

No. 57

1 February 2008

**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.saga.org.za](http://www.saga.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 29 February 2008**. All correspondence should be marked **Standards Setting – Sport, Recreation and Fitness** and addressed to

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**DR. S. BHIKHA**  
**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:*****National Certificate: Community Recreation***

SAQA QUAL ID	QUALIFICATION TITLE		
60289	National Certificate: Community Recreation		
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	2 - Culture and Arts	Sport	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	160	Level 5	Regular-Unit Stds Based

***This qualification does not replace any other qualification and is not replaced by another qualification.***

**PURPOSE AND RATIONALE OF THE QUALIFICATION****Purpose:**

This qualification is designed for learners who will be employed in the position of a supervisor, and has been constituted in such a way as to provide the learner with the necessary recreation knowledge, theory, skills and abilities regarding programming, management, community development and services 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. The intention is that knowledge, skills, and abilities can be acquired, documented, and applied in such a way that the sector of "recreation management and services" can be developed within an integrated national framework for learning achievements.

Learners can progress to the Diploma at NQF Level 5 in Community Recreation. The possibility to increase competencies in the broader field of sport, recreation, and fitness is also available. This will provide access to new career paths and stimulate mobility and progression within the sector. It is also envisaged that learners can eventually move into specialized areas of the industry more specifically programme management, such as youth at risk programmes, employee recreation services, health promotion, and therapeutic recreation.

This qualification scopes across different fields and formalizes sets of competencies and combinations of systems to assist in accumulating expertise in the recreation learning area. More specifically, it covers practical skills in working with others, customer service and self-management. It focuses on programme design, recreation theory, management processes and office administration. The qualification strategically 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, stimulation of the economy, and promotion of environmental stewardship. The learner will be equipped with the theoretical foundation of Community Development principles and processes to effectively ensure the implementation of sustainable Recreation Programmes to achieve development in support of the national governments strategic plans for growth.

A qualifying learner who has achieved this qualification will be to:

- Effectively and efficiently manage and administer resources to promote recreation in a community to improve the quality of life of all individuals.
- Provide valuable leadership skills to ensure the safe delivery of programmes.
- Integrate the theory of Recreation and Community based programming through a thorough understanding of the economic, psychological, sociological benefits of Recreation.
- Design Recreation Programmes based on Community Development principles.
- Influence and motivate individuals to change their lifestyles and offer career guidance in the industry.

#### Rationale:

Transformation in all areas of life, including the domain of recreation, is still on the agenda in South Africa. The continuously evolving legislation on sport, recreation, and local government with the emphasis on service delivery has launched the "recreation" sub-field into a new and unique position. This has provided the opportunity to make more explicit the potential of recreation for creating an identity and role distinctly different from that of sport in South Africa.

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, because the underlying premise of recreation is that it 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 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 create small privately managed recreation-related businesses, as well as being able to work within the public sector.

The achievement of this qualification will contribute towards the full personal development of the learner and to the social, political and economic development of the nation, through the use of recreation programmes that can be used for health promotion 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 STD's, teenage pregnancy, substance abuse, and rape.

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED IN PLACE**

- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Life skills at NQF Level 4.
- Community Recreation Theory and knowledge at NQF Level 4.
- First Aid at NQF Level 1.

Recognition of Prior Learning:

This qualification can be achieved wholly or in part through recognition of prior learning, which 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 in terms of the defined exit level outcomes and/or individual unit standards. RPL may allow for obtaining credits towards unit standards in this qualification.

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

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

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

Access to the Qualification:

Access is open to any learner in possession of an FETC or equivalent qualification. It is however recommended that the learner should have access to a work environment where community recreation programmes can be implemented.

#### **QUALIFICATION RULES**

The qualification is made up of a planned combination of applied learning outcomes that have a defined purpose and will provide qualifying learners with a foundation for further learning.

Fundamental Component:

- The fundamental unit standards comprise of the administration, management, principles and processes of community recreation and community development, and volunteers all unit standards are compulsory. Total 44 credits.

Core Component:

- The core component comprises of unit standards in Recreation Theory and Community Recreation Programming. All unit standards are compulsory. Total credits 92.

Elective Component:

- Learners have the option of specialising in any two electives. Total 24 credits.

#### **EXIT LEVEL OUTCOMES**

1. Manage and administer resources to promote recreation in a community to improve the quality of life of individuals.
2. Provide leadership skills to ensure the safe delivery of programmes.
3. Integrate the theory of Recreation into Community based recreation programming.
4. Design and implement Recreation Programmes based on Community Development principles and needs.
5. Influence and motivate individuals to change their lifestyles and offer career guidance in the industry.

#### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:

Source: National Learners' Records Database

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- 1.1 Resources are identified, allocated, and utilised for effective use in the promotion of recreation programmes.
- 1.2 Methods to plan, and organise a project are performed in terms of organisational objectives and strategies.
- 1.3 Information gathered during all processes and procedures is captured, stored and retrieved according to the standard operating procedures of the organisation.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 The principles of leadership are explained and applied within a work unit.
- 2.2 Knowledge of group dynamics is applied to motivate and maintain team performance.
- 2.3 Safe practices are implemented in accordance with the legislative framework and the standard operating procedures of the organisation.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 The benefits of the recreation programmes that are implemented are evaluated in terms of the organisations objectives.
- 3.2 Programme designs are structured to alleviate the challenges faced by communities.
- 3.3 Corrective action is taken when performance variances occur in the programme design and implementation.

Associated Assessment for Criteria for Exit Level Outcome 4:

- 4.1 Plans for recreation programmes are aligned to promote community development in accordance with the principles and processes of community development and the organisation's objectives.
- 4.2 Programmes are designed to ensure all special groups in a community are included for maximum benefit through participation.
- 4.3 The monitoring and review of programmes are performed in keeping with standard operating procedures of the organization.

Associated Assessment Criteria for Exit Level Outcome 5:

- 5.1 Opportunities are created to encourage people to participate in recreation programmes to improve their health and wellbeing.
- 5.2 Career opportunities are listed with example of places to study and choice of learning programmes available.

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 (management and administration) 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 summative 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.

### **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.

The international growth of recreation is synonymous with the growth of an economy. While an economy is growing, more attention will be focused on bettering health and welfare of the population and the prevention of the growth of social evils (unemployment, substance abuse, crime etcetera). The practice in New Zealand clearly illustrates this.

New Zealand:

New Zealand is one of the few countries that offer vocational education and training in Community Recreation. The National Certificate at NQF Level 5 is designed on the framework of the New Zealand qualifications. Unit standards from the [www.sfrito.org.nz](http://www.sfrito.org.nz) were adapted for relevance to the South African context. The following table illustrates the SFRITO training statistics as at 1 June 2007 (Sport, Fitness and Recreation Industry Training Organisation) ([www.sfrito.org.nz](http://www.sfrito.org.nz)). From the below it becomes evident that Recreation plays an important role in New Zealand and more especially at Community Level.

Recreation; Community Recreation; Sport; Fitness; Outdoor Recreation and Snow Sport:

- Active workplaces; 127; 5; 110; 97.
- New trainees; 344; 29; 292; 61.
- Total trainees; 1002; 144; 910; 454.
- Credits achieved; 16564; 292; 4211; 2918.
- Completions National Certificates; 69; 0; 17; 37.
- Completions Awards; 201; 0; 34; 28.

The New Zealand qualification framework has the following registered qualifications:

National Certificate in Community Recreation Level 2 Credits 51.

The purpose of this qualification is to provide an introduction to roles in the recreation industry. It focuses on skills useful for working on programmes and events. Holders of the qualification are equipped with some knowledge of recreation theory underpinned with some practical skills in communication, coaching, working with others, self management and customer service.

Unit standards included in this qualification are selected from several fields as described below:

- Community and Social Services.
- Core generic.
- Health.
- Humanities.
- Service sector.

National Certificate: Community Recreation, Level 4 Credits 144-162 with strands in Community Arts, Countryside Parks and Urban Parks.

The purpose of this qualification is to develop competencies of people working in community arts, park or resource management within the community. They may be involved in facilitation, leadership, advice or project implementation. Holders of this certificate will have developed a broad understanding of Community Recreation with specialisation in either Community Arts, or Parks Management.

Unit standards from the following fields were selected to make up this qualification:

- Agriculture, Forestry and Fisheries.
- Business Management.
- Arts and Crafts.
- Community and Social Services.
- Computing and Information Technology.
- Core Generic.
- Health.
- Humanities.
- Law and Security.
- Service Sector.
- Social Sciences.

National Certificate: Community Recreation (Programme and Event Management) (Level 4) Credits 68.

The purpose of this qualification is designed to empower people with the responsibility of running simple programmes and events. Holders of this qualification are equipped with programme and event management skills, supported by a foundation in communication, business administration and management. There is an emphasis on the skills required for working with others as part of a team.

Unit standards from the following fields were selected to make up this qualification:

- Business.
- Computing and Information Technology.
- Humanities.
- Community and Social Services.

National Certificate: Community Recreation (Programme and Event Management) (Level 5) Credits 67.

This qualification is designed for people with the responsibility of running complex programmes and events. Holders of this qualification have demonstrated their ability in the areas recreation management, programmes and events, communication skills, business administration and first line management.

Unit standards from the following fields were selected to make up this qualification:

- Business.
- Humanities.
- Community and Social Services.

National Diploma in Community Recreation (Programme and Event Management) Level 6  
Credits 167.

The National Diploma in Community Recreation (Programme and Event Management) (Level 6) is designed for people with the responsibility for running complex programmes and events. Holders of this qualification will have demonstrated a solid foundation in recreation theories and programme and event management as well as skills in written and interpersonal communication, business administration, and marketing.

Unit standards from the following fields were selected to make up this qualification:

- Business.
- Humanities.
- Community and Social Services.

The National Certificate: Community Recreation Level 5 is comparable with the National Certificate: Community Recreation (Programme and Event Management) Level 5 and the National Diploma in Community Recreation (Programme and Event Management) Level 6 registered in New Zealand.

