

No. 497

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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Task Team for

RECREATION

registered by Organising Field 02 – Culture and Arts, publishes the following Qualification for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification. The full Qualification can be accessed via the SAQA web-site at www.saq.org.za. Copies may also be obtained from the Directorate for Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification should reach SAQA at the address below and **no later than 12 July 2010**. All correspondence should be marked **Standards Setting – Task Team for Recreation** and addressed to

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ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:
Advanced Certificate: Community Recreation

SAQA QUAL ID	QUALIFICATION TITLE		
79146	Advanced Certificate: Community Recreation		
ORIGINATOR		PROVIDER	
Task Team - Recreation			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	2 - Culture and Arts	Sport	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	120	Level 6	Regular-ELOAC

New NQF Level: NQF Level 06

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

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of the qualification is to empower Recreation officials to demonstrate that they are capable of applying their acquired knowledge, understanding, skills, attitudes and values in the Recreation and Leisure working environment within the public service or the private sector. It will also develop the necessary knowledge, understanding and skills required for a learner's further learning towards becoming a competent Recreation Professional promoting leisure time opportunities for all communities.

This qualification will appeal to all learners who may previously have been denied opportunities for such learning. The intention is that knowledge, skills, and abilities can be acquired, documented, and applied in such a way that the professional sector of "recreation program implementation and services" can be developed within an integrated national framework for learning achievements.

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

- Integrate the concepts and theoretical framework of recreation and leisure into inclusive recreation programmes for a wide variety of needs within a selected community.
- Apply positive leadership and management principles and practices to promote effective work performance within a work unit.
- Analyse the diverse range of delivery systems and the need for stakeholder acceptance and collaboration to strengthen community recreation projects/programmes.
- Critically evaluate the regulatory and organisational framework relating to community recreation programmes/projects.
- Evaluate the coordination and availability of resources to establish sustainable community recreation projects.

The learner will understand the risks involved in active recreation activities and what it requires to behave ethically and professionally. The learner will be able to design a recreation programme, to provide sustainable recreation opportunities based on long term measurable outcomes. It is intended that learners undertaking this qualification will be able to create small privately managed recreation-related businesses, as well as being able to work within the public sector.

- It is envisaged that learners can eventually move into specialized areas of the industry relating to programme implementation and supervision, such as outdoor and adventure recreation, therapeutic recreation and recreation for special needs based on a community needs assessment.
- This qualification spans different fields and formalises sets of competencies and combinations of systems so leading to the accumulating of expertise in the recreation and leisure learning area. More specifically, it covers practical skills in working with others, customer service, service delivery and self-management.
- The qualification focuses on programme design, recreation theory, programme implementation and development of recreation spaces. The qualification combines knowledge of recreation concepts and theory with programme management and administration competencies. It includes an understanding of the extensive benefits of recreation programmes to the health promotion of individuals, groups, communities, stimulation of the economy, and promotion of environmental stewardship.
- The learner will be able to act in the capacity of a professional practitioner with a sound knowledge of risk management and the legal foundation to provide a safe and fun environment for participation.

The qualification, prepares the learner for an established career path in the Recreation field by incorporating and building on the knowledge gained from the National Certificate: Recreation, NQF Level 5 by providing:

- Competencies required for the specific occupation.
- Fundamental and further knowledge relevant to and applicable in the specific occupation.
- Self-management principles.

Rationale:

The Recreation and Leisure profession through its range of distinctive activities contributes to the health and well-being of individuals, social improvement in communities, economic growth and environmental stewardship. Recreation activity facilitates an improvement in lifestyles leading to healthier individuals and communities. The field of Recreation and Leisure requires a range of types of professionals from volunteers, recreation officers, programmers and managers to directors. A large number of focussed, specialised or specified occupations support and enhance the Recreation process in terms of community-based programmes. Functions include design and implementation of playgrounds and parks, town planning for open spaces, community halls and recreation centres and collaborative partnerships with other departments to promote Recreation as an essential service.

These occupations have a common set of generic competencies but different detailed technical knowledge and work-related skills. The qualification seeks to provide the basis for vertical and horizontal articulation to and from other qualifications.

The achievement of this qualification will contribute towards the full personal development of the learner and to the social, political, environmental and economic development of the nation, through the use of recreation programmes for health promotion. It should assist in developing cohesive communities by creating an awareness of, and education about, pertinent and relevant health related issues affecting individuals, specific target groups, and/or communities.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED IN PLACE

It is assumed that learners are already competent in:

- Communication and Life Skills at NQF Level 4.

- Community Recreation Theory and Knowledge at NQF Level 5.

Recognition of Prior Learning:

This qualification may be achieved in part or wholly through Recognition of Prior Learning processes.

The provision that the qualification may be obtained through the Recognition of Prior Learning facilitates access to an education, training and career path in community recreation and thus accelerates the redress of past unfair discrimination in education, training and employment opportunities.

Evidence of prior learning must be assessed through formal recognition of prior learning processes through recognised methods.

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

Learners who already work in the recreation industry who believe they possess competencies to enable them to meet some or all of the ELOs listed in the qualification will be able to present themselves for assessment against those of their choice.

Access to the Qualification:

Access to this qualification is open to learners in possession of a National Senior Certificate, a Further Education Training Certificate or equivalent qualification.

QUALIFICATION RULES

All Exit Level Outcomes are compulsory

Learners have the option of selecting a learning programme contextualised for one of the following specialisation areas:

- Outdoor and adventure recreation.
- Recreation and leisure in modern society.
- Therapeutic Recreation.
- Employee Wellness programmes.

EXIT LEVEL OUTCOMES

1. Integrate the concepts and theoretical framework of recreation and leisure into inclusive recreation programmes for a wide variety of needs within a selected community.

Range:

Recreation, leisure and play programmes for a wide range of needs across the lifespan, people with disabilities and diverse cultures. Concepts and theoretical framework provide a historical and philosophical perspective to promote an understanding of the benefits of community recreation.

2. Apply positive leadership and management principles and practices to promote effective work performance within a work unit.

3. Analyse the diverse range of delivery systems and the need for stakeholder acceptance and collaboration to strengthen community recreation projects/programmes.

Range: Delivery systems include:

- The public service, private sector and non-governmental organisations and a diverse range of settings for different population segments and service modalities.

4. Critically evaluate the regulatory and organisational framework relating to community recