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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

Water Sector

registered by Organising Field 12, Physical Planning and Construction, publishes the following Qualification for public comment.

This notice contains the title, field, sub-field, NQF level, credits, and purpose of the Qualification. The full Qualification can be accessed via the SAQA web-site at www.saq.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 should reach SAQA at the address below and **no later 23 May 2008**. All correspondence should be marked **Standards Setting – SGB for Water Sector** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Community Water, Health and Sanitation Facilitation

SAQA QUAL ID		QUALIFICATION TITLE	
61669		Further Education and Training Certificate: Community Water, Health and Sanitation Facilitation	
ORIGINATOR		PROVIDER	
SGB Water Sector			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	12 - Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	148	Level 4	Regular-Unit Stds Based

This qualification replaces:

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
23708	National Certificate: Community Water, Sanitation and Health Facilitation	Level 4	151	Will occur as soon as 61669 is registered

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The primary purpose of the qualification is to provide learners with:

- > Understanding of environmental legislation.
- > Competence to conduct basic community and environmental needs analysis.
- > Competence to be effective communicators.
- > Competence to facilitate the implementation of community projects.

Qualifying learners will therefore be able to:

- > Explain and promote environmental health and sanitation.
- > Work effectively with local communities.
- > Explain the roles and responsibilities of a community committee.
- > Collect and record data.
- > Facilitate community processes using participatory methodologies.
- > Care for customers in a community environment.

The learner will have the opportunity to gain knowledge and apply skills, building capacity and self-esteem for career advancement, as the qualified learner will be able to competently facilitate community water, health and sanitation in a professional manner, to ensure community needs are met and the environment is ecologically sustained.

Rationale:

This qualification has been developed to enhance the sustainability of community and environmental health and sanitation systems, which will contribute towards improved health and hygiene practices of communities and the environment.

The qualification reflects the needs and required skills of the community water, health and sanitation sector that are expressed by relevant stakeholder groups. The qualification provides the learner with a career path within the water sector, progressing to the National Certificate in Sanitation Project Co-ordination at NQF Level 5. It also allows for articulation possibilities across other sectors in supervisory or management qualifications.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED IN PLACE

It is assumed that the learner is already competent in the following:

- > Communication at NQF Level 3 or equivalent.
- > Mathematical Literacy at NQF Level 3 or equivalent.
- > National Certificate Community Water, Sanitation and Health Monitoring at NQF Level 3 or equivalent.

Recognition of Prior Learning:

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. Any learner wishing to be directly assessed may arrange to do so, without attending further training or education. The assessor and learner will decide together on the most appropriate assessment route to be taken.

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

Access to the Qualification:

Access to this qualification is open bearing in mind learning assumed to be in place.

QUALIFICATION RULES

The Qualification consists of a Fundamental, Core and an Elective Component.

To be awarded the Qualification, learners are required to obtain a minimum of 148 credits as detailed below.

Fundamental Component:

The Fundamental Component consists of Compulsory Unit Standards in:

- > Mathematical Literacy at NQF Level 4 to the value of 16 credits.
- > Communication at NQF Level 4 in a First South African Language to the value of 20 credits.
- > Communication in a Second South African Language at NQF Level 3 to the value of 20 credits.

It is compulsory therefore for a learner to do Communication at two different South African language levels, one at Level 4 and the other at NQF Level 3.

Core Component:

Source: National Learners' Records Database

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> The Core Component consists of Unit Standards to the value of 58 credits, all of which are compulsory.

Elective Component:

The Elective Component contains Unit Standards to the value of 201 credits. Learners must choose from specific cluster Unit Standards to the minimum of 34 credits.

The elective unit standards are clustered to provide areas of specialization within the community, water, health and sanitation domains.

Learners must choose between a General Cluster and a Small Medium & Micro Enterprise (SMME) Cluster.

EXIT LEVEL OUTCOMES

1. Demonstrate understanding of applicable legislation and operational instructions related to the community water, health and sanitation environment.
2. Conduct basic community and environmental needs analysis.
3. Communicate and work with relevant stakeholders.
4. Implement local community and environmental projects.