Australia:

The National Certificate: Community Recreation Level 5 compares favorably with the Certificate 111 and IV in Community Recreation registered on the Australian Qualification Framework ([www.rta.co.au](http://www.rta.co.au)).

This qualification aims to prepare the learner to possess a defined range of community recreation competencies for general supervision of clients in a community recreation facility. The course focuses on applying community development principals to educate the public on the safe use of a sport and recreational resource.

Units of competency include:

- BSZ 404A Train small groups.
- CHCAC1A Provide care support to aged people.
- CHCAC2A Assist with aged people's personal needs.
- CHCAC3A Orientation to aged care work.
- CHCCD2A Provide community education programs.
- CHCCD3A Meet information needs of the community.
- CHCCD4A Develop and implement community programs.
- CHCCD5A Develop community resources.
- CHCCHILD1A Work within legislative and ethical requirements.
- CHCCN4A Respond to illness, accidents and emergencies.
- CHCDIS1A Orientation to disability work.
- CHCDIS2A Maintain an environment designed to empower people with disabilities.
- CHCDIS3A Provide services to people with disabilities.
- CHCFC2A Foster the physical development of children.
- PUX EME0 02A Manage injuries in emergency incidents.
- PUX EME0 03A Administer oxygen in an emergency situation.
- SRC AQU 001A Monitor pool water quality.

- SRC AQU 002A Operate aquatic facility plant and equipment.
- SRC AQU 003A Respond to an aquatic emergency using basic water rescue techniques.
- SRC AQU 004A Maintain pool water quality.
- SRC AQU 005A Implement aquatic facility plant and equipment maintenance program.
- SRC AQU 006A Supervise clients at an aquatic facility or environment.
- SRC AQU 007A Respond to an aquatic emergency using advanced water rescue techniques.
- SRC CRD 002A Apply the principles of community development to community recreation work.
- SRC CRD 003A Promote access, equity and diversity in community recreation.
- SRC CRD 004A Facilitate community development through recreation initiatives.
- SRC CRD 005A Apply the principles and issues of volunteering.
- SRC CRO 004A Work within a budget for a recreation initiative or program.
- SRC CRO 005A Develop a budget for a recreation initiative.
- SRC CRO 006A Organise travel for participants and equipment.
- SRO ABL 001A Take an assistant leadership role in the facilitation of adventure-based learning activities.
- SRX ADM 009A Maintain information records system to ensure its integrity.
- SRX ADM 010A Use the advanced functions of a range of office equipment to complete daily tasks.
- SRX ADM 011A Prepare meeting details.
- SRX CAI 004A Plan a sport and recreation session for clients.
- SRX CAI 005A Conduct a sport and recreation session for clients.
- SRX CLS 003A Coordinate interaction with clients.
- SRX COM 003A Collect and provide information to facilitate communication flow.
- SRX EME 003A Respond to emergency situations.
- SRX EVT 001A Coordinate guest/delegate registrations at venue.
- SRX FAC 001A Maintain equipment for activities.
- SRX FAC 003A Implement facility maintenance programs.
- SRX FIN 002A Maintain daily financial records for accounting purposes.
- SRX FIN 003A Monitor cash control for accounting records.
- SRX FIN 004A Process payroll.
- SRX GRP 001A Facilitate a group.
- SRX IND 003A Apply sport and recreation law.
- SRX IND 004A Establish and maintain an effective industry network.
- SRX ORG 003A Coordinate work and work priorities in a sport and recreation organisation.
- SRX RES 001A Educate the public on the safe use of a sport and recreational resource.
- SRX RES 002A Improve client awareness and implementation of environmental management practices.
- SRX RIS 001A Undertake risk analysis of activities.
- SRX TEC 003A Design, develop and produce documents, reports and work sheets using advanced functions.
- SRX TEM 003A Work autonomously.
- SRX TEM 004A Deal with conflict.
- THH GCS 02A Promote products and services to clients.
- WRR1.2A Maintain stock control.
- WRR1.3A Order stock.
- WRRM.3A Coordinate product presentation.
- WRRS.3A Coordinate sales performance.
- WRRSS.10A Recommend sport and recreation products and services.

Units of Competencies in Certificate IV in Community Recreation include:

- BSZ 401A Plan assessment.
- BSZ 402A Conduct assessment.
- BSZ 403A Review assessment.

