required is usually clear and there is limited complexity in the range of options to be applied.

Likely functions within the community recreation industry for those who have this level of competency include working under supervision with the conduct of recreation activities, events, facility maintenance, operations and other associated tasks, acting according to clearly defined Standard Operating Procedures, rules and regulations and the organisation's documented guidelines. Occupations include Attendants (and other titles) working in a recreation facility or environment.

Core Units - Compulsory

- Work effectively in a business environment.
- Organise and complete daily work activities.
- Communicate in the workplace.
- Work effectively with others.
- Implement improved work practices.
- Participate in environmental work practices.
- Operate computing packages.

o Provide first aid.
o Deal with client feedback.
o Develop knowledge of the sport and recreation industry.
o Follow defined Occupational Health and Safety policies and procedures.

Stream units - Compulsory

o Apply the principles of community development to community recreation work.
o Respond to clients at risk.
o Apply point of sale handling procedures in a recreation setting.
o Assist in preparing sport and recreation sessions for participants.
o Assist in conducting sport and recreation sessions for participants.

An extensive range of electives is offered in specialist areas.

New Zealand

New Zealand training providers offer training in Community Recreation with an introductory course, National Award in Recreation, of 22 credits leading up to a National Diploma in Community Recreation (Program and Event Management) with a total credit value of 167 at Level 6 on the New Zealand Qualifications Framework.

The vocational qualifications in Recreation focus on the following areas of competency:

o Recreation theories.
o Arts and craft.
o Business administration services.
o Generic marketing.
o Community Recreation development.
o Recreation management.
o Recreation programmes and events.
o Practical and professional skills for disability support, resources and communication.
o Social services.
o Generic computing.
o Adult Education and Training.
o Early childhood Education and Care.
o Special education.
o Teacher education.
o Core health studies.
e Occupational Health and Safety.
o Communication skills.
o Interpersonal Communications.
e Writing.
o Special indigenous programs.
o Social Science studies.
o Art History.
o History.

United Kingdom

The entry-level qualification is a NVQ Level 2 diploma in Sport, Recreation, and Allied Occupations: Operational Services.

Areas of competency include:

o Customer relations, Safety and Team work-compulsory learning.
o Equipment.

- Facilities.
- Customer care.
- Team leading.

The career path for Recreation in the United Kingdom is as described below:

Level 3: Advanced subsidiary GCE in Leisure Studies - **180** hours.

Areas of competency include:

- The leisure industry
- Working practices in Leisure
- The Leisure customer

Advanced GCE in Leisure Studies - **240** hours

- The Leisure industry today.
- A people business.
- Getting it right in the leisure industry.
- Leisure in .action.
- Working in the people business.
- Current issues.

Level **4:** Higher Professional Diploma in Sport and Recreation Management - **480** hours

Mandatory units

- Personal development planning.
- Customer care strategy.
- Marketing.
- Management of Health, Safety and Security.
- Facility and operations management.
- Facility Management.
- Human Resource Management.
- Quality management.
- Sports Logistics and Event management.
- Sport and Recreation Management.
- Sport and Society.

Optional Units

- Environment and ethical issues of Management.
- Funding and Sponsorship in Sport.
- Sports Logistics and Event Management.
- Retail operations.
- Crowd Safety and Event control.

Optional units - Professional Sport Management

- Design and Technical Operations in Sport.
- Sports Development.
- Customer Care strategy in Sport and Recreation.
- Service development and monitoring in Sport and Recreation.
- Environmental and Ethical Issues in management.
- Retail operations.
- Crowd safety and event control.

United States of America

Forty-eight Universities offer degrees in Recreation and Leisure Services. Private service providers, government agencies and professional organisations provide education and training to maintain professionalism through the continuous education programmes and courses.

Standards and evaluative criteria for Baccalaureate Programs in Recreation, Park Resources and Leisure established by The Council on Accreditation, recognized by the Council for Higher Education Accreditation in 2004, described the following standards for the Baccalaureate degree.

The Baccalaureate degree has the following series of standards:

Series 7.00 which addresses foundation understandings (general education) including:

● Leisure Services Management.
a Natural Resources Recreation Management.
a Therapeutic Recreation.
a Leisure/Recreation program delivery.

