

No. 635

5 June 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

**Community 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.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 06 July 2009**. All correspondence should be marked **Standards Setting – Task Team for Community Development** and addressed to

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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:*****Further Education and Training Certificate: Community Development***

SAQA QUAL ID	QUALIFICATION TITLE		
67509	Further Education and Training Certificate: Community Development		
ORIGINATOR		PROVIDER	
Task Team - Community Development			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	5 - Education, Training and Development	Adult Learning	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	125	Level 4	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 Further Education and Training Certificate Qualification has been designed for people who are interested or involved in planning and implementing a variety of community development initiatives and processes across a variety of social and economic contexts. This Qualification forms part of a learning and career pathway in community development and provides access to further learning within the current regulatory framework.

This Qualification will facilitate the development of people who may be fulfilling the role of community development workers towards empowering communities to manage their own integrated, sustainable development and the alleviation of poverty. The Qualification ultimately aims to provide community development workers with the necessary skills and competencies to create a better life for all.

The learners credited with this Qualification would include people interested or involved in community development practice and/or initiatives in one or more of the following sectors:

- Traditional, Local, Provincial and Central Government.
- Social Development.
- Youth Development.
- Early Childhood Development (ECD).
- Health.
- Education (Formal, informal and non-formal).
- Public Works.
- Agriculture.
- Water Affairs and Forestry.
- Gender Equality and Women's Empowerment.
- Victim Empowerment.
- Conflict Management.
- Civil Society Organisations (CBOs, NGOs and FBOs, Foundations and Trusts).
- Corporate Social Responsibility.
- Co-operatives.

This Qualification will help the learner improve their understanding of their roles and responsibilities in the field of community development and it will provide them with the knowledge, skills and attitudes to operate in an effective and efficient manner within the community arena.

The successful learner will be able to:

- Apply theories/approaches of community development in a specific context.
- Facilitate a community initiative/process.
- Build and maintain relationship in a specific community context.
- Plan and manage an integrated community development project in a specific context.
- Demonstrate understanding of the holistic and integrated regulatory framework impacting on community development in a specific context.

Rationale:

South Africa is a country where a large segment of its population is reliant on the services and support of the government, NGOs and other organisations. The community development sector potentially involves more than a million people working in it. It could be said that any project involving development practitioners would fall within this category.

This Qualification is an important step forward in South Africa's developmental agenda as it will provide some of the fundamental building blocks of the public service and attempts to create a better life for all South African citizens, especially the poor and marginalised communities.

The Qualification will begin to bridge the gap between the government and those in greatest need of the services provided by the state. As South Africa's developmental agenda evolves in line with the country's broader social and economic imperatives, so does the Qualification.

This Qualification will be a valuable tool in the community development work environment and in helping the South Africa people enjoy a better life. In short it will help to:

- Improve social equity and justice.
- Enhance service delivery by all organisations.
- Deepen the country's democracy.
- Contribute to citizen education and development.

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

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

- Mathematical Literacy at NQF Level 3.
- Communication at NQF Level 3.
- National Certificate: Community Development at NQF Level 3.

The above can be achieved either through a previous Qualification, or through the process of Recognition of Prior Learning (RPL), which assesses workplace-based experiential learning.

Recognition of Prior Learning:

The Qualification can be achieved in whole or part through the Recognition of Prior Learning (RPL). Learners obtaining the whole Qualification through RPL and wishing to be declared competent are required to complete a practical assessment component for the purpose of such recognition. This implies that 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 components stipulated in the Qualification and by the Exit Level Outcomes.

Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment, and may be required to submit a Portfolio of Evidence (POE) in the prescribed format and/or undergo a workplace assessment 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 Exit Level Outcomes.

Access to the Qualification:

Access is open to all learners bearing in mind the learning assumed to be in place.

### **QUALIFICATION RULES**

The Qualification is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totalling a minimum of 125 Credits.

Fundamental component:

Fundamental Component (56 Credits) Compulsory for all learners.

The Fundamental Component consists of the following learning, which is compulsory for all learners:

- Unit standards at Level 4, totalling 16 Credits in Mathematical Literacy.
- Unit standards at Level 4, totalling 20 Credits in Communication in a First South African Language.
- Unit standards at Level 3, totalling 20 Credits in Communication in a Second South African Language.

It is therefore compulsory for learners to do Communication in two different South African languages, one at Level 4 and the other at Level 3.

Core component:

All unit standards to the value of 54 Credits are compulsory.

Elective component:

Learners are to choose a specialisation area and complete a minimum of 15 Credits from the Unit standards listed under that specific specialisation area to attain a minimum of 125 Credits required for certification purposes. The specialisation areas are as follows:

Volunteerism:

- ID 120077: Implement volunteer projects, NQF Level 4, 5 Credits.
  - ID 252179: Manage volunteers in sport, NQF Level 5, 5 Credits.
  - ID 254068: Recruit, induct and manage volunteers, NQF Level 5, 6 Credits.
  - ID 243615: Manage and support volunteers in a community recreation environment, NQF Level 4, 4 Credits.
- (Total Credits 20).

Early Childhood Development:

- ID 244484: Demonstrate knowledge and understanding of the development of babies, toddlers and young children, NQF Level 4, 8 Credits.

