

No. 405

9 April 2009

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

**Development**

registered by Organising Field 05 – Education, Training and Development, publishes the following Qualification and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification and Unit Standards. The full Qualification and Unit Standards can be accessed via the SAQA web-site at [www.saq.org.za](http://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 and Unit Standards should reach SAQA at the address below and **no later than 11 May 2009**. All correspondence should be marked **Standards Setting – SGB for Development** and addressed to

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D. MPHUTHING**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:**  
**National Certificate: Community Development**

SAQA QUAL ID		QUALIFICATION TITLE	
66749		National Certificate: Community Development	
ORIGINATOR		PROVIDER	
SGB Development			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	5 - Education, Training and Development	Adult Learning	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	120	Level 3	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:

The Qualification has been developed to meet the needs of the different types of community-based practitioners in the field who require a competency profile, recognition and validation of prior learning and experience. Learners who embark on this Qualification are generally persons who have made, or wish to consider making, community development their career.

This Qualification forms part of a learning and career pathway from NQF Level 1 to 6. The competencies outlined in this Qualification will also enable the delivery of a wide variety of community initiatives.

The Qualification consolidates and further develops Fundamental skills in Communication and Mathematics Literacy. At the Core of the Qualification are the NQF Level 3 skills and knowledge key to the role of the Community Development Worker at this Level. Particular NQF Level 2 skills and knowledge have been included to allow for a link and pathway from the NQF Level 1 Qualification in this field. The learner can select clusters of learning areas from a range of specialisations included in the Elective component of the Qualification.

By employing the successful learner and improving service delivery by NGOs, local government and other relevant organisations, this will enhance social and economic transformation in the country. Successful learners could possibly be employed in a numbers of positions currently available in Government including local government, social development, health as well as other organisations. These include but are not limited to:

Community development workers/practitioners, local economic development officers, agricultural extension officials, development co-ordinators/practitioners in an NGO, auxiliary social worker, etc.

In terms of Exit Level Outcomes the successful learner will be able to:

- Explain the conceptual framework within which community development is understood.
- Promote responsible citizenship and investigate community needs to ensure participation towards a community development process.

- Develop an understanding of the relationships within a community.
- Support community development initiatives.

**Rationaie:**

South Africa is a country where a significant proportion of the population is reliant on a wide range of services and support. These include health, housing, education, sanitation, safety and many other areas. These services and support are currently provided by a variety of formal and informal institutions and structures. The sector potentially involves more than a million people working in this community development arena. It could be said that any project involving development practitioners would fall into this category.

A number of people are already involved in community development work in local communities. Many of these are unqualified, while others have qualifications in different areas, such as health, social service, local government, etc. Other workers in the field have many years of hands-on experience without any formal recognition or validation of their skills and knowledge.

Community-based organisations and government structures are the major players in the area of community development. Local government, via municipalities, provides most community development workers. However, community development initiatives are promoted by most government departments. In addition, non-governmental organisations, including but not limited to civic structures and faith-based groups amongst others, as well as individual volunteers work in this area.

As well as providing services and support, community development workers are also vital for interfacing between government and communities, and for advocating initiatives.

This Qualification will provide the following benefits:

- To the learner: Increased employability and employment mobility, as well as receiving recognition for competencies attained in the community development field.
- To society: Increased employment and job satisfaction NQF Levels, as well as having better equipped personnel available to offer community development services.
- To the sector: Better equipped personnel able to fulfil community development roles efficiently, effectively and in a manner likely to result in returning customers.
- To the economy: A growing and confident community development sub-sector, able to increase employment, business opportunities, and investment return.

This National Certificate: Community Development, NQF Level 3 meets the various needs across the field and supports the objectives of the NQF Levels. In particular, the focus is on improving the quality of delivery in the field and enabling access, redress, portability and articulation to enhance career options and learning opportunities.

**RECOGNIZE PREVIOUS LEARNING?**

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**LEARNING ASSUMED IN PLACE**

It is assumed that the learner attempting this Qualification is competent in:

- Mathematical Literacy unit standards at NQF Level 2.
- Communication unit standards in a South African language at NQF Level 2.

**Recognition of Prior Learning:**

This qualification can be achieved wholly or in part through the Recognition of Prior Learning and the qualification may be granted to learners who have acquired the skills and knowledge

without attending formal courses, providing they can demonstrate competence in the outcomes of the individual Unit Standards as required by the Fundamental, Core and Elective areas stipulated in the qualification and by the ELOs.

An RPL process may also be used to credit learners with Unit Standards in which they have developed the necessary competency as a result of workplace, experiential and other learning.

Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment, and will be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition. While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the ELOs.

Access to the qualification:

There is open access to any learner bearing in mind learning assumed to be in place.

### **QUALIFICATION RULES**

The Qualification is made up of three components: a Fundamental, a Core and an Elective component.

To be awarded the Qualification learners are required to obtain a minimum of 120 credits as detailed below:

Fundamental Component:

The Fundamental Component consists of Unit Standards in:

- Mathematical Literacy at NQF Level 3 to the value of 16 credits.
- Communication at NQF Level 3 in a South African language to the value of 20 credits.

All Unit Standards in the Fundamental Component are compulsory.

Core Component:

- The Core Component consists of Unit Standards to the value of 52 credits, all of which are compulsory.

Elective Component:

- The Elective Unit Standards are grouped into areas of Specialisation. Learners are to choose a specialisation and complete Unit Standards totalling a minimum of 32 credits from that Specialisation. In cases where the Unit Standards in a Specialisation total less than 32 credits, learners are to choose additional Unit Standards from any other Specialisation to give a minimum of 32 credits for the Elective component.

- The Elective Specialisations are as follows:

Volunteerism:

- 117881: Demonstrate an understanding of volunteerism, NQF Level 2, 3 credits.
- 255916: Describe volunteer operations, NQF Level 4, 3 credits.
- 255915: Conduct volunteer services in a specific environment, NQF Level 4, 5 credits.
- 119730: Co-ordinate volunteer activities, NQF Level 3, 4 credits.
- Total: 15 credits.

## Life Skills:

- 119915: Manage personal expenditure, NQF Level 3, 3 credits.
- 116966: Apply knowledge of self and own situation to manage risks resulting from change in the workplace, NQF Level 3, 3 credits.
- 117493: Provide information about HIV and AIDS and treatment options in community care and support situations, NQF Level 3, 6 credits.
- 114947: Design ways in which individuals in a community can contribute towards creating a caring environment for people who are vulnerable, NQF Level 3, 3 credits.
- 254222: Demonstrate stress management techniques as a self-help tool, NQF Level 3, 4 credits.
- 120308: Apply knowledge of self in order to make a personal decision, NQF Level 2, 3 credits.
- 244611: Apply problem-solving techniques to make a decision or solve a problem in a real life context, NQF Level 3, 2 credits.
- 244568: Demonstrate knowledge and understanding of effective study methods and techniques, NQF Level 3, 3 credits.
- 244604: Demonstrate understanding of abuse and possible coping mechanisms, NQF Level 2, 2 credits.
- 244578: Describe how to manage reactions arising from a traumatic event, NQF Level 3, 2 credits.
- 244606: Identify ways of managing relationships in own life, NQF Level 2, 2 credits.
- Total: 33 credits.

## Early Childhood Development:

- 244255: Care for babies, toddlers and young children, NQF Level 2, 10 credits.
- 244262: Interact with babies, toddlers and young children, NQF Level 2, 5 credits.
- 244468: Prepare resources and set up the environment to support the development of babies, toddlers and young children, NQF Level 3, 5 credits.
- 244259: Support children and adults living with HIV and AIDS, NQF Level 3, 8 credits.
- 244462: Work with families and communities to support Early Childhood Development, NQF Level 3, 5 credits.
- 254176: Promote and uphold the rights of children and youth, NQF Level 3, 4 credits.
- Total: 37 credits.

## Gender:

- 117894: Demonstrate and apply knowledge and understanding of Gender Equality and Women's Empowerment to raise awareness and promote change, NQF Level 2, 5 credits.
- 117893: Empower self and others by engaging in dialogue with individuals and small groups in support of Gender Equality and Women's Empowerment, NQF Level 2, 6 credits.
- 117880: Support Gender Equality and Women's Empowerment by planning and implementing activities within specific contexts, NQF Level 2, 6 credits.
- 254404: Advise on access to gender related services and structures, Level 3, 4 credits.
- 117895: Demonstrate how society and socially constructed roles impact on gender attitudes and behaviours and contribute to women's oppression, NQF Level 3, 8 credits.
- 242894: Demonstrate knowledge of gender, equity and diversity issues in development projects, NQF Level 3, 6 credits.
- Total: 35 credits.