Critical Cross-Field Outcomes:

This qualification promotes, in particular, the following critical cross-field outcomes:

1. Identifying and solving problems:
 - > Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made. This relates to:
 - > Sanitation options.
 - > Environmental issues.
 - > Community health and hygiene promotions.
2. Working as a team member:
 - > Work effectively with others as a member of a team, group, organisation or community to ensure coherence between internal and external stakeholders.
3. Managing oneself and taking responsibility for one's action:
 - > Organise and manage oneself and one's activities responsibly and effectively in order to ensure that all relevant environmental and sanitation related legislation and policies are fulfilled.
4. Collecting, analysing and evaluating information:
 - > Collect, analyse, organize and critically evaluate information in order to ensure a clear understanding of community culture, gender and equity issues.
5. Communicate effectively:
 - > Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion to convey environmental, health and sanitation related issues to communities.
6. Using science and technology appropriately and showing responsibility to the environment and others:

> Use science and technology effectively and critically, showing responsibility to the environment and health of others to ensure effective remedial actions.

7. Culturally and aesthetically sensitive:

> Demonstrate an understanding of the world as a set of interrelated systems by recognizing that health, sanitation and environmental problem-solving contexts do not exist in isolation and that human behavior will impact on the functioning thereof.

ASSOCIATED ASSESSMENT CRITERIA

Assessment Criteria for Exit Level Outcome 1:

1. Relevant legislation is identified in accordance with local community and environmental needs.
2. Relevant legislation is interpreted and analyzed according to local community and environmental conditions.

Range statement:

Legislation includes but is not limited to:

- > Water Services Act No 108 of 1997.
- > National Water Act 37 of 1998.
- > National Environmental Act No 107 of 1998.

Assessment Criteria for Exit Level Outcome 2:

1. An understanding of community culture, gender and equity issues is demonstrated when interacting with community and forum members.
2. An understanding of participatory methodologies and tools is demonstrated by the ability to adapt participatory methodologies and tools to suit local context.
3. The application of appropriate participatory methodologies is demonstrated in the needs analysis.
4. An understanding of the Operation and Maintenance issues is demonstrated in different sanitation technologies.

Assessment Criteria for Exit Level Outcome 3:

1. Verbal communication skills are demonstrated through interaction with internal and external stakeholders.
2. Writing skills are demonstrated through the interpretation of information and the generation of reports for internal and external use.
3. The ability to work as a team member or leader is demonstrated in both community and work-oriented situations.
4. The ability to utilize a variety of communication tools is demonstrated in order to improve community water, hygiene and sanitation practices.

Assessment Criteria for Exit Level Outcome 4:

1. The implementation of integrated water, hygiene and sanitation projects is demonstrated through appropriate facilitation at community level.
2. The ability to involve all relevant stakeholders is demonstrated by setting up functional project steering committees.
3. Opportunities are identified and implemented in the context developmental projects in accordance with job creation policies and procedures.

Integrated Assessment:

Development of the competencies may be through a combination of informal and formal learning, self-learning, training programmes and work-based application. Providers should conduct diagnostic and formative assessment. Formative, continuous and diagnostic assessments should also take place in the work place. The learner should be able to assess him or herself and determine readiness for a summative assessment against this Qualification.

Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

Assessment of Communication and Mathematical Literacy should be conducted in conjunction with other aspects.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. Groups of standards may also be assessed together.

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

The final summative assessment for the qualification should be undertaken under the direction of the relevant Education and Training Quality Assurance (ETQA) body.

INTERNATIONAL COMPARABILITY

International qualifications were examined to ensure that the qualification model and associated unit standards proposed are comparable in terms of qualification levels, scope and competencies covered. However, the core and elective components have been developed and/or revised taking into account South Africa's unique context, but also looking at international best practice.

In the current South African context of bucket eradication challenges and municipalities mandated not only with the delivery of basic services but also with job-creation to their communities, the integration of water, health and sanitation provides an excellence model in integrating training and capacity building around the development initiatives of our nation, however the qualification mix of combining the promotion of community water, health and sanitation in one qualification presented challenges with benchmarking internationally.

At an NQF Level 2, the worldwide historical model is to include water, sanitation and health education as extra-curricular secondary school or college programmes that are intended to mould learner behaviour in the applicable community. As a result, no wholly comparable qualification was found to be comparable with this qualification at this level. Part comparability was therefore researched and as such, courses mentioned in this report are comparative to exit level outcomes or relevant unit standards.

Qualifications and skills programmes from the following countries were examined:

- > Kenya (NETWAS).
- > Uganda (NETWAS).
- > Zimbabwe (ISWD).
- > Centro de Formação Profissional de Águas e Saneamento (CFPAS) - Mozambique.
- > UNESCO-IHE Institute for Water Education - Netherlands.
- > International Water and Sanitation Center (IRC) - Netherlands.