- ID 244481: Evaluate an Early Childhood Development (ECD) service, NQF Level 5, 6 Credits.
  - ID 244462: Work with families and communities to support Early Childhood Development, NQF Level 3, 5 Credits.
  - ID 244472: Prepare early childhood development programmes with support, NQF Level 4, 6 Credits.
  - ID 244259: Support children and adults living with HIV and AIDS, NQF Level 3, 8 Credits.
  - ID 254176: Promote and uphold the rights of children and youth, NQF Level 3, 4 Credits.
- (Total Credits 37).

Gender:

- ID 120036: Analyse the role of institutions in developing and perpetuating gender inequality, NQF Level 4, 5 Credits.
  - ID 120033: Conduct gender audits to deal with, redress equity and diversity within organisations, NQF Level 4, 6 Credits.
  - ID 120031: Promote and inform women's empowerment and gender practices, NQF Level 4, 5 Credits.
  - ID 120030: Identify and apply principles of social justice to empower women at different levels of society, NQF Level 4, 5 Credits.
  - ID 120029: Promote gender equality and women's empowerment through education, training and development, NQF Level 4, 6 Credits.
- (Total Credits 27).

HIV/Aids:

- ID117507: Develop and implement a client ARV treatment plan, NQF Level 4, 6 Credits.
  - ID252532: Provide ongoing counselling and support to individuals infected or affected by HIV/AIDS, NQF Level 4, 3 Credits.
  - ID252533: Provide pre and post HIV test counselling, NQF Level 4, 5 Credits.
  - ID244574: Apply knowledge of HIV/AIDS to a specific business sector and workplace, NQF Level 3, 4 Credits.
  - ID252510: Demonstrate knowledge and understanding of HIV and AIDS, other Sexually Transmitted Infections (STIs) and Tuberculosis (TB) for counselling purposes, NQF Level 4, 3 Credits.
  - ID114491: Educate and work closely with the community with regard to sexually transmitted infections (STIs) including Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS), NQF Level 4, 10 Credits.
  - ID116759: Initiate a ministry in a church or community for people living with HIV/AIDS, NQF Level 4, 10 Credits.
- (Total Credits 41).

Youth:

- ID 254185: Apply basic communication skills in interactions with children and youth at risk, NQF Level 4, 8 credits.
  - ID 254184: Apply behaviour management and support techniques in routine child and youth care work contexts, NQF Level 4, 10 credits.
  - ID 254187: Demonstrate basic interpersonal skills with children and youth at risk, and their families, NQF Level 4, 12 credits.
  - ID 254180: Demonstrate knowledge of lifespan development theories for application in child and youth care work, NQF Level 4, 5 Credits.
  - ID 254174: Demonstrate knowledge of the developmental approach to therapeutic work with children and youth at risk, NQF Level 4, 5 Credits.
  - ID 254175: Describe the use of relationships for developmental and therapeutic ends in child and youth work, NQF Level 4, 8 Credits.
- (Total Credits 53).

**Victim Empowerment:**

- ID 120076: Demonstrate an understanding of prevention in victim empowerment, NQF Level 4, 4 Credits.
  - ID 120084: Establish and maintain strategic partnerships and referral systems in the victim empowerment sector, NQF Level 4, 3 Credits.
  - ID 120078: Explain victim empowerment programmes using the public health approach and principles of social justice, NQF Level 4, 3 Credits.
  - ID 120082: Provide interventions in gender violence, NQF Level 4, 8 Credits.
  - ID 120081: Provide support to child victims of abuse, neglect and exploitation, NQF Level 4, 4 Credits.
  - ID 120079: Provide support to victims of serious violent crimes, NQF Level 4, 4 Credits.
  - ID 119721: Support marginalised, "at risk" and vulnerable individuals and groups and identify appropriate referral services, NQF Level 4, 8 Credits.
- (Total Credits 34).

**Local Economic Development:**

- ID 110472: Outline the environment of local government, NQF Level 4, 6 Credits.
  - ID 110475: Demonstrate and apply a knowledge and understanding of the basic economic concepts central to local economic development, NQF Level 4, 6 Credits.
  - ID 110484: Participate in local economic development related meetings and facilitate the necessary flow of local economic development information, NQF Level 4, 6 Credits.
  - ID 110501: Identify and explain the application of a range of concepts and tools for local economic development, NQF Level 4, 8 Credits.
  - ID 110502: Demonstrate and apply knowledge and understanding of the roles, functions and responsibilities of the main stakeholders and role players in local economic development, NQF Level 4, 4 Credits.
- (Total Credits 30).

**Generic Management:**

- ID 242842: Plan and prepare for an effective presentation, NQF Level 4, 2 Credits.
  - ID 242839: Research content for a presentation, NQF Level 4, 2 Credits.
  - ID 242810: Manage expenditure against a budget, NQF Level 4, 6 Credits.
  - ID 242817: Solve problems, make decisions and implement solutions, NQF Level 4, 8 Credits.
  - ID 242819: Monitor and build a team, NQF Level 4, 10 Credits.
  - ID 117499: Demonstrate entrepreneurial competence, NQF Level 4, 12 Credits.
- (Total Credits 38).

**Life Skills:**

- ID 243949: Source information about self-employment opportunities, NQF Level 4, 3 Credits.
  - ID 243947: Develop self within the job role, NQF Level 4, 4 Credits.
  - ID 115391: Demonstrate an understanding of the principles of the internet and the world-wide-web, NQF Level 4, 3 Credits.
  - ID 117928: Describe the application and effect of Information and Communication Technologies (ICT) on society, NQF Level 4, 5 Credits.
  - ID 123459: Manage self-development in the workplace, NQF Level 4, 6 Credits.
- (Total Credits 21).

**Sports:**

- ID 243299: Adapt available spaces in the community as a sports or fitness facility, NQF Level 4, 5 Credits.

- ID 243303: Create, improvise and organise sports activities, NQF Level 4, 6 Credits.
  - ID 243300: Lead a community sport activity, NQF Level 4, 12 Credits.
  - ID 243293: Promote sport activity in a community, NQF Level 4, 4 Credits.
- (Total Credits 19).

### **EXIT LEVEL OUTCOMES**

On achieving this Qualification, the learner will be able to:

1. Apply theories/approaches of community development in a specific context.
2. Facilitate a community initiative/process.
3. Build and maintain relationship in a specific community context.
4. Plan and manage an integrated community development project in a specific context.
5. Demonstrate understanding of the holistic and integrated regulatory framework impacting on community development in a specific context.

Critical Cross-field Outcomes:

This Qualification addresses the following Critical Cross-field Outcomes, in the indicated Exit Level Outcomes.

- a) Identifying and solving problems pertaining to the facilitation and managing of an integrated community development project.
- b) Working effectively with others to build and maintain relationships related to community needs and responses.
- c) Organising and managing oneself and one's activities when supporting community development initiatives/processes.
- d) Collecting, analysing, organising and critically evaluating information which has an impact on community development in specific context.
- e) Communicating effectively when dealing with stakeholders and facilitating and responding to an integrated community development project.
- f) Using science and technology effectively and critically when preparing and distributing reports based on the needs and requirements of a specific community development initiative.
- g) Demonstrating an understanding of the world as a set of related systems where meeting the needs of a particular community has a positive impact on the creation of a better life for all South African citizens.

All of the above contribute to the full personal development of each learner and the social and economic development of society at large by ensuring they participate as responsible citizens in the life of local, national and global communities in terms of community development issues.

### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcomes 1:

- The concept of community development theories/approaches is explained indicating the advantages to all stakeholders.
- Theories of community development are explained with examples applicable in terms of their applicability to the South African context.
- Applicable theories for community development in a specific context are identified for a given context.
- The principles of community development processes are applied within a specific context in a real or simulated environment.

- The relationship between theory, history and policy are explained in terms of how they relate to each other.

Associated Assessment Criteria for Exit Level Outcomes 2:

- Access to resources and services is described in terms of community development in a specific context.
- Meetings and workshops are implemented, facilitated and evaluated by using systematic processes.
- Participatory approaches are applied within the community initiative/process.
- Stakeholder engagement is sought and encouraged in order to enhance sustainability of community development activities.
- Planning and management of the project is appropriate to meet the specific community develop objectives.
- Information sharing is described in terms of the advantages to all parties.

Associated Assessment Criteria for Exit Level Outcomes 3:

- Community dynamics are described for a specific community development context.
  - Range: Community dynamics may include but are not limited to conflict management, cultural sensitivity, social protocol, negotiations, gender equity and equality, diversity.
- The principles and practices of leadership and management are explained and applied within a specific context in community development.
- Communication with all stakeholders is practised in accordance with specific requirements.
- Networking practices are explained in terms of how they operate and their benefits for given situations.
- Conflict situations are dealt with in accordance with accepted international practices.
- Relationships with all stakeholders are built and maintained in a manner that enhances commitment and buy-in.
- Advocacy and lobbying concepts are explained in terms of where and how they can be applied to given situations.
- The impact and use of media/current affairs is explained in terms of supporting and advancing community development.
  - Range: The impact and use of media/current affairs refers to the impact of local, national and international issues on community development.

Associated Assessment Criteria for Exit Level Outcomes 4:

- Project management tools and techniques are used and applied in the context of community development requirements.
- Leadership and management provided is appropriate to the context.
- Finances are explained in relation to a specific community development context.
  - Range: Finances may include but are not limited to understanding budgets, fund raising and expenses.
- Resources are arranged and employed in accordance with the community development plan and objectives.
  - Range: Resources refers to financial and non-financial resources.
- Research and/or a SWOT analyses are conducted specific to community development requirements and modus operandi.

Associated Assessment Criteria for Exit Level Outcomes 5:

- Applicable legislation is identified for a specific target group.
- The impact of legislation and/or policies is explained for specific community development projects.

- Legislation is explored in order to enhance the positive impact on community development in South Africa.

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**

The purpose of this International Comparability study is to facilitate the development of a meaningful learning path and its associated curriculum incorporating both theoretical and practical vocational skills which will ensure compatibility, comparability and compliance with existing international Qualification specifications and regulations.

This Qualification was compared with equivalent qualifications and/or courses from a range of countries. The international comparability study showed that many countries do have education, training and development organisations that offer learning interventions in the field of community development. These countries were Scotland, Australia, United Kingdom, Canada, United States of America and New Zealand.

Training Qualifications and Courses referred to in this international comparability were:

Scotland:

Glasgow Council for the Voluntary Sector (GCVS).

Course Title: Community Work-Level 2.

**Mandatory:**

- Make relationships within communities.
- Contribute to the development of community groups/networks.
- Assisting community groups to prioritise needs, rights and objectives.
- Work with communities to select options and make plans for collective action.
- Contribute to collective action within a community.
- Identify and reflect on own practice, knowledge and values.

**Optional-Choose 1:**

- Contribute to the review of needs, opportunities, rights and responsibilities within a community.
- Help ensure the best use of resources.
- Identify and take action to meet own learning and development needs.