Series 8.00 describes the professional competencies including:

a Conceptual foundations-understanding play, recreation and leisure in contemporary society and throughout the lifespan.
● Understanding the inter-relationship between leisure behaviour and the environment.
● understanding of environmental ethics and its relationship to leisure behaviour.

a Understanding of the following as they relate to recreation, park resources and leisure:

o History and development of the profession.
o Professional organisations.
o Current issues and trends in the profession.
o Understanding of ethics and professionalism.
o Understanding of the importance of maintaining professional competence and the available resources for professional development.

a Delivery systems:

o Understanding of the roles, interrelationships and use of diverse delivery systems addressing recreation, parks resources and leisure.
o Understanding of the importance of leisure service delivery systems for diverse populations.
o Operating programs and services.
o Designs of areas and facilities.
o Community development.
o Economic development.

a Programme and event planning:

o Understanding of the variety of programmes and services to enhance individual, group and community quality of life.
o Ability to implement the following principles and procedures related to programme/event planning for individual, group and community quality of life.

° Assessment of needs.
° Development of outcome oriented goals and objectives.
° Selection and coordination of programmes, events and resources.
° Marketing of programmes and events.

    ◦ Preparation, operation and maintenance of venues.
    ◦ Implementation of programmes and events.
    ◦ Evaluation of programmes and events.

  o Understanding of group dynamics and processes.

  o Ability to use various leadership techniques to enhance individual, group and community experiences.
  o Administration and Management.

  o Apply basic principles of research.
  o Understand the fundamental principles and procedures of management.
  o Understand the fundamental principles and procedures of human resource management.
  o Understanding the principles and procedures of supervisory leadership.
  o Understanding of the principles and procedures of budgeting and financial management.
  o Understanding of the principles and procedures related to agency marketing techniques and strategies.
  ○ Ability to utilize the tools of professional communication.
  o Ability to apply current technology to professional practice.
  o Knowledge of the following principles and procedures of developing areas and facilities:

    ◦ Assessment.
    ◦ Planning.
    ◦ Functional design.
    ◦ Evaluation.
    ◦ Operation and maintenance.

  o Legal aspects

    ◦ Legal foundations and the legislative process.
    ◦ Contracts and sport law.
    ◦ Regulatory agents and methods of compliance.

  o Understanding the principles and practices of safety, emergency and risk management related to recreation, park resources and leisure services.

  o Field Experiences

  o Formal field experiences of 100 hours in an appropriate professional recreation organization/agencies prior to internship.
  o Internship, full time continuing experience in one appropriate professional recreation organization/agencies of 400 hours.

ARTICULATION OPTIONS
This qualification articulates vertically to the National Diploma in Recreation Management at NQF level 5.'

This qualification articulates horizontally with the following qualifications:

● Further Education and Training Certificate: Management and Administration, Level 4, ID: 49129.
● Further Education and Training Certificate: Leadership Development, Level 4, ID: 50081.

This qualification articulates horizontally with the following qualifications:

o Further Education and Training Certificate: Community Health Work, Level 4, ID: 49131.
● Further Education and Training Certificate: Development Practice, Level 4, ID: 23094.

o Further Education and Training Certificate: Youth Development, Level **4, ID:** 57428.

MODERATION OPTIONS
o Anyone assessing a learner against these standards must be registered as an assessor with the relevant ETQA.

• Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA accredited.

o Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

o Assessors registered with the relevant ETQA must carry out the assessment of learners for any of the unit standards that make up this qualification. The assessor must have contextual competence in the form of a certificate, qualification or experience related to the unit standards in which assessments are conducted.

CRITERIA FOR THE REGISTRATION OF ASSESSORS
Notes to assessors:

Assessors should keep the following general principles in mind when designing and conducting assessment:

o 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 aim is to declare the person competent in term if the qualification purpose. Where assessment at across titles or at 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.

o Make sure evidence is gathered across the entire range, wherever it applies. 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 show that learner is able to perform in the real situation.

o All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent as defined below:

Principles of assessment:

o Appropriate: The method of assessment **is** suited to the performance being assessed.

o Fair: The method of assessment does not present any barriers to achievements, which are not related to the evidence.

o Manageable: The methods used make for easily arranged cost-effective assessments that do not interfere with learning.

o Integration into work or learning: Evidence collection is integrated into work or learning process where this is appropriate and feasible.

o Valid: The assessment focuses on the requirements laid down in the standard, i.e. the assessment is fit for purpose.