- BSZ 404A Train small groups.
- BSZ 405A Plan and promote a training program.
- BSZ 406A Plan a series of training sessions.
- BSZ 407A Deliver training sessions.
- BSZ 408A Review training.
- CHCAC6A Provide services to aged people.
- CHCAC7A Ensure duty of care is provided.
- CHCAC9A Coordinate service provision programs.
- CHCDIS4A Design procedures for support.
- CHCDIS6A Plan and implement community integration.
- CHCDIS7A Design and adapt surroundings to group requirements.
- CHCIC2A Guide children's behaviour.
- CHCPR10A Facilitate the design of programs of the service.
- CHCPR2A Organise experiences for children.
- CHCYTH4A Assist young people in responding to crisis.
- CHCYTH5A Manage youth programs.
- CHCYTH6A Provide appropriate services for young people.
- SRC AQU 004A Maintain pool water quality.
- SRC AQU 005A Implement aquatic facility plant and equipment maintenance program.
- SRC AQU 007A Respond to an aquatic emergency using advanced water rescue techniques.
- SRC AQU 015A Develop procedures for maintaining pool water quality to health standards.
- SRC AQU 016A Develop maintenance systems for an aquatic facility.
- SRC AQU 017A Coordinate lifeguard service at an aquatic facility or environment.
- SRC CRD 005A Apply the principles and issues of volunteering.
- SRC CRD 007A Develop recreation programs.
- SRC CRD 008A Work effectively with government and other key stakeholders.
- SRC CRO 005A Develop a budget for a recreation initiative.
- SRC CRO 008A Interact positively with infants, toddlers and parents in a recreation environment.
- SRS COA 002A Plan individualised training programs to improve skills.
- SRS COA 003A Conduct, monitor and adjust an individualised program of training sessions to improve skills.
- SRS COA 004A Evaluate, analyse and modify the conduct and outcomes of individualised training programs to improve skills.
- SRS SAC 001A Teach or develop basic skills of strength and conditioning.
- SRS SAC 002A Teach or develop intermediate skills of strength and conditioning.
- SRS SAD 005A Manage the format and results of competitions.
- SRS SAD 007A Select a team or group.
- SRS SAD 008A Manage the personnel of a team or group.
- SRX ADM 012A Supervise an established records system to ensure its integrity.
- SRX ADM 013A Plan business trip and associated itinerary to ensure efficient travel.
- SRX CAI 008A Plan and prepare an individualised long-term training program.
- SRX CAI 009A Conduct, monitor and adjust individualised long-term training programs.
- SRX CAI 010A Evaluate, analyse and modify long-term and/or high performance individualised training programs.
- SRX CLS 004A Provide advice in order to meet current and anticipated client requirements.
- SRX COM 004A Source and present information in response to requests.
- SRX EME 004A Coordinate emergency response.
- SRX EVT 002A Organise meeting/event and provide on-site meeting/event management services.
- SRX EVT 003A Coordinate events.
- SRX FAC 004A Plan and provide sport and recreational services.
- SRX FIN 005A Produce reports as required for cash flow forecasts and budgetary purposes.
- SRX GOV 001A Participate as a member of an effective Board of an organisation.
- SRX GOV 002A Undertake the role of an individual Director of an organisation.

- SRX GOV 003A Undertake the role of Chairperson at a Board meeting.
- SRX GOV 004A Work effectively with the Board of an organisation.
- SRX GRP 002A Provide leadership to groups.
- SRX IND 005A Promote compliance with laws and legal principles.
- SRX MKT 001A Plan and implement services to meet client needs.
- SRX MKT 002A Liaise with the media to promote the organisation.
- SRX OHS 002A Implement and monitor the organisation's Occupational Health and Safety policies, procedures and programs and maintain Occupational Health and Safety standards.
- SRX ORG 004A Plan, allocate and evaluate work carried out by teams, individuals and self.
- SRX ORG 005A Participate in the meeting process.
- SRX ORG 006A Conduct projects.
- SRX RES 002A Improve client awareness and implementation of environmental management practices.
- SRX RES 003A Contribute to the planning, monitoring and control of resources.
- SRX RES 004A Minimise waste and pollution and their environmental impact.
- SRX TEC 004A Assist with analysis and use of emerging technology.
- SRX TEC 005A Assist in the maintenance of a computer system.
- SRX TEC 006A Customise and maintain software.
- SRX TEM 005A Lead, manage and develop work teams.
- THH GCS 07A Coordinate marketing activities.
- THT SMA 01A Coordinate the production of brochures and marketing materials.
- WRR1.4A Buy product.
- WRRO.1A Manage merchandise and organisation presentation.
- WRRO.2A Manage sales and service delivery.
- WRRO.5A Control inventory.

#### United States Of America:

The elective "Promote Therapeutic Recreation in a Community" was developed from standards which form the basis of the National Council for Therapeutic Recreation Certification, USA. Since this is the first qualification on the South African NQF with Therapeutic Recreation learning content it thus serves as a foundation and introduction to the possible career path for Therapeutic Recreation Specialists.

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.
- Natural Resources Recreation Management.
- Therapeutic Recreation.
- Leisure/Recreation program delivery.

Series 8.00 describes the professional competencies including:

- 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.
- Understanding of the following as they relate to recreation, park resources and leisure:
  - History and development of the profession.
  - Professional organisations.
  - Current issues and trends in the profession.
  - Understanding of ethics and professionalism.
  - Understanding of the importance of maintaining professional competence and the available resources for professional development.
- Delivery systems:
  - Understanding of the roles, interrelationships and use of diverse delivery systems addressing recreation, parks resources and leisure.
  - Understanding of the importance of leisure service delivery systems for diverse populations.
  - Operating programs and services.
  - Designs of areas and facilities.
  - Community development.
  - Economic development.
- Programme and event planning:
  - Understanding of the variety of programmes and services to enhance individual, group and community quality of life.
  - 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.
  - Understanding of group dynamics and processes.
- Ability to use various leadership techniques to enhance individual, group and community experiences.
- Administration and Management:
  - Apply basic principles of research.
  - Understand the fundamental principles and procedures of management.
  - Understand the fundamental principles and procedures of human resource management.
  - Understanding the principles and procedures of supervisory leadership.
  - Understanding of the principles and procedures of budgeting and financial management.
  - Understanding of the principles and procedures related to agency marketing techniques and strategies.
  - Ability to utilize the tools of professional communication.
  - Ability to apply current technology to professional practice.
  - Knowledge of the following principles and procedures of developing areas and facilities:
    - Assessment.
    - Planning.
    - Functional design.
    - Evaluation.
    - Operation and maintenance.
  - 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.

The following illustrates the international comparability of competencies developed within this qualification:

New Zealand and Australia:

- Administration.
- Management of operations.
- Team management.
- Manage a facility.
- Meetings.
- Recreation theory and conceptual foundations.
- Recreation philosophy.
- Recreation and community development.
- Health benefits of recreation.
- Therapeutic recreation.
- Special needs.
- Needs assessment.
- Access, equity and diversity.
- Occupational health and safety.
- Ethics and professionalism.
- Volunteers.
- Recreation events and programs.
- Impact of recreation.
- Facility management.
- Advise on recreation careers and lifestyle.
- Advocacy and marketing.

United States of America:

- Administration.
- Management of operations.
- Manage a facility.
- Recreation theory and conceptual foundations.
- Recreation philosophy.
- Recreation and community development.
- Health benefits of recreation.
- Therapeutic recreation.
- Special needs.
- Needs assessment.
- Occupational health and safety.
- Ethics and professionalism.
- Volunteers.
- Recreation events and programs.
- Impact of recreation.
- Facility management.
- Advise on recreation careers and lifestyle.
- Advocacy and marketing.

Africa and SADC:

No recreation training was found in Africa and SADC.

### **ARTICULATION OPTIONS**

Vertical articulation is possible with:

- National Diploma: Recreation Management.

Horizontal articulation is possible:

- National Higher Certificate: Recreation Management.

### **MODERATION OPTIONS**

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

### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

For an applicant to register as an assessor, the applicant needs:

- A minimum of 2 (two) years' practical, relevant occupational experience.
- Registered as an assessor with the relevant ETD.
- To be in possession of a Qualification in Recreation at NQF Level 5 or higher.

### **NOTES**

Notes to Assessors:

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

- 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 of the qualification purpose. Where assessment 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.
- 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.

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

Principles of Assessment:

- **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.
- **Manageable:** The methods used make for easily arranged cost-effective assessments that do not interfere with learning.
- **Integration into work or learning:** Evidence collection is integrated into work or learning process where this is appropriate and feasible.
- **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.
- **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. 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.

#### UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	254237	Advocate participation in community recreation	Level 5	4
Fundamental	254254	Apply the principles and processes of community recreation for community development	Level 5	10
Fundamental	15224	Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	Level 5	4
Fundamental	252024	Evaluate current practices against best practice	Level 5	4
Fundamental	254257	Plan and establish procedures to manage a recreation facility	Level 5	8
Fundamental	110531	Plan, organise and control the day-to-day administration of an office support function	Level 5	4
Fundamental	254242	Process, organize and maintain workplace information	Level 5	4
Fundamental	254068	Recruit, induct and manage volunteers	Level 5	6
Core	14048	Apply Self Management Concepts	Level 4	3
Core	114600	Apply innovative thinking to the development of a small business	Level 4	4
Core	14667	Describe and apply the management functions of an organization	Level 4	10
Core	254241	Advise clients on leisure and recreation lifestyles	Level 5	4
Core	254244	Analyse the Sociology of Leisure and Recreation	Level 5	6
Core	254235	Analyse the economic concepts of leisure and recreation	Level 5	5
Core	254236	Analyse the psychological impact of participating in recreation and leisure activities	Level 5	4
Core	254255	Design a recreation programme using advanced recreation programming techniques to meet community needs	Level 5	12
Core	254274	Examine the concepts of play and work and its impact on the design of recreation programmes	Level 5	6
Core	254294	Examine the purpose of leisure education and its application to community recreation	Level 5	3
Core	254295	Explain and apply the principles and philosophy of community arts	Level 5	9
Core	254243	Facilitate community development through community arts	Level 5	10
Core	254245	Facilitate community development using community recreation	Level 5	7
Core	254275	Implement a complex recreation programme	Level 5	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	254256	Provide advice on Recreation careers in the Recreation industry	Level 5	4
Elective	254238	Develop and implement a community recreation programme focussing on health promotion	Level 5	11
Elective	254234	Develop and implement a community recreation programme for youth at risk	Level 5	11
Elective	254239	Develop and implement recreation programmes to achieve workplace wellness	Level 5	11
Elective	254240	Promote therapeutic recreation in the community	Level 5	11

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION****None**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Facilitate community development using community recreation***

SAQA US ID		UNIT STANDARD TITLE	
254245		Facilitate community development using community recreation	
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	7

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Evaluate the principles and outcomes of community development using community recreation.

**SPECIFIC OUTCOME 2**

Facilitate the development of community recreation initiatives.

**SPECIFIC OUTCOME 3**

Facilitate a community recreation initiative.

**SPECIFIC OUTCOME 4**

Monitor and evaluate the facilitation processes and outcomes of the initiatives.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Apply the principles and processes of community recreation for community development***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
254254	Apply the principles and processes of community recreation for community development		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Sport, Recreation & Fitness			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Sport	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	10

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Explain the values and philosophy upon which community recreation and community development is based.

**SPECIFIC OUTCOME 2**

Define the roles of the community recreation worker in relation to community recreation and community development processes.

**SPECIFIC OUTCOME 3**

Facilitate a community recreation project with the emphasis on community development.

**SPECIFIC OUTCOME 4**

Discuss the processes of community development and how these relate to the principles of community recreation and community development.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Fundamental	60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Design a recreation programme using advanced recreation programming techniques to meet community needs***

SAQA US ID	UNIT STANDARD TITLE		
254255	Design a recreation programme using advanced recreation programming techniques to meet community needs		
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	12

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Assess the recreation needs of specific target markets within the community for the recreation programme.

**SPECIFIC OUTCOME 2**

Develop objectives for a community based recreation programme.

**SPECIFIC OUTCOME 3**

Plan for the use of community resources for the recreation programme.

**SPECIFIC OUTCOME 4**

Design a recreation programme to meet community needs using the advanced techniques for programming.

**SPECIFIC OUTCOME 5**

Appraise the recreation programme in accordance with the evaluation processes as described in the programme design.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Core 60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Provide advice on Recreation careers in the Recreation industry*

SAQA US ID	UNIT STANDARD TITLE		
254256	Provide advice on Recreation careers in the Recreation industry		
ORIGINATOR	PROVIDER		
SGB Sport, Recreation & Fitness			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	4

*This unit standard does not replace any other unit standard and is not replaced by another unit standard.*

**SPECIFIC OUTCOME 1**

Clarify individual and group information needs in relation to careers.

**SPECIFIC OUTCOME 2**

Evaluate previous and current experience, knowledge, and skills of an individual and a group.

**SPECIFIC OUTCOME 3**

Present information to an individual and a group relating to careers in leisure and recreation.

**SPECIFIC OUTCOME 4**

Assist an individual and a group in developing future career action plans.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Core 60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Plan and establish procedures to manage a recreation facility***

SAQA US ID		UNIT STANDARD TITLE	
254257		Plan and establish procedures to manage a recreation facility	
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	8

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Identify and describe a space for a facility where recreation programmes will be introduced.

**SPECIFIC OUTCOME 2**

Create and maintain facility design to meet participant and recreation resource needs.

**SPECIFIC OUTCOME 3**

Develop systems and procedures for cleaning, maintaining, repairing, and replacing facility and equipment.

**SPECIFIC OUTCOME 4**

Promote safe practices for the use and movement of plant and equipment.

**SPECIFIC OUTCOME 5**

Plan and meet facility needs.

**SPECIFIC OUTCOME 6**

Establish procedures for responding to feedback from participants and staff.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Fundamental	60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Examine the concepts of play and work and its impact on the design of recreation programmes***

SAQA US ID		UNIT STANDARD TITLE	
254274		Examine the concepts of play and work and its impact on the design of recreation programmes	
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	6

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Examine the phenomenon of work and evaluate its outcomes.

**SPECIFIC OUTCOME 2**

Analyse the characteristics of work, leisure, and recreation.

**SPECIFIC OUTCOME 3**

Describe concepts of work in relation to ethnicity, gender, socio-economic status, and life stages.

**SPECIFIC OUTCOME 4**

Compile a holistic perspective of work, leisure and recreation.

**SPECIFIC OUTCOME 5**

Examine the theories and characteristics of play.

**SPECIFIC OUTCOME 6**

Design a recreation programme with the focus on work and play.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Implement a complex recreation programme***

<b>SAQA US ID</b>		<b>UNIT STANDARD TITLE</b>	
254275		Implement a complex recreation programme	
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Sport, Recreation & Fitness			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Sport	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	5

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Manage the operation of a complex recreational programme.

**SPECIFIC OUTCOME 2**

Assemble resource requirements for the complex programme.

**SPECIFIC OUTCOME 3**

Co-ordinate the execution of the planned complex recreational programme.

**SPECIFIC OUTCOME 4**

Monitor compliance with the requirements of the complex recreational programme.

**SPECIFIC OUTCOME 5**

Disassemble and restore venues, facilities, and equipment following a complex recreational programme.

**SPECIFIC OUTCOME 6**

Prepare a report for submission to management.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Examine the purpose of leisure education and its application to community recreation***

<b>SAQA US ID</b>		<b>UNIT STANDARD TITLE</b>	
254294		Examine the purpose of leisure education and its application to community recreation	
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Sport, Recreation & Fitness			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Sport	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	3

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Examine the processes and outcomes of leisure education.