## Victim Empowerment:

- 117883: Demonstrate an understanding of violence and victimisation affecting children and youth, NQF Level 2, 5 credits.
- 117884: Demonstrate an understanding of gender violence, NQF Level 2, 4 credits.
- 117885: Develop and support communities in Victim Empowerment, NQF Level 2, 5 credits.
- 119722: Identify intervention services and provide support to children and youth victims of abuse and neglect, NQF Level 3, 4 credits.
- 119731: Assist victims in their interaction with the Criminal Justice System, NQF Level 3, 4 credits.
- 119724: Give assistance to victims of crime, violence and human rights abuses, NQF Level 3, 4 credits.
- 119733: Promote community participation in and awareness of Restorative Justice, NQF Level 3, 3 credits.
- 119732: Provide support to victims of domestic violence, NQF Level 3, 4 credits.
- Total: 33 credits.

#### Youth:

- 243181: Demonstrate a basic understanding of the fundamentals of child and youth care work, NQF Level 3, 10 credits.
- 254176: Promote and uphold the rights of children and youth, NQF Level 3, 4 credits.
- 254177: Observe, record and report in a child and youth care work context, NQF Level 4, 5 credits.
- 120495: Demonstrate an understanding of children and youth at risk, and accused of crimes, NQF Level 4, 7 credits.
- 254178: Demonstrate basic caring skills for children and youth at risk, NQF Level 3, 6 credits.
- Total: 32 credits.

#### Organisational Development:

- 119361: Facilitate community access to resources, NQF Level 2, 10 credits.
- 123465: Measure and plan own performance and behaviour in line with roles and responsibilities in a project team, NQF Level 3, 5 credits.
- 119726: Participate in public education and advocacy campaigns in communities, NQF Level 3, 4 credits.
- 120085: Discuss the benefits and risks of engaging the media in different social contexts, NQF Level 4, 3 credits.
- 242814: Identify and explain the core and support functions of an organisation, NQF Level 3, 6 credits.
- 244589: Identify causes of stress and techniques to manage it in the workplace, NQF level 3, 2 credits.
- 13915: Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace, NQF Level 3, 4 credits.
- Total: 34 credits.

#### Teamwork:

- 116594: Function in a team, NQF Level 4, 4 credits.
- 242811: Prioritise time and work for self and team, NQF Level 4, 5 credits.
- 116714: Lead a team, plan, allocate and assess their work, NQF Level 3, 4 credits.
- Total: 18 credits.

#### **EXIT LEVEL OUTCOMES**

1. Explain the conceptual framework within which community development is understood.
2. Promote responsible citizenship and investigate community needs to ensure participation towards a community development process.
3. Develop an understanding of the relationships within a community.
4. Support community development initiatives.

Critical Cross-Field Outcomes:

This Qualification addresses the following Critical Cross-Field Outcomes:

- Identifying and solving problems in which responses indicate that responsible decisions using critical thinking have been made when: assessing and responding to community needs.
- Working effectively with others as a member of a team, group, organisation or community when: discussing and resolving issues related to community needs and responses.
- Organising and managing oneself and one's activities responsibly and effectively when: supporting community development issues.
- Collecting, analysing, organising and critically evaluating information when: investigating needs and potential solutions in a community.
- Communicating effectively using visual, mathematical and/or language skills in oral/written modes when: conducting research into community needs.
- Using science and technology effectively and critically, showing responsibility towards the environment and health of others when: preparing reports based on community needs and responses.
- Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation when: approaching different government departments and non-governmental organisations to assist in solving community needs.
- Contribute to the full personal development of the learner when: taking the lead in processes to deal with community needs and responses.

#### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit-Level Outcomes 1:

- Community development is explained within a particular SA context.
- The principles and values related to community development are explained using examples.
- The holistic and integrated framework that informs community development is explained with examples.
- The knowledge of community development is used to understand the needs of a selected community within a given context.
- Own role as a community development practitioner is reflected upon in a way which enables improvements in delivery.

Associated Assessment Criteria for Exit-Level Outcomes 2:

- The factors that drive the development of a community are understood for the purpose of better understanding how to encourage, motivate and stimulate participation by the community.
- The impact of the stages of human development on community needs is understood and assessed in order to evaluate and prioritise community development projects in a specific context.
- The Constitution is used to understand a human rights framework within which community development initiatives take place.

Associated Assessment Criteria for Exit-Level Outcomes 3:

- The relationships between community structures are described.
- The concepts of power and power relations are described with examples.
- The differences between political and civil society structures are explained with examples.
- The differences between public and private ownership are explained with examples.
- Various methods are used to facilitate community participation.
  - Range: "Methods" includes but is not limited to meetings, one-on-one, workshops, interviews, phone calls, home visits.

**Associated Assessment Criteria for Exit-Level Outcomes 4:**

- Information about a specific community is obtained through using a variety of methods/or a specific method.
  - Range: Methods include survey, profile, and interview, amongst others.
- Community needs are prioritised in consultation with key stakeholders using appropriate assessment methods.
  - Range: Assessment methods include formal, informal, baseline.
- Community consultation is facilitated to decide on a plan of action for a specific initiative intended to meet community needs
- Initiatives are implemented and evaluated in order to meet community needs and to measure the success or failure of each initiative.
- Processes to develop leadership are implemented to enhance sustainability of development initiatives.

**Integrated Assessment:**

Integrated assessment at this Level will evaluate the learner's ability to combine actions and ideas across a range of activities and knowledge areas. The integrated assessment must specifically assess the learner's ability to:

- Demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the performance standards required.
- Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken.

The assessment will require assessment methods that measure and evaluate evidence gathered from on-the-job activities. Since assessment practices must be open, transparent, fair, valid and reliable (ensuring that no learner is disadvantaged in any way whatsoever), an integrated assessment approach is incorporated into the qualification.

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 or will work. Where it is not possible to assess the learner in a workplace, 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. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the Unit Standards should be integrated and, during integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, foundational and reflexive competencies should be assessed. Assessment should further ensure that all Specific Outcomes, Embedded Knowledge and Critical Cross-Field Outcomes are evaluated in an integrated way, utilising Assessment Criteria contained within each Unit Standard.

Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience, as RPL assessment can be applied subject to the rules and criteria of the relevant ETQA.



**INTERNATIONAL COMPARABILITY**

This qualification has been compared to similar qualifications in other countries. This international comparability exercise has revealed that many countries have organisations that conduct some kind of community development. The extent to which training in this context takes place depends on a variety of factors: history of the country, community development tradition, size of rural population and so on. Various countries were reviewed, some with a strong community development culture and others quite the opposite. Countries often regarded as Western have strong community development movements, however the same environment in Africa is becoming stronger and more organised, particularly in terms of training and development.

Countries were selected because of their history and tradition of providing both community development services and training & education in providing those services. They include: England, Scotland, Northern Ireland, New Zealand and Australia.

**England:**

The City & Guilds NOS 3057 qualification in Community Development (Level 3) includes the following similar features: relationships and networking; identification of needs; supporting of initiatives; dealing with conflict. It has the following features not included in the proposed qualification: review of self; funding; skills development.

Other NVQ standards for Community Development work include similar competencies such as relationships; holistic approach; facilitation; frameworks. Others which are not included in the proposed qualification are those such as: develop NGOs; reflect on self. At Level 3 core unit standards include: relationships; facilitation; support; promotion of learning; identification of needs; working with the community; self-reflection. Electives include: funding; skills development; NGOs; facilitation; conflict/violence.

**Australia:**

CHC30802 is the Certificate in Community Services Work, which has outcomes such as administration; communication; frameworks; facilitation; an holistic approach; relationships and networks. Specific areas of learning which match the proposed qualification include: working with children and youth; supporting group activities; violence; cultural diversity; volunteerism. Areas which are not offered in the proposed qualification include: environmental work; information systems; alcohol and drug abuse; medical services; residential care; disabilities; working with the aged; mental health issues; working with specific indigenous groups.

**Northern Ireland:**

The QCA in that country has accredited the CCEA Level 2 Certificate in Working in the community, which requires 100 hours of contact time. The 5 core areas are: understanding community development; communications and teamwork; working in the community; attitudes, values and diversity; communications and planning. Elective areas include youth; care-giving; drugs; children; sport and recreation.