• Direct: The activities in the assessment mirror the conditions of actual performance as closely as possible.

• Authentic: The assessor is satisfied that the work being assessed is attributable to the person being assessed.

o 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.

o Open: Learners can contribute to the planning and accumulation of evidence. Assessment learners understand the assessment process and the criteria
that apply.

● Consistent: The same assessor would make the same judgment again in similar circumstances. The judgment made is similar to the judgment that would be made by other assessors.

NOTES
N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	243617	Recognise and apply operational management principles within a recreation context	Level 4	10
Core	243620	Operate a recreation facility	Level 4	4
Core	243611	Develop plans to manage sponsorship for a recreation programme	Level 4	4
Core	243618	Manage administration records in recreation environment	Level 4	3
Core	243621	Assist in the development of marketing plans for a recreation programme or activity	Level 4	5
Core	243612	Identify and describe the role and functions of the providers of recreation services in South Africa	Level 4	4
Core	243614	Plan, implement and evaluate a simple event or community recreation programme	Level 4	12
Core	243615	Manage and support volunteers in a community recreation environment	Level 4	4
Core	243623	Explain and interpret the processes involved in community recreation programming	Level 4	4
Core	243625	Describe the benefits of participating in a recreation programme	Level 4	4
Core	243626	Explain recreation concepts and trends within the South African context	Level 4	7
Core	243624	Perform basic financial procedures within a recreation organization	Level 4	4
Core	117499	Demonstrate entrepreneurial competence	Level 4	12
Core	123258	Foster and maintain customer relations	Level 3	10
Core	243622	Understand peoples needs and influences on leisure participation in South Africa	Level 4	4
Core	243616	Identify and manage hazards and risks in relation to a recreation activity and environment	Level 4	4
Core	243619	Access sources of information for use in Community recreation programmes	Level 4	3
Core	243613	Apply and evaluate leadership principles in a recreation environment in South Africa	Level 4	6
Elective	120182	Participate in a community health assessment	Level 4	3
Elective	110053	Conduct a basic community needs assessment	Level 4	12
Elective	110056	Conduct advocacy campaigns and workshops in development practice	Level 4	12
Elective	114208	Develop a strategy to manage compromised employee wellbeing	Level 4	3
Elective	12353	Facilitate participatory community development processes	Level 4	12
Elective	114483	Identify and apply strategies to deal with risk behaviour to promote psychological health and wellness	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level3	5
Fundamental	119466	Interpret a variety of literary texts	Level3	5

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop plans to manage sponsorship for a recreation programme

SAQA US ID	UNIT STANDARD TITLE			
243611	Develop plans to manage sponsorship for a recreation programme			
SGB		PROVIDER		
SGB Sport, Recreation & Fitness				
FIELD		SUBFIELD		
2 - Culture and Arts		Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		4
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE		SAQA DECISION NUMBER
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SPECIFIC OUTCOME 1

Identify potential sponsors for a specific recreation programme.

SPECIFIC OUTCOME 2

Prepare and present a sponsorship proposal.

SPECIFIC OUTCOME 3

Prepare a simple sponsorship contract.

SPECIFIC OUTCOME 4

Prepare plans to manage sponsorship.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Identify and describe the role and functions of the providers of recreation services in South Africa

SAQA US ID	UNIT STANDARD TITLE		
243612	Identify and describe the role and functions of the providers of recreation		
SGB		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
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SPECIFIC OUTCOME 1
identify the recreation providers within the public sector

SPECIFIC OUTCOME 2
identify and assist the recreation providers in the voluntary sector to promote recreation activities.

SPECIFIC OUTCOME 3
Identify the commercial providers of recreation services, products, and facilities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply and evaluate leadership principles in a recreation environment in South Africa

SAQA US ID	UNIT STANDARD TITLE		
243613	Apply and evaluate leadership principles in a recreation environment in South Africa		
SGB		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
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SPECIFIC OUTCOME 1
Understand the concept of leadership within a recreation environment in South African communities.

SPECIFIC OUTCOME 2
Lead a group in a recreation activity.

SPECIFIC OUTCOME 3
Discuss motivation **as** it applies to drives and needs in participating in a recreation programme.

SPECIFIC OUTCOME 4
Demonstrate an understanding of the concepts of values and ethics.