- > The Water Supply and Sanitation Collaborative Council (WSSCC) - Switzerland.
- > United Kingdom (WEDC).
- > Australia (RedR).
- > Streams of Knowledge (SOK).

Below are some of the courses which could in part be comparable to this qualification.

NETWAS - Kenya, Uganda, Tanzania:

NETWAS International was established in 1986 in Kenya as a regional water and sanitation centre for Eastern Africa. It is part of the global International Training Network for Water and Waste Management, also known as the ITN. ITN is a programme that was established through the initiative of the UNDP-World Bank as a contribution to the International Drinking Water and Sanitation Decade of the 1980s. This Program's mandate was to establish several regional centres in Africa, Asia and Latin America to support capacity building activities including information dissemination. There are currently a number of active centres in Asia (Philippines, India and Bangladesh) and a strong ITN Africa network.

NETWAS collaborates with a number of international organizations such as IRC International Water and Sanitation Centre, Water and Sanitation Program (Africa) of the UNDP-World Bank, SANDEC Department for Water and Sanitation in Developing Countries at the Swiss Federal Institute for Environmental Science and Technology, SKAT Swiss Centre for Development Cooperation in Technology and Management, and SDC Swiss Agency for Development and Cooperation. NETWAS International is a founder member of the ITN Africa Network and the Streams of Knowledge.

Training programmes are divided into two broad categories: Scheduled Courses and Onsite Customized Courses. The scheduled courses are offered at predetermined times during the year. The onsite-customized courses are offered on request to a particular client anywhere in Africa.

International Training Programme (ITP) courses offered include:

- > Monitoring for effectiveness: Improving community based water supply and sanitation projects.
- > Hygiene Education and promotion: Planning and management for behavioural change.
- > Solid waste management.
- > Management for sustainability in water supply and sanitation programmes.
- > Gender issues in water supply and environmental sanitation.
- > Private sector involvement in WES.
- > Community management.

Institute of Water and Sanitation Development (IWSD) - Zimbabwe:

The Institute for Water and Sanitation Development is located in Harare, Zimbabwe. The Institute aims to assist in the achievement of sustainable development of water resources and waste management through the provision of support to development agencies in Zimbabwe and the Southern Africa region through training, research, advisory services and information dissemination.

> IWSD offers the following diploma and certificate courses:

- > Post Graduate Diploma in Water Supplies and Sanitation.
- > National Diploma in Water and Waste Management.
- > National Certificate in Water and Waste Management.

Variety of Short Courses covering some of the following areas:

- > Planning and Management.
- > Monitoring and Evaluation.
- > Community Participation and gender issues.
- > Participatory methodologies.
- > Integrated Water Resource Management.
- > HIV and Aids and Hygiene related issues.
- > Waste Management.

Centro de Formação Profissional de Águas e Saneamento (CFPAS) - Mozambique:

CFPAS is a vocational training centre for water and sanitation. Its mission is to offer educational services, training and up-grading to professionals of the water and sanitation and related sectors in Mozambique. Water and sanitation sector staff of other Portuguese Speaking Countries of Africa - the PALOPs - also benefit from the services offered by CFPAS.

UNESCO-IHE Institute for Water Education - Netherlands:

One of the number of short courses offered are:

Course: Decentralized Water Supply & Sanitation:

This course provides theoretical background and practical expertise in the field of low-cost decentralised water supply and sanitation alternatives specifically suitable for the small towns, peri-urban areas and urban slums, small island communities, tourist resorts etc.

The course covers the following subjects:

- > Introduction: Module objectives and contents (General introduction to water supply and sanitation situations in small town, peri-urban areas and urban slums etc.).
- > Water Supply Systems: Water sources, supply systems, source selection, water supply service levels, spring catchments and sand dams, wells and pumps, rainwater harvesting, small-scale water treatment methods.
- > Sanitation Systems: Ecological sanitation (introduction to ecosan, basics of conventional wastewater treatment, relevant treatment technologies, ecosan and agriculture, greywater treatment and reuse, linkages between ecosan and Millennium Development Goals). Faecal Sludge Management, Low-cost Sewerage and Drainage.
- > Management aspects of DWSS: Participatory planning and evaluation of DWSS systems, financing and cost recovery, institutional arrangements and operation and maintenance aspects.