Course Title: Community Work-Level 3.

**Mandatory:**

- Build relationships within and with communities and organisations.
- Facilitate the development of community groups/networks.
- Promote and support learning from practice and experience.
- Support communities to plan and take collective action.
- Work with communities to identify needs, opportunities, rights and responsibilities.
- Support communities to monitor and review action for change.
- Review own practice, knowledge and values.

**Optional-Choose 2:**

- Review and develop funding and resources.
- Develop people's skills and roles within community groups/networks.
- Develop and review community-based organisational structures.
- Facilitate ways of working collaboratively.
- Support individuals, community groups and communities to deal with conflict.

The two courses offered by Glasgow Council for the Voluntary Sector (GCVS) on Community Work, are compatible with this Qualification and parts of the Level 3 Qualification. All subject matter is covered in ours but possibly to different level of complexity.

Course Title: Health and Social Care-Level 3.

**Mandatory:**

- Promote effective communication for and about individuals.
- Promote, monitor and maintain health, safety and security in the working environment.
- Reflect on and develop your practice.
- Promote choice, well-being and the protection of individuals.

**Optional-Choose 4:**

- Contribute to care planning and review.
- Contribute to planning, monitoring and reviewing the delivery of service for individuals.
- Support individuals to access and use services and facilities.
- Support individuals to develop and maintain social networks and relationships.

- Support the social, emotional and identity needs of individuals.
- Prepare your family and networks to support individuals requiring care.
- Contribute to the prevention and management of abusive and aggressive behaviour.
- Provide frameworks to help individuals to manage challenging behaviour.

The above course on Health and Social Care, offered by Glasgow Council for the Voluntary Sector (GCVS) is not very compatible with this Level 4 Qualification and its Exit Level Outcomes as it focuses more on the provision of health issues and not community development as a whole.

Reid Kerr College:

Course Title: National Certificate-Working with Communities (Levels4/5):

- Introduction to people and society.
- Information technology.
- Skills for effective learning.
- Communication.
- Introduction to setting up and working with groups.
- Work experience.
- Community work induction.
- Roles and behaviours.
- Committee skills.
- Numeracy.

Course Title: Higher National Certificate-Working with Communities (Level 7):

- Accountability for and management of resources.
- Social science approaches.
- Principles and practice.
- Preparing to work with community groups.
- Workplace practice.
- Adult learning.
- Working with young people.
- Capacity building.
- Promoting health.

The two courses offered by the Reid Kerr College-Working with Communities (Levels4/5) and Working with Communities (Level 7), have areas of compatibility and have areas that are different. Their Level 4/5 course has modules which are part of our Fundamental component and the Level 7 one has a module on health promotion.

Australia:

Chisholm Institute (TAFE Courses) 2 years full time.

Course Title: Diploma of Community Development.

Core Subjects:

- Undertake systems advocacy.
- Implement a community development strategy.
- Develop and implement a community development strategy.
- Develop and implement community programmes.
- Develop community resources.

- Support community action.
- Support community leadership.
- Develop, implement and promote effective communication techniques.
- Respond holistically to client issues.
- Meet statutory and organisational information requirements.
- Develop new networks.
- Work with other services.
- Implement and monitor OHS policies and procedures.
- Undertake research activities,
- Develop and implement policies,
- Manage research activities,

Elective Subjects:

- Provide advocacy and representation.
- Undertake administrative work.
- Facilitate the development of community capacity to manage place.
- Establish and maintain community, government and business partnerships.
- Provide community education projects.
- Identify and respond to children and young people at risk of harm.
- Work effectively with culturally diverse clients and co-workers.
- Assess and deliver services to clients with complex needs.
- Recruit and co-ordinate volunteers.
- Provide mentoring support to colleagues.
- Devise and conduct community consultation.
- Manage volunteers.
- Work autonomously.

The Diploma of Community Development offered by Chisholm Institute, is very compatible with the Level 4 Further Education and Training Certificate Qualification and the contents are included in either the Specific Outcomes or Assessment Criteria. It must be noted that they do offer additional modules, which are included in the level 3 Qualification and possible level 5 Qualification.

Age Concern (Pty) Ltd.

Course Title: Certificate II in Community Services Work (CHC20202).

Core Units:

- Prepare for work in the community services industry.
- Communicate with people accessing the services of the organisation.
- Follow the organisations policies, procedures and programs.
- Work with others.
- Follow OHS procedures.

Elective Units:

- Provide care support that is responsive to the specific nature of dementia.
- Comply with information requirements of aged care and community care sectors.
- Respond effectively to difficult or challenging behaviour.
- Orientation to aged care work.
- Provide personal care.
- Provide physical assistance with medication.

Course Title: Certificate II in Community Services Work (CHC20202):

- Comply with information requirements of aged care and community care sectors.
- Work effectively in a home and community care environment.
- Provide support to the older person.
- Provide personal care in a home and community care environment.
- Support the older person to meet their emotional and psychological needs.
- Provide care support that is responsive to the specific nature of dementia.
- Facilitate cooperative behaviour.
- Communicate appropriately with clients and colleagues.
- Participate in safety procedures for direct care work.
- Assist with self medication.
- Orientation to aged care work.
- Work effectively with culturally diverse clients and co-workers.
- Orientation to disability work.
- Provide care and support community.