SPECIFIC OUTCOME 5
Develop and implement a framework of values and ethics.

SPECIFIC OUTCOME 6
Evaluate the effectiveness of leadership.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Plan, implement and evaluate a simple event or community recreation programme

SAQA US ID	UNIT STANDARD TITLE		
243614	Plan, implement and evaluate a simple event or community recreation programme		
SGB		**PROVIDER**	
SGB Sport, Recreation & Fitness			
FIELD		**SUBFIELD**	
2 - Culture and Arts		sport	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 4	12
REGISTRATION STATUS	**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Perform a simple needs analysis to plan an event or community recreation programme.

SPECIFIC OUTCOME 2
Design a simple event or community recreation programme based on the results of the needs analysis.

SPECIFIC OUTCOME 3
Develop and implement an operations plan for a simple event or community recreation programme.

SPECIFIC OUTCOME 4
Prepare a schedule or timetable for *a* simple event or community recreation programme.

SPECIFIC OUTCOME 5
Co-ordinate the implementation of a simple event or a community recreation programme.

SPECIFIC OUTCOME 6
Evaluate and review a simple event or community recreation programme.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage and support volunteers in a community recreation environment

SGB		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and **Arts**		Sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	4
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Demonstrate an understanding of the theory of volunteerism.

SPECIFIC OUTCOME 2
Profile, identify, and orientate potential volunteers in.

SPECIFIC OUTCOME 3
Monitor and support the volunteer during the facilitation of a programme within a community.

SPECIFIC OUTCOME 4
Maintain good relations with the volunteer to ensure sustainability of the recreation activity.

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SAQA

UNIT STANDARD:

Identify and manage hazards and risks in relation to a recreation activity and environment

SAQA US ID	UNIT STANDARD TITLE		
243616	Identify and manage hazards and risks in relation to a recreation activity and environment		
SGB		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Explain the health and safety roles and responsibilities of an individual working in a community recreation environment.

SPECIFIC OUTCOME 2
Demonstrate knowledge of the emergency policies and procedures of a recreation organization.

SPECIFIC OUTCOME 3
Examine the recreation activity, facility and environment and eliminate or minimize risks and hazards.

SPECIFIC OUTCOME 4
Implement a risk management policy within a recreation facility.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Recognise and apply operational management principles within a recreation context

SAQA US ID	UNIT STANDARD TITLE		
243617	Recognise and apply operational management principles within a recreation context		
SGB		PROVIDER	
SGB Sport, Recreation& Fitness			
FIELD		SUBFIELD	
2 - Culture and **Arts**		sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER

Comment

SPECIFIC OUTCOME 1
Display an understanding of the organisational structure.

SPECIFIC OUTCOME 2
Understand and apply policy and procedures to meet vision, mission and organisational objectives at an operational level.

SPECIFIC OUTCOME 3
Explain and interpret the fundamental activities involved in the management process.

SPECIFIC OUTCOME 4
Create systems to work productively with community, peers, and supervisors within a recreation setting.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage administration records in recreation environment

SAQA US ID	*UNIT STANDARD TITLE*		
243618	Manage administration records in recreation environment		
SGB		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and Arts		sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	3
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Explain the purpose of and demonstrate how recreation organizations capture and store different types of information.

SPECIFIC OUTCOME 2
Locate and provide records on request.

SPECIFIC OUTCOME 3
Maintain and update the record keeping system.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Access sources of information for use in community recreation programmes

SGB		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and Arts		sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level **4**	3
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Access local, national, and international sources of information relevant to recreation programming.

SPECIFIC OUTCOME 2
Identify and link with information networks to facilitate recreation programmes at community level.

SPECIFIC OUTCOME 3
Maintain and distribute relevant information for professional use in recreation programming.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Operate a recreation facility

SGB			PROVIDER	
SGB Sport, Recreation & Fitness				
FIELD			SUBFIELD	
2 - Culture and Arts			sport	
ABET BAND	UNIT STANDARD TYPE		NQF LEVEL	CREDITS
Undefined	Regular		Level 4	4
REGISTRATION STATUS	REGISTRATION START DATE		REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P				

SPECIFIC OUTCOME 1

Identify different types of facilities for the delivery of a recreation programme or service.

SPECIFIC OUTCOME 2

illustrate the proper procedures in the maintenance of equipment and facilities.