**New Zealand:**

The NZQA has a 57 credit Level 3 National Certificate in Community Support Services (core competencies). The core areas include: consumer rights; wellbeing; safety; cultural differences; specific indigenous groups; advocacy; risk & violence; ethics; project support; group work. Elective choices include: medication; promoting participation; specific indigenous groups; facilitation; grief and trauma counseling.

Scotland:

The SQA National Certificate in Community Involvement is at NQF Level 3. It includes the following mandatory areas of learning: relationships and communication; task and project management; self awareness; investigation; diversity.

Conclusion:

Very few countries offer a Qualification with these competencies at the relevant NQF Level. However, many parallels can be drawn when looking at core/compulsory and elective learning areas. Obviously specific indigenous groups will be unique to some areas/countries. Many foreign qualifications were strongly inclined toward medical and/or care-giving, and some included learning on self-reflection or awareness of self. The proposed qualification has a much broader range of elective options than offered elsewhere, a range which can be expanded over time.

No major adjustments to the proposed Qualification are indicated as a result of the international comparability.

The structure of the proposed Qualification is unique to South Africa and is appropriate for the unique needs of social services in this country as well as other neighbouring countries within the Southern Africa region. In short the qualification is at least on par with international comparatives, and may well be best practice as it brings together many of the key elements present in more than one of the foreign qualifications.

#### **ARTICULATION OPTIONS**

This qualification will be able to articulate with various other qualifications, some of which are listed below:

Possibilities for vertical articulation include (for example):

- ID: 57428: National Certificate: Youth development, NQF Level 4.
- ID: 60209: Further Education and Training Certificate: Child and youth care work, NQF Level 4.
- ID: 58396: Further Education and Training Certificate: Community Development: HIV/AIDS Support, NQF Level 4.
- ID: 49131: Further Education and Training Certificate: Community health work, NQF Level 4.

Possibilities for horizontal articulation within the guiding environment include (for example):

- ID: 49600: National Certificate: Development practice, NQF Level 3.
- ID: 22322: National Certificate: Health sciences and social services: Development services, NQF Level 3.
- ID: 49128: National Certificate: Community health work, NQF Level 3.

#### **MODERATION OPTIONS**

- Anyone assessing a learner, or moderating the assessment of a learner, against this qualification must be registered as an assessor or moderator with the relevant Education & Training Quality Assurance body (ETQA), or with an ETQA that has a Memorandum of Understanding (MOU) with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has an MOU with the relevant ETQA.

- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQAs (including professional bodies), and in terms of the moderation guideline detailed immediately below.

- Moderation must include both internal and external moderation of assessments at all exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Exit Level Outcomes of the qualification.

- 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, or with an ETQA that has an MOU with the relevant ETQA.

The options as listed above provide the opportunity to ensure that assessment and moderation can be transparent, affordable, valid, reliable and non-discriminatory.

### CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor or moderator of this qualification the applicant needs:

- To be declared competent in all the outcomes of the National Assessor Unit Standards.
- To be in possession of a relevant qualification.
- Minimum of two years practical and relevant occupational experience.

### UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2
Fundamental	9013	Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	7456	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Core	264436	Plan and prepare for a community development meeting	Level 2	4
Core	264434	Demonstrate understanding of an integrated and holistic framework for community development	Level 3	5
Core	264438	Demonstrate understanding of the principles that underpin community development in a selected context	Level 3	3
Core	264441	Develop community participation through active citizenship	Level 3	5
Core	264440	Explain the stages of human development and how these impact on the needs of a community	Level 3	3
Core	264437	Explore social relationships in a community	Level 3	6
Core	264439	Gather data to support Community Development initiatives	Level 3	6
Core	244584	Investigate ways of contributing towards community development	Level 3	5
Core	119519	Lead group discussions	Level 3	6
Core	264435	Understand and implement a range of basic financial operations	Level 3	5
Core	116389	Write a technical report	Level 4	4
Elective	120308	Apply knowledge of self in order to make a personal decision	Level 2	3