The above courses do not compare favourably with this South African Qualification. They offer a more specific subject/method of dealing with health related work and caring for sick people, as opposed to more generic community development competencies.

United Kingdom:

University of Westminster-London.

Course Title: International Community Development (1 year full time):

- Promoting social and inclusion through issues such as poverty, economic development, housing, health education and urban regeneration.
- Promoting the perspective that local initiatives need to be placed in a global context.

This one year course is compatible with certain of the Unit Standards with the South African Level 4 Qualification. It is however pitched at a much higher level of learning (possibly post graduate).

Faith Based Regeneration Network (FBRN)-London.

Course Title: Faith Community Development Course:

- How to organise and manage projects.
- Tips on working with children and vulnerable adults.
- Understanding the importance of diversity, faiths and leadership.
- Visiting five different places of worship.

The course offered by FBRN is only slightly compatible with this Level 4 Qualification and that is the module on understanding how to manage a project. The rest of the course is very focused on a faith based approach.

Canada:

Course Title: Indigenous Leadership and Community Development:

First Semester:

- Leadership, self and identity.

- Media, literature and representation.
- Expression and voice.
- Introduction to economics.
- Introduction to social and political thought.
- Computer applications.

Second Semester:

- Leadership on contemporary communities.
- Introduction to development theory.
- Research methods.
- Political economies.
- Post-Colonial discourse.
- History of social change.

Third Semester:

- Community healing and self-reliance.
- Indigenous development.
- Re-thinking leadership.
- Common ground: Diversity and cultural discourse.
- Canadian law, policy and politics.

Fourth Semester:

- Writing power.
- Community relationships: Liaison and consultation.
- Transformational leadership.
- Interest-based mediation.
- Community dialogue and process.

Fifth Semester:

- Accountability frameworks.
- Community resource management.
- Social and strategic planning.
- Rural and remote development.
- Community consensus building.

Sixth Semester:

- Community advocacy and mobilisation.
- Financial accountability.
- Building community capacity.
- Rural and remote development: Case studies.
- Negotiation strategies.

Seventh Semester:

- Ethical administration.
- Directed research paper.
- Public interest education.
- Globalisation: International political economy.
- Policy analysis and development.

Eighth Semester:

- Reciprocity in practice.
- Case studies in indigenous leadership.
- Project management and evaluation.
- Case studies in international sustainable development.
- Bridging communities.

The Indigenous Leadership and Community Development course has some comparability to this Level 4 Qualification. It must be noted however, that the above programme is conducted over four years and spread over eight semesters and therefore contains considerably more subjects and data. Some is at the same level while most is at a higher level.

United States of America:

International Institute for Sustainable Development (IISD)-Colorado:

Courses in Community-Based Development:

Course Title: Micro-finance Projects: Sustainable Community Development and the Role of Women:

- What is a micro-enterprise.
- Role and impact of micro-enterprise.
- Types of micro-enterprises.

Course Title: Community-based mapping:

- Basic principles, theories and ethics of community-based mapping and its role in community-based development.
- Mapping methods and tools to achieve objectives.
- Various political, cultural and social organisational factors in community-based mapping projects.
- Collect and map geographic information.
- Locate and utilise existing geographic information data sets.
- Features and operation of Geographic Position Systems (GPS) and Geographic Information Systems (GIS) and applications in community-based mapping.

Course Title: Community Capacity Building:

- Understand the basic assumptions of community capacity building.
- Link the theory of community capacity building to real world applications.
- Describe various examples of community building initiatives.
- Design a community capacity building initiative for their community or development project.

Course Title: Technology in Community-Based Development:

- Understand the history and basic principles of appropriate technology.
- Work with communities to analyse their situation, develop strategic directions and generate appropriate technology packages.
- Support community-based technology generation efforts by creating linkages to information and resources.

Course Title: Community Mobilisation and Organisation:

- Understand the role of community mobilisation in the context of human rights-based approaches to community development.
- Better understand the causes and psychological affects of poverty oppression.
- Better communicate with individuals and communities to enhance trust and solidarity.
- Assist communities in the analysis and transformation of their world.

Course Title: Grassroots Leadership Development:

- Promoting leadership qualities and competencies.
- Case studies of historical and contemporary leaders.
- Self image analysis.
- Developing a positive, proactive mental attitude.
- Understand the role of empathetic listening and effective communication as a key element toward improving interpersonal skills.
- Managing conflicts.
- Discerning organisational climate.
- Aligning an unaligned group toward cohesiveness.
- Creating a shared vision.
- Analysing core problems.
- Building action plans to overcome the problems.

Course Title: Participatory Monitoring and Evaluation:

- Plan a monitoring and evaluation project.
- Develop evaluation questions that address stakeholders needs.
- Select the most appropriate data collection method for a given situation.
- Effectively communicate monitoring and evaluation data.
- Use the monitoring information to achieve continuous improvement.

Course Title: Participatory Research and Development:

- Compare different participatory research and action approaches.
- Understand the basic principles that underlie ethical research.
- Incorporate participatory leaning methodologies into community development activities.
- Design a participatory research project for your community or project area.

Course Title: Gender Equity in Development:

- Compare women in development vs. gender equity approaches.
- Incorporate gender equitable methodologies into community development activities.
- Design a gender equitable project for your community or project area.

Course Title: Approaches to Community-Based Development:

- The historical development and underlying assumptions of different approaches to community development.
- The issues faced by the rapidly changing field of community development.
- The structural and practical issues that promote or detract from the goal of community empowerment.