International Water and Sanitation Center (IRC) - Netherlands:

Since the formation of the IRC International Water and Sanitation Centre (IRC), Netherlands has become a hub of best practice in water and sanitation research, capacity building and training activities. Since its foundation in 1968, the IRC has facilitated the sharing, promotion and use of knowledge so that governments, professionals and organisations particularly in developing countries can make better use of training initiatives to obtain water and sanitation services they will use and maintain.

The overall objective of IRC training activities is to provide through training of trainer courses to Water Services Sector (WSS) sector staff with the opportunity to update and supplement their knowledge on sector issues, and to improve their skills to plan, implement and manage projects. The training methodology is based on the conviction that the sharing of knowledge and experience is a valuable learning tool and essential in adult learning. IRC has a number of educational programs that it runs with partners such as ITN Africa in this context. To mention a few best practice models in school education about the promotion of community water, health

and sanitation can be listed as the joint School Sanitation and Hygiene Education (SSHE) programmes which it initiated and launched in 1999 with UNICEF. The SSHE programme is the former Water, Sanitation and Hygiene (WASH) programme.

The Water Supply and Sanitation Collaborative Council (WSSCC) - Switzerland:

The Water Supply and Sanitation Collaborative Council (WSSCC) which is based in Switzerland, has a special interest in sanitation and hygiene and emphasizes the need to view Water, Sanitation and Hygiene (WASH) as an inseparable trinity for development. Though this council is not actively involved in classroom or direct training provision of formalized qualifications, its interest as stated above and its links to the United Nations makes it a key influence to training qualifications of this nature. This qualification is aligned with the programmes of the WSSCC in addressing water, sanitation and health promotion challenges as experienced worldwide.

Water, Engineering & Development Centre (WEDC) - Loughborough University (UK):

WEDC is one of the world's leading education and research institutes for improving access to infrastructure and services for the poor in low- and middle-income countries. They are based in the Department of Civil and Building Engineering at Loughborough University in the UK, but work all over the world.

Short courses for capacity development with WEDC:

Subject areas:

- > Water, sanitation and hygiene.
- > Urban infrastructure and services.
- > Rural and urban institutional development and management.
- > Water and sanitation emergencies and relief.
- > Water quality and environmental monitoring.
- > Solid waste management.
- > Rural groundwater development.
- > Programme and project design and management.
- > RedR - Australia.

Short Course: Water, Environment and Sanitation in Emergencies:

Overview:

Some of the most common needs of affected communities in any disaster - whether in a natural or conflict environment - is access to safe drinking water, adequate sanitation and hygiene. The associated risks to health in an emergency are due to lack of safe drinking water and disease transmission caused by poor sanitation and hygiene practices. Appropriate interventions improving water, sanitation and hygiene practice have a marked improvement on reducing disease transmission, alleviating the suffering of the community and saving lives.

Aims & Objectives:

The purpose of the training is to introduce participants to concepts of public health engineering/environmental health in emergencies and to familiarise them with standard equipment applied in the field.

By the end of the course, participants should be able to understand:

- > The links between water, sanitation and health.
- > The nature of, and the threats posed by, environmental diseases.

- > The importance and main elements of hygiene-promotion.
- > The complexity in delivering safe water and sanitation in an emergency.
- > The standard equipment used in the field for emergency WatSan response.
- > The different response mechanism to Wat San in emergencies of major humanitarian agencies such as the IFRC, Oxfam, MSF and UN.

Course Outline:

- > Health risks in emergencies.
- > Rapid assessments, reporting and monitoring.
- > Disease surveillance.
- > Coordination and partnerships.
- > Hygiene promotion.
- > Water quality testing and monitoring.
- > Environmental sanitation (solid waste management, site clean up).
- > Excreta disposal and latrines.
- > Site selection.
- > Water source identification.
- > Water pumping.
- > Water distribution systems.
- > Water trucking operations.
- > Transition issues (from emergency to rehabilitation).
- > Decommissioning and storage of equipment.
- > Streams of Knowledge (SOK).
- > Global coalition of resource centres in the water and sanitation sector. Organisations that work on water and sanitation issues and wish to broaden their approach will be supported to become resource centres. (Regional) Networks are being developed to help resource centres to validate the quality of their work, improve the relevance of their output and create conditions to exchange good practice.

Conclusion:

Whilst there exist a considerable amount of training programmes and short courses that are on the main comparable to this qualification, no qualification and unit standards that are directly comparable to this qualification and the component unit standards have been identified.

This qualification therefore was developed bearing in mind international trends in Sanitation Facilitation and best practice was incorporated.