SPECIFIC OUTCOME 3

Understand staffing and staffing structures and the basic human resources policy in a recreation organization.

SAQA US ID	UNIT STANDARD TITLE			
243621	Assist in the development of marketing plans for a recreation programme or activity			
SGB		PROVIDER		
SGB Sport, Recreation & Fitness				
FIELD		SUBFIELD		
2 - Culture and Arts		sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 4		5
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE		SAQA DECISION NUMBER
Draft - Prep for P Comment				

SPECIFIC OUTCOME 1
Draft and implement a marketing plan for a recreation program or activity.

SPECIFIC OUTCOME 2
Identify and assess marketing resources required.

SPECIFIC OUTCOME 3
Utilize marketing resources to meet objectives.

SPECIFIC OUTCOME 4
Account for marketing resources used in a recreation programme.

SPECIFIC OUTCOME 5
Compile and submit a marketing report.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Understand peoples needs and influences on leisure participation in South Africa

SAQA US ID	UNIT STANDARD TITLE		
243622	Understand peoples needs and influences on leisure participation in South Africa		
SGB		**PROVIDER**	
SGB Sport, Recreation & Fitness			
FIELD		**SUBFIELD**	
2 - Culture and Arts		Sport	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 4	4
REGISTRATION STATUS	**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Understand the introduction to the theory of human motivation.

SPECIFIC OUTCOME 2
Identify the influences of leisure time participation.

SPECIFIC OUTCOME 3
Demonstrate knowledge of special needs within populations.

SPECIFIC OUTCOME 4
interpret the recreational needs of a specific target group and identify the barriers to their participation in Recreational activities.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain and interpret the processes involved in community recreation Programming

SAQA US ID	*UNIT STANDARD TITLE*		
SGB		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and **Arts**		sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level **4**	**4**
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P			

SPECIFIC OUTCOME 1
Describe community recreation programming.

SPECIFIC OUTCOME 2
Explain programming by objectives and leisure facilities.

SPECIFIC OUTCOME 3
Define programming actions and overcoming problems at a Recreation facility.

SPECIFIC OUTCOME 4
Prepare a Recreation programme evaluation protocol to measure the effectiveness of the service.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SGB		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4
REGISTRATION	REGISTRATION START	REGISTRATION END	SAQA DECISION

SPECIFIC OUTCOME 1
Explain and apply the basic procedures for receiving and receipting payments.

SPECIFIC OUTCOME 2
Maintain financial record keeping and cash flow.

SPECIFIC OUTCOME 3
Utilize a petty cash system to purchase equipment and office items.

SPECIFIC OUTCOME 4
Conduct basic banking transactions.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Describe the benefits of participating in a recreation programme

SAQA US ID	UNIT STANDARD TITLE		
243625	Describe the benefits of participating in a recreation programme		
SGB		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4
REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Identify and explain the four major benefit areas of a Recreation programme.

SPECIFIC OUTCOME 2
Explain the individual benefits in participating in recreation activities.

SPECIFIC OUTCOME 3
Describe the benefits of recreation programmes on the community.

SPECIFIC OUTCOME 4
Discuss the benefits of recreation on the economy.

SPECIFIC OUTCOME 5
Describe the impact of recreation programmes on the environment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explain recreation concepts and trends within the South African context

SGB		*PROVIDER*	
SGB Sport, Recreation & Fitness			
FIELD		*SUBFIELD*	
2 - Culture and Arts		sport	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 4	7
REGISTRATION STATUS	*REGISTRATION START DATE*	*REGISTRATION END DATE*	*SAQA DECISION NUMBER*
Draft - Prep for P Comment			

SPECIFIC OUTCOME 1
Explain the concepts of recreation.

SPECIFIC OUTCOME 2
Define leisure, recreation, play, and work and relate it to the South African context.

SPECIFIC OUTCOME 3
Explain the dimensions of recreation within a historical context.

SPECIFIC OUTCOME 4
Examine the origins of the philosophy of play and recreation.

SPECIFIC OUTCOME 5
Demonstrate an understanding of the integration of play, recrearion, and leisure

SPECIFIC OUTCOME 6
Describe the trends, that impact on leisure and recreation.

SPECIFIC OUTCOME 7
Explain the impact of the societal, technological, and environmental trends on leisure and recreation.