Of the courses offered by International Institute for Sustainable Development (IISD) in Community-Based Development some are not very compatible to this Level 4 Qualification as they cover specific issues around the microenterprise and geographic information and other courses have many areas of compatibility to the South African Level 4 one and many of the modules can be found in the Unit Standards and Specific Outcomes.

Baháí Centers of Learning-Washington:

Course Title: Community Development Course:

- Spiritual parenting.
- Youth empowerment.
- Spiritual foundation for race unity.
- Spiritual foundations for marriage and family life.
- Fundamental verities.
- Spiritual foundations for the equality of women and men.

The above Bahá'í Centers of Learning course in Community Development is not very compatible to this Qualification as it is more faith (spiritual) and youth based  
Covenant College-Georgia:

Course Title: Community Development Course:

- Theory of community development.
- Quantitative research for field settings.
- Living and working in a multicultural context.
- Community development principles and issues.
- Cross-cultural social science research methods.
- U.S. research internship in community development.
- International research internship in community development.
- Senior seminar in community development.

The Covenant College course on Community Development compares quite favourably with this Level 4 Qualification as most of the subjects are found in the Specific Outcomes and Assessment Criteria of the Unit Standards.

New Zealand:

New Zealand Qualifications Authority (NZQA):

Course Title: National Certificate in Community Support Services (57 Credits):

Unit Standards-Compulsory:

- ID 1836: Recognise indicators and describe responses to suspected abuse of people using health or disability services, Level 3, 4 Credits.
- ID 20824: Apply knowledge of a consumer's rights and responsibilities in a health or disability setting, Level 3, 2 Credits.
- ID 20829: Support a consumer's well-being and quality of life in a health or disability setting, Level 2, 6 Credits
- ID 20830: Maintain a safe and secure environment in a health or disability setting, Level 2, 5 Credits.
- ID 23380: Describe and apply culturally safe operating principles and Māori values in a health, disability, or community setting, Level 3, 6 Credits.
- ID 23385: Describe self-advocacy and support a self-advocacy process in a health or disability setting, Level 3, 3 Credits.
- ID 23388: Provide support to a person whose behaviour presents challenges in a health or disability setting, Level 3, 4 Credits.
- ID 23389: Demonstrate knowledge of risk management planning in a health, disability, or community setting, Level 3, 2 Credits.

- ID 23392: Describe ethical behaviour in a health, disability, or community setting, Level 3, 3 Credits.
- ID 23451: Demonstrate knowledge of the role of a support worker in a health or disability setting, Level 3, 3 Credits.
- ID 9681: Contribute within a group/team which has an objective(s), Level 3, 3 Credits.

Unit Standards-Elective - A minimum of 13 credits at Level 3 or above:

- ID 5012: Demonstrate musculo-skeletal care and handle people safely in a health or disability setting, Level 3, 5 Credits.
- ID 20827: Support a consumer to take prescribed medication in a health or disability setting, Level 3, 2 Credits.
- ID 23381: Describe and apply culturally safe operating principles and Pacific values in a health, disability, or community setting, Level 3, 6 Credits.
- ID 23382: Support a person to participate as a member of the community in a health or disability setting, Level 3, 3 Credits.
- ID 23386: Support a person to meet their personal care needs in a health or disability setting, Level 3, 6 Credits.
- ID 23391: Respond to loss and grief in a health, disability, or community setting, Level 3, 2 Credits.
- ID 23393: Apply a risk management plan for a person in a health, disability, or community setting, Level 4, 4 Credits.
- ID 23925: Support, mentor and facilitate a consumer to maximise independence in a health or disability setting, Level 3, 6 Credits.
- ID 23926: Demonstrate knowledge of the impact of change in support services in a health or disability setting, Level 2, 4 Credits.
- ID 16870: Demonstrate knowledge of causes and associated conditions related to intellectual disability, Level 3, 3 Credits.
- ID 16871: Demonstrate knowledge of causes and common effects of physical disability, Level 3, 3 Credits.
- ID 11097: Listen to gain information in an interactive situation, Level 3, 3 Credits.

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 and violence, ethics, project support, group work. Elective choices include: medication, promoting participation, specific indigenous groups, facilitation, grief and trauma counselling. This indicates a favourable comparability to the South African one.

#### 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.

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

Horizontal articulation is possible with:

- ID 57428: Further Education and Training 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.

Vertical articulation is possible with:

- ID 49257: National Certificate: Conflict Management and Transformation, NQF Level 5
- ID 23095: Higher Education and Training Certificate: Development Practice, NQF Level 5.
- ID 49710: National Diploma: Development Practice, NQF Level 5.
- ID 57427: National Certificate: Youth Development, NQF Level 5.
- ID 64649: Higher Certificate: Early Childhood Development, NQF Level 5.
- ID 64650: National Diploma: Early Childhood Development, NQF Level 5.

### **MODERATION OPTIONS**

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor 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.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQA's (including professional bodies); and in terms of moderation guideline detailed in "Qualification Assessor Criteria.
- Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specifies otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards, Exit Level Outcomes as well as the integrated competence described in 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.

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

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

- Be registered as an assessor with the relevant ETQA or an ETQA that has a memorandum of understanding with the relevant ETQA.
- Be in possession of a relevant Qualification at NQF Level 4 or higher.