The core and elective components have however been developed taking into account South Africa's context. The fundamental components, reflecting foundational learning and generic skills and knowledge have been derived from registered, local adult education unit standards.

ARTICULATION OPTIONS

Vertical articulation is possible with the following:

- > ID 48908 National Certificate: Sanitation Project Co-ordination, Level 5.
- > ID 22901 National Certificate: Environmental Education, Training and Development Practice, NQF Level 5.
- > ID 22902 National Diploma: Environmental Education, Training and Development Practice, NQF Level 5.

Horizontal articulation is possible, but not limited, with the following:

- > ID 22672 National Certificate: Wastewater Process Control, NQF Level 4.

- > ID 48909 Further Education and Training Certificate: Sanitation Project Facilitation, NQF Level 4.
- > ID 50309 Further Education and Training Certificate: Environmental Practice, NQF Level 4.
- > ID 23656 Further Education and Training Certificate: Management, NQF Level 4.

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.

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

> Therefore anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- > A qualification at or above the level of this qualification plus a minimum of two years practical, relevant occupational experience.
- > Competency in all the outcomes of the generic assessor standard.
- > Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence).
- > To demonstrate competence in relation to these specified standards and qualifications, at or above, the level of the qualifications in question.
- > To meet any other additional requirements laid down by their constituent ETQA.
- > The subject matter experience of the assessor can be established by recognition of prior learning.
- > The status of registered assessors can be checked on the appropriate ETQA database or website.

NOTES

This qualification replaces qualification 23708, "National Certificate: Community Water, Sanitation and Health Facilitation", Level 4, 151 credits.

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
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
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	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	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	115943	Carry out activities that support the implementation phase of a community sanitation improvement project	Level 4	16
Core	115944	Carry out activities that support the preparation phase of a community sanitation improvement project	Level 4	12
Core	12346	Demonstrate Knowledge Of An Integrated Approach To Water And Sanitation Related Processes	Level 4	6
Core	12344	Demonstrate knowledge of gender and equity in sustainability of water and sanitation related projects	Level 4	4
Core	12057	Demonstrate knowledge of wastewater related legislation	Level 4	8
Core	120182	Participate in a community health assessment	Level 4	3
Core	14043	Plan and conduct community meetings	Level 4	4
Core	14035	Promote environmental health to community members	Level 4	5
Elective	9626	Perform measurements using volumetric equipment	Level 2	2
Elective	120107	Demonstrate knowledge and understanding of the business cycle in a small business	Level 3	10
Elective	242890	Display an understanding of core municipal processes and Ward Committee participation in these processes	Level 3	10
Elective	243803	Start up a small business	Level 3	15
Elective	119712	Tender for business or work in a selected new venture	Level 3	8
Elective	116930	Use a Graphical User Interface (GUI)-based presentation application to enhance presentation appearance	Level 3	5
Elective	114977	Use a spreadsheet package to produce and manage business documents	Level 3	3
Elective	114978	Use a word processing package to produce business documents	Level 3	3
Elective	114600	Apply innovative thinking to the development of a small business	Level 4	4
Elective	14414	Calculate construction quantities and develop a work plan	Level 4	8
Elective	14015	Collect and interpret data	Level 4	4
Elective	114598	Demonstrate an understanding of an entrepreneurial profile	Level 4	5
Elective	114595	Demonstrate an understanding of the function of the market mechanisms in a new venture	Level 4	5
Elective	115391	Demonstrate an understanding of the principles of the internet and the world-wide-web	Level 4	3
Elective	12353	Facilitate participatory community development processes	Level 4	12
Elective	110000	Generate information and reports for internal and external use	Level 4	10
Elective	14025	Implement and control construction operation and maintenance tasks on a water reticulation system	Level 4	12
Elective	117244	Investigate the possibilities of establishing and running a small business enterprise (SMME)	Level 4	3
Elective	14021	Monitor community water systems	Level 4	8
Elective	115905	Monitor dry on-site construction in order to recognise and report problems	Level 4	4
Elective	115896	Plan and implement a sampling program to monitor water quality	Level 4	4
Elective	12347	Promote Water Quality To Community Members	Level 4	6
Elective	243946	Receive, store and issue goods	Level 4	4
Elective	115753	Conduct outcomes-based assessment	Level 5	15
Elective	14016	Demonstrate knowledge of institutional frameworks for integrated water resource management and water services	Level 5	10
Elective	117871	Facilitate learning using a variety of given methodologies	Level 5	10
Elective	14020	Monitor budgets related to community projects	Level 5	8

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION
None