**SPECIFIC OUTCOME 2**

Understand leisure education in practice in a community based environment.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Explain and apply the principles and philosophy of community arts*

SAQA US ID	UNIT STANDARD TITLE		
254295	Explain and apply the principles and philosophy of community arts		
ORIGINATOR	PROVIDER		
SGB Sport, Recreation & Fitness			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	9

*This unit standard does not replace any other unit standard and is not replaced by another unit standard.*

**SPECIFIC OUTCOME 1**

Explain the values and philosophy upon which community arts are based.

**SPECIFIC OUTCOME 2**

Describe the roles of the community arts or cultural worker in relation to the community arts processes.

**SPECIFIC OUTCOME 3**

Facilitate a community arts project with a specific group in a community.

**SPECIFIC OUTCOME 4**

Explain the processes of community development and how these relate to the principles of community arts.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Recruit, induct and manage volunteers***

SAQA US ID		UNIT STANDARD TITLE	
254068		Recruit, induct and manage volunteers	
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	6

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Plan and implement strategies to recruit volunteers for an organisation.

**SPECIFIC OUTCOME 2**

Select and appoint volunteers.

**SPECIFIC OUTCOME 3**

Induct and manage the training of volunteers.

**SPECIFIC OUTCOME 4**

Manage volunteers.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Fundamental	60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Develop and implement a community recreation programme for youth at risk***

SAQA US ID	UNIT STANDARD TITLE		
254234	Develop and implement a community recreation programme for youth at risk		
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	11

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Describe the influences that would contribute to strengthening an individual from birth to adulthood.

**SPECIFIC OUTCOME 2**

Discuss the critical health behaviours and influences, which contribute to placing an individual at risk.

**SPECIFIC OUTCOME 3**

Plan for the use of community resources to promote a recreation programme for youth at risk.

**SPECIFIC OUTCOME 4**

Design and implement a community recreation programme to help individuals live longer and better lives using the advanced techniques for programming.

**SPECIFIC OUTCOME 5**

Collect and analyse feedback according to the programme protocols.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Elective	60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Analyse the economic concepts of leisure and recreation*

SAQA US ID	UNIT STANDARD TITLE		
254235	Analyse the economic concepts of leisure and recreation		
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	5

*This unit standard does not replace any other unit standard and is not replaced by another unit standard.*

**SPECIFIC OUTCOME 1**

Analyse economic concepts in relation to leisure and recreation.

**SPECIFIC OUTCOME 2**

Explain the impact of discretionary spending on leisure and recreation needs within the context of a community based recreation programme.

**SPECIFIC OUTCOME 3**

Show the impact of public, private, and merit goods on the provision and pricing of leisure and recreation.

**SPECIFIC OUTCOME 4**

Assess the impact of funding on the provision and pricing of leisure and recreation.

**SPECIFIC OUTCOME 5**

Describe the ways in which recreation programmes can contribute to economic growth in South Africa.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

**Analyse the psychological impact of participating in recreation and leisure activities**

<b>SAQA US ID</b>		<b>UNIT STANDARD TITLE</b>	
254236		Analyse the psychological impact of participating in recreation and leisure activities	
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Sport, Recreation & Fitness			
<b>FIELD</b>		<b>SUBFIELD</b>	
2 - Culture and Arts		Sport	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	4

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Analyse personal motivation in relation to involvement in leisure and recreation activities.

**SPECIFIC OUTCOME 2**

Analyse the psychological effects of leisure and recreation on the individual's state of mind.

**SPECIFIC OUTCOME 3**

Compile the benefits of participating in recreation programmes as the key to human growth and balanced human development.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Advocate participation in community recreation***

SAQA US ID		UNIT STANDARD TITLE	
254237		Advocate participation in community recreation	
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	4

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Identify and explain the need for a community meeting.

**SPECIFIC OUTCOME 2**

Plan and prepare for a meeting.

**SPECIFIC OUTCOME 3**

Conduct the community meeting.

**SPECIFIC OUTCOME 4**

Demonstrate strategies to deal with conflict in a meeting.

**SPECIFIC OUTCOME 5**

Communicate decisions taken and follow up on the meeting.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Fundamental	60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

***Develop and implement a community recreation programme focussing on health promotion***

SAQA US ID	UNIT STANDARD TITLE		
254238	Develop and implement a community recreation programme focussing on health promotion		
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	11

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Describe the principles of health promotion and what constitutes a healthy community and a healthy person.

**SPECIFIC OUTCOME 2**

Describe the leading health indicators and identify the healthy living targets to develop a strategy for sustainable healthy communities.

**SPECIFIC OUTCOME 3**

Discuss and identify inter-sector and community partnerships to develop opportunities for action to promote healthy communities.

**SPECIFIC OUTCOME 4**

Assess community needs, strengths and resources to promote health in the identified community.

**SPECIFIC OUTCOME 5**

Develop a plan to manage a recreation programme to promote health in the community.