### **NOTES**

N/A

### **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

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
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
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	119661	Demonstrate knowledge of the foundations of human rights and democracy	Level 4	7
Core	264980	Demonstrate understanding of political and socio-economic factors that influence community development	Level 4	5
Core	264976	Demonstrate understanding of the legislation, policies and procedures that underpin community development in a specific context	Level 4	4
Core	264979	Demonstrate understanding of the process of community development	Level 4	10
Core	264974	Develop a community profile for a specific community	Level 4	6
Core	264981	Explain and implement a basic project in own work context	Level 4	6
Core	264978	Explain, discuss and evaluate the stages of human development and how these impact on the needs of a community	Level 4	3
Core	264977	Explore theories of community development used to engage communities	Level 4	5
Core	264975	Facilitate learning in a community context	Level 4	8
Elective	244574	Apply knowledge of HIV/AIDS to a specific business sector and a workplace	Level 3	4
Elective	254176	Promote and uphold the rights of children and youth	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	243299	Adapt available spaces in the community as a sports or fitness facility	Level 4	5
Elective	120036	Analyse the role of institutions in developing and perpetuating gender inequality	Level 4	5
Elective	254185	Apply basic communication skills in interactions with children and youth at risk	Level 4	8
Elective	254184	Apply behaviour management and support techniques in routine child and youth care work contexts	Level 4	10
Elective	120033	Conduct gender audits to deal with redress, equity and diversity within organisations	Level 4	6
Elective	243303	Create, improvise and organize sport activities	Level 4	6
Elective	120076	Demonstrate an understanding of prevention programmes in Victim Empowerment	Level 4	4
Elective	115391	Demonstrate an understanding of the principles of the internet and the world-wide-web	Level 4	3
Elective	110475	Demonstrate and apply a knowledge and understanding of the basic economic concepts central to local economic development	Level 4	6
Elective	110502	Demonstrate and apply knowledge and understanding of the roles, function and responsibilities of the main stakeholders and role players in local economic development	Level 4	4
Elective	254187	Demonstrate basic interpersonal skills with children and youth at risk, and their families	Level 4	12
Elective	117499	Demonstrate entrepreneurial competence	Level 4	12
Elective	252510	Demonstrate knowledge and understanding of HIV and AIDS, other Sexually Transmitted Infections (STIs) and Tuberculosis (TB) for counselling purposes	Level 4	3

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	244484	Demonstrate knowledge and understanding of the development of babies, toddlers and young children	Level 4	8
Elective	254180	Demonstrate knowledge of lifespan development theories for application in child and youth care work	Level 4	5
Elective	254174	Demonstrate knowledge of the developmental approach to therapeutic work with children and youth at risk	Level 4	5
Elective	117928	Describe the application and effect of Information and Communication Technologies (ICT) on society	Level 4	5
Elective	254175	Describe the use of relationships for developmental and therapeutic ends in child and youth care work	Level 4	8
Elective	117507	Develop and implement a client ARV treatment plan	Level 4	6
Elective	243947	Develop self within the job role	Level 4	4
Elective	114491	Educate and work closely with the community with regard to sexually transmitted infections (STIs) including Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS)	Level 4	10
Elective	120084	Establish and maintain strategic partnerships and referral systems in the Victim Empowerment sector	Level 4	3
Elective	120078	Explain Victim Empowerment programmes using the public health approach and principles of social justice	Level 4	3
Elective	120030	Identify and apply principles of social justice to empower women at different levels of society	Level 4	5
Elective	110501	Identify and explain the application of a range of concepts and tools for local economic development	Level 4	8
Elective	120077	Implement volunteer projects	Level 4	5
Elective	116759	Initiate a ministry in a church or community for people living with HIV/AIDS	Level 4	10
Elective	243300	Lead a community sport activity	Level 4	12
Elective	242810	Manage Expenditure against a budget	Level 4	6
Elective	243615	Manage and support volunteers in a community recreation environment	Level 4	4
Elective	123459	Manage self-development in the workplace	Level 4	6
Elective	242819	Motivate and Build a Team	Level 4	10
Elective	110472	Outline the environment of local government	Level 4	6
Elective	110484	Participate in local economic development related meetings and facilitate the necessary flow of local economic development information	Level 4	6
Elective	242842	Plan and prepare for an effective presentation	Level 4	2
Elective	244472	Prepare Early Childhood Development programmes with support	Level 4	6
Elective	120029	Promote Gender Equality and Women's Empowerment through education, training and development	Level 4	6
Elective	120031	Promote and inform women's empowerment and gender practices	Level 4	5
Elective	243293	Promote sport activity in a community	Level 4	4
Elective	120082	Provide interventions in gender violence	Level 4	8
Elective	252532	Provide on-going counselling and support to individuals infected or affected by HIV and AIDS	Level 4	3
Elective	252533	Provide pre and post HIV test counselling	Level 4	5
Elective	120081	Provide support to child victims of abuse, neglect and exploitation	Level 4	4
Elective	120079	Provide support to victims of serious violent crime	Level 4	4
Elective	242839	Research content for a presentation	Level 4	2
Elective	242817	Solve problems, make decisions and implement solutions	Level 4	8
Elective	243949	Source information about self-employment opportunities	Level 4	3
Elective	119721	Support marginalised, "at risk" and vulnerable individuals and groups and identify appropriate referral services	Level 4	8
Elective	244481	Evaluate an Early Childhood Development (ECD) service	Level 5	6
Elective	252179	Manage Volunteers in sport	Level 5	5
Elective	254068	Recruit, induct and manage volunteers	Level 5	6

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



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Demonstrate understanding of political and socio-economic factors that influence community development*

SAQA US ID	UNIT STANDARD TITLE		
264980	Demonstrate understanding of political and socio-economic factors that influence community development		
ORIGINATOR	PROVIDER		
Task Team - Community Development			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

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

**SPECIFIC OUTCOME 1**

Describe the integrated and holistic approach to current political and socio-economic conditions that impact on various communities.