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	244255	Care for babies, toddlers and young children	Level 2	10
Elective	117884	Demonstrate an understanding of gender violence	Level 2	4
Elective	117883	Demonstrate an understanding of violence and victimisation affecting children and youth	Level 2	5
Elective	117881	Demonstrate an understanding of volunteerism	Level 2	3
Elective	117894	Demonstrate and apply knowledge and understanding of Gender Equality and Women's Empowerment to raise awareness and promote change	Level 2	5
Elective	244604	Demonstrate understanding of abuse and possible coping mechanisms	Level 2	2
Elective	117885	Develop and support communities in Victim Empowerment	Level 2	5
Elective	117893	Empower self and others by engaging in dialogue with individuals and small groups in support of Gender Equality and Women's Empowerment	Level 2	6
Elective	119361	Facilitate community access to resources	Level 2	10
Elective	244606	Identify ways of managing relationships in own life	Level 2	2
Elective	244262	Interact with babies, toddlers and young children	Level 2	5
Elective	117880	Support Gender Equality and Women's Empowerment by planning and implementing activities within specific contexts	Level 2	6
Elective	254404	Advise on access to gender related services and structures	Level 3	4
Elective	116966	Apply knowledge of self and own situation to manage risks resulting from change in the workplace	Level 3	3
Elective	244611	Apply problem-solving techniques to make a decision or solve a problem in a real life context	Level 3	2
Elective	119731	Assist victims in their interaction with the Criminal Justice System	Level 3	4
Elective	119730	Co-ordinate volunteer activities	Level 3	4
Elective	254181	Demonstrate a basic understanding of the fundamentals of child and youth care work	Level 3	10
Elective	254178	Demonstrate basic caring skills for children and youth at risk	Level 3	6
Elective	117895	Demonstrate how society and socially constructed roles impact on gender attitudes and behaviours and contribute to women's oppression	Level 3	8
Elective	13915	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	4
Elective	244568	Demonstrate knowledge and understanding of effective study methods and techniques	Level 3	3
Elective	242894	Demonstrate knowledge of gender, equity and diversity issues in development projects	Level 3	6
Elective	254222	Demonstrate stress management techniques as a self-help tool	Level 3	4
Elective	244578	Describe how to manage reactions arising from a traumatic event	Level 3	2
Elective	244591	Design ways in which individuals in a community can contribute towards creating a caring environment for people who are vulnerable	Level 3	3
Elective	119724	Give assistance to victims of crime, violence and human rights abuses	Level 3	4
Elective	242814	Identify and explain the core and support functions of an organisation	Level 3	6
Elective	244589	Identify causes of stress and techniques to manage it in the workplace	Level 3	2
Elective	119722	Identify intervention services and provide support to children and youth victims of abuse and neglect	Level 3	4
Elective	116714	Lead a team, plan, allocate and assess their work	Level 3	4
Elective	119915	Manage personal expenditure	Level 3	3
Elective	123465	Measure and plan own performance and behaviour in line with roles and responsibilities in a project team	Level 3	5
Elective	119726	Participate in public education and advocacy campaigns in communities	Level 3	4
Elective	244468	Prepare resources and set up the environment to support the development of babies, toddlers and young children	Level 3	5

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	254176	Promote and uphold the rights of children and youth	Level 3	4
Elective	119733	Promote community participation in and awareness of Restorative Justice	Level 3	3
Elective	117493	Provide information about HIV and AIDS and treatment options in community care and support situations	Level 3	6
Elective	119732	Provide support to victims of domestic violence	Level 3	4
Elective	244259	Support children and adults living with HIV and AIDS	Level 3	8
Elective	244462	Work with families and communities to support Early Childhood Development	Level 3	5
Elective	254185	Apply basic communication skills in interactions with children and youth at risk	Level 4	8
Elective	255915	Conduct volunteer services in a specific environment	Level 4	5
Elective	120495	Demonstrate an understanding of children and youth at risk, and accused of crimes	Level 4	7
Elective	254182	Demonstrate knowledge of activities within programming, and implement activities in child and youth care work	Level 4	10
Elective	255916	Describe volunteer operations	Level 4	3
Elective	120085	Discuss the benefits and risks of engaging the media in different social contexts	Level 4	3
Elective	116594	Function in a team	Level 4	4
Elective	254177	Observe, record and report in a child and youth care work context	Level 4	5
Elective	242811	Prioritise time and work for self and team	Level 4	5
Elective	120029	Promote Gender Equality and Women's Empowerment through education, training and development	Level 4	6

#### **LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**

**None**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Demonstrate understanding of an integrated and holistic framework for community development***

<b>SAQA US ID</b>		<b>UNIT STANDARD TITLE</b>	
264434		Demonstrate understanding of an integrated and holistic framework for community development	
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Development			
<b>FIELD</b>		<b>SUBFIELD</b>	
5 - Education, Training and Development		Adult Learning	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 3	5

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

**SPECIFIC OUTCOME 1**

Demonstrate understanding of an integrated and holistic framework for community development.