**SPECIFIC OUTCOME 6**

Implement and operate a recreation programme to promote health in the community.

**SPECIFIC OUTCOME 7**

Collect and analyse feedback according to the programme protocols.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Elective 60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Develop and implement recreation programmes to achieve workplace wellness*

SAQA US ID	UNIT STANDARD TITLE		
254239	Develop and implement recreation programmes to achieve workplace wellness		
ORIGINATOR	PROVIDER		
SGB Sport, Recreation & Fitness			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	11

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Investigate the need to promote physical wellness and personal well being within a contemporary wellness programme in the corporate and public sectors.

**SPECIFIC OUTCOME 2**

Examine the relationship between mind/body/behaviour and the impact of short-term and long-term stress on individuals and their environments.

**SPECIFIC OUTCOME 3**

Understand nutrition and examine the relationship between nutrition and disease.

**SPECIFIC OUTCOME 4**

Design and implement a programme to manage workplace wellness.

**SPECIFIC OUTCOME 5**

Develop plans to promote workplace wellness to address organisational needs.

**SPECIFIC OUTCOME 6**

Implement and operate a recreation programme to promote workplace wellness.

**SPECIFIC OUTCOME 7**

Collect and analyse feedback according to the programme protocols and demonstrate a return on investment.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Elective	60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Promote therapeutic recreation in the community*

SAQA US ID		UNIT STANDARD TITLE	
254240		Promote therapeutic recreation in the community	
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	11

*This unit standard does not replace any other unit standard and is not replaced by another unit standard.*

**SPECIFIC OUTCOME 1**

Understand and interpret the concepts of therapeutic recreation.

**SPECIFIC OUTCOME 2**

Describe the service delivery models and systems for therapeutic recreation in the community.

**SPECIFIC OUTCOME 3**

Apply professional ethics in the service delivery of therapeutic recreation.

**SPECIFIC OUTCOME 4**

Develop a plan to manage and implement a therapeutic recreation programme.

**SPECIFIC OUTCOME 5**

Plan for the use of community resources to promote a recreation programme.

**SPECIFIC OUTCOME 6**

Implement and operate a therapeutic recreation programme.

**SPECIFIC OUTCOME 7**

Collect and analyse feedback according to the programme protocols.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Elective	60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Advise clients on leisure and recreation lifestyles***

SAQA US ID		UNIT STANDARD TITLE	
254241		Advise clients on leisure and recreation lifestyles	
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	4

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Distinguish between a client's previous and current leisure and recreation experience, competencies, and interests.

**SPECIFIC OUTCOME 2**

Explain opportunities available to the client for achieving a preferred lifestyle.

**SPECIFIC OUTCOME 3**

Assess a client's motivational factors and constraints in participating in leisure and recreation activities.

**SPECIFIC OUTCOME 4**

Advise the client on developing future action plans.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Core 60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Process, organize and maintain workplace information*

SAQA US ID	UNIT STANDARD TITLE		
254242	Process, organize and maintain workplace information		
ORIGINATOR	PROVIDER		
SGB Sport, Recreation & Fitness			
FIELD	SUBFIELD		
2 - Culture and Arts	Sport		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	4

*This unit standard does not replace any other unit standard and is not replaced by another unit standard.*

**SPECIFIC OUTCOME 1**

Collect and assess information gathered.

**SPECIFIC OUTCOME 2**

Process and organize information collected.

**SPECIFIC OUTCOME 3**

Maintain information systems.

**SPECIFIC OUTCOME 4**

Review information needs.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Fundamental	60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Facilitate community development through community arts***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
254243	Facilitate community development through community arts		
<b>ORIGINATOR</b>	<b>PROVIDER</b>		
SGB Sport, Recreation & Fitness			
<b>FIELD</b>	<b>SUBFIELD</b>		
2 - Culture and Arts	Sport		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 5	10

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Evaluate the principles and outcomes of community development using community arts as a tool.

**SPECIFIC OUTCOME 2**

Facilitate the development of a community arts initiative.

**SPECIFIC OUTCOME 3**

Facilitate a community arts initiative.

**SPECIFIC OUTCOME 4**

Monitor and evaluate the facilitation processes and outcomes of the initiatives.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	60289	National Certificate: Community Recreation	Level 5



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Analyse the Sociology of Leisure and Recreation**

SAQA US ID		UNIT STANDARD TITLE	
254244		Analyse the Sociology of Leisure and Recreation	
ORIGINATOR		PROVIDER	
SGB Sport, Recreation & Fitness			
FIELD		SUBFIELD	
2 - Culture and Arts		Sport	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	6

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Analyse leisure and recreation in relation to social construct, societal and cultural environments.

**SPECIFIC OUTCOME 2**

Illustrate the influence of life stages on the participation in leisure and recreation activities.

**SPECIFIC OUTCOME 3**

Recognise the role of leisure and recreation in society.

**SPECIFIC OUTCOME 4**

Examine the ways in which recreation can reduce anti social and self-destructive behaviour.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Core 60289	National Certificate: Community Recreation	Level 5