**SPECIFIC OUTCOME 2**

Describe the value of community participation in policy formulation within the context of the integrated and holistic approach.

**SPECIFIC OUTCOME 3**

Demonstrate an understanding of socio-economic factors that impact on community development.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	67509	Further Education and Training Certificate: Community Development	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Demonstrate understanding of the legislation, policies and procedures that underpin community development in a specific context*

SAQA US ID	UNIT STANDARD TITLE		
264976	Demonstrate understanding of the legislation, policies and procedures that underpin community development in a specific context		
ORIGINATOR	PROVIDER		
Task Team - Community Development			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	4

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

**SPECIFIC OUTCOME 1**

Describe the key legislation that impacts on the community development worker in the South African context.

**SPECIFIC OUTCOME 2**

Identify and describe key policies that underpin the legislation within a community development context.

**SPECIFIC OUTCOME 3**

Analyse and interpret different legislation and policies to determine appropriate choices to various community development initiatives.

**SPECIFIC OUTCOME 4**

Interpret various procedures underpinning Community Development policies for the benefit of a given community.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	67509	Further Education and Training Certificate: Community Development	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Demonstrate understanding of the process of community development*

SAQA US ID	UNIT STANDARD TITLE		
264979	Demonstrate understanding of the process of community development		
ORIGINATOR	PROVIDER		
Task Team - Community Development			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

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

**SPECIFIC OUTCOME 1**

Explain philosophy, principles and values guiding community development.

**SPECIFIC OUTCOME 2**

Explain the phases of a community development initiative.

**SPECIFIC OUTCOME 3**

Explain the functions, roles and responsibilities within a specific community development initiative.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	67509	Further Education and Training Certificate: Community Development	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Develop a community profile for a specific community*

SAQA US ID	UNIT STANDARD TITLE		
264974	Develop a community profile for a specific community		
ORIGINATOR	PROVIDER		
Task Team - Community Development			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	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 a community profile within a given community context.

**SPECIFIC OUTCOME 2**

Demonstrate understanding of protocols to be followed in conducting a community profile.

**SPECIFIC OUTCOME 3**

Conduct a community profile.

**SPECIFIC OUTCOME 4**

Analyse the community profile using a logical and systematic framework.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	67509	Further Education and Training Certificate: Community Development	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Explain and implement a basic project in own work context*

SAQA US ID	UNIT STANDARD TITLE		
264981	Explain and implement a basic project in own work context		
ORIGINATOR	PROVIDER		
Task Team - Community Development			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

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

**SPECIFIC OUTCOME 1**

Illustrate the components of project cycle based on an existing community development project.

**SPECIFIC OUTCOME**

Explain the role of different stakeholders in a project cycle.

**SPECIFIC OUTCOME 3**

Examine the typical processes involved in planning for a community development project in own work context.

**SPECIFIC OUTCOME 4**

Explain how to implement a community development project in own work context.

**SPECIFIC OUTCOME 5**

Distinguish between a range of mechanisms to monitor and review the progress.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	67509	Further Education and Training Certificate: Community Development	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

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

SAQA US ID		UNIT STANDARD TITLE	
264978		Explain, discuss and evaluate the stages of human development and how these impact on the needs of a community	
ORIGINATOR		PROVIDER	
Task Team - Community Development			
FIELD		SUBFIELD	
5 - Education, Training and Development		Adult Learning	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	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 which individuals, groups and communities experience.

## SPECIFIC OUTCOME 2

Identify explain and discuss the needs of each developmental stage.

## SPECIFIC OUTCOME 3

Assess and discuss the impact of the stages of human development on community needs.

## QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	67509	Further Education and Training Certificate: Community Development	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Explore theories of community development used to engage communities*

SAQA US ID	UNIT STANDARD TITLE		
264977	Explore theories of community development used to engage communities		
ORIGINATOR	PROVIDER		
Task Team - Community Development			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

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

**SPECIFIC OUTCOME 1**

Explain the history of community development in the South African context.

**SPECIFIC OUTCOME 2**

Explain the importance of community development theories.

**SPECIFIC OUTCOME 3**

Analyse approaches to local or South African community development practice.

**SPECIFIC OUTCOME 4**

Explain the effect of global trends on community development practised in South Africa.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	67509	Further Education and Training Certificate: Community Development	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Facilitate learning in a community context*

SAQA US ID	UNIT STANDARD TITLE		
264975	Facilitate learning in a community context		
ORIGINATOR	PROVIDER		
Task Team - Community Development			
FIELD	SUBFIELD		
5 - Education, Training and Development	Adult Learning		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

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

**SPECIFIC OUTCOME 1**

Describe the role of the facilitator in a specific context.

**SPECIFIC OUTCOME 2**

Promote and encourage a participatory learning environment.

**SPECIFIC OUTCOME 3**

Use a variety of facilitation styles and approaches.

**SPECIFIC OUTCOME 4**

Evaluate group learning processes within the organisation.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	67509	Further Education and Training Certificate: Community Development	Level 4