**SPECIFIC OUTCOME 2**

Identify and explain government policies which have an impact on community development.

**SPECIFIC OUTCOME 3**

Work as part of a team to promote a holistic and integrated approach to community development initiatives.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	66749	National Certificate: Community Development	Level 3



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Understand and implement a range of basic financial operations*

SAQA US ID		UNIT STANDARD TITLE	
264435		Understand and implement a range of basic financial operations	
ORIGINATOR		PROVIDER	
SGB Development			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	5

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

**SPECIFIC OUTCOME 1**

Compile and use a budget.

**SPECIFIC OUTCOME 2**

Receive and receipt funds.

**SPECIFIC OUTCOME 3**

Utilise a petty cash system.

**SPECIFIC OUTCOME 4**

Conduct basic banking transactions.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	66749	National Certificate: Community Development	Level 3



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Plan and prepare for a community development meeting*

SAQA US ID	UNIT STANDARD TITLE		
264436	Plan and prepare for a community development meeting		
ORIGINATOR	PROVIDER		
SGB Development			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	4

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

**SPECIFIC OUTCOME 1**

Plan and organise a community development meeting for a specific purpose.

**SPECIFIC OUTCOME 2**

Identify and invite participants to the meeting.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

ID	QUALIFICATION TITLE	LEVEL
Core 66749	National Certificate: Community Development	Level 3





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Explore social relationships in a community***

SAQA US ID	UNIT STANDARD TITLE		
264437	Explore social relationships in a community		
ORIGINATOR	PROVIDER		
SGB Development			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

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

**SPECIFIC OUTCOME 1**

Explain the role and impact of social structures and relationships on community development.

**SPECIFIC OUTCOME 2**

Explain the impact of social dynamics within the context of community development.

**SPECIFIC OUTCOME 3**

Investigate the role and impact of diversity on community development.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	66749	National Certificate: Community Development	Level 3



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Demonstrate understanding of the principles that underpin community development in a selected context*

SAQA US ID	UNIT STANDARD TITLE		
264438	Demonstrate understanding of the principles that underpin community development in a selected context		
ORIGINATOR	PROVIDER		
SGB Development			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3

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

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of principles and values that underpin community development.

**SPECIFIC OUTCOME 2**

Describe the importance and role of participation in community development.

**SPECIFIC OUTCOME 3**

Demonstrate knowledge of the principles of empowerment and social learning.

**SPECIFIC OUTCOME 4**

Describe the concept of ownership in relation to community development.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	66749	National Certificate: Community Development	Level 3



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Gather data to support Community Development initiatives*

SAQA US ID	UNIT STANDARD TITLE		
264439	Gather data to support Community Development initiatives		
ORIGINATOR	PROVIDER		
SGB Development			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	6

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

**SPECIFIC OUTCOME 1**

Demonstrate understanding of community related data collection techniques.

**SPECIFIC OUTCOME 2**

Explain the requirements for collecting data.

**SPECIFIC OUTCOME 3**

Explain own role in collecting data.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	66749	National Certificate: Community Development	Level 3



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

*Explain the stages of human development and how these impact on the needs of a community*

SAQA US ID		UNIT STANDARD TITLE	
264440		Explain the stages of human development and how these impact on the needs of a community	
ORIGINATOR		PROVIDER	
SGB Development			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	3

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

**SPECIFIC OUTCOME 1**

Understand the stages of human development in terms of the changes individuals, groups and communities go through.

**SPECIFIC OUTCOME 2**

Identify and explain the needs of each developmental stage.

**SPECIFIC OUTCOME 3**

Explore the impact of the stages of human development on community needs.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	66749	National Certificate: Community Development	Level 3



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Develop community participation through active citizenship*

SAQA US ID	UNIT STANDARD TITLE		
264441	Develop community participation through active citizenship		
ORIGINATOR	PROVIDER		
SGB Development			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	5

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

**SPECIFIC OUTCOME 1**

Describe ways to promote community participation.

**SPECIFIC OUTCOME 2**

Explain the relationship between human rights and community participation.

**SPECIFIC OUTCOME 3**

Develop a plan to promote active citizenship and community participation.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	66749	National Certificate: Community Development	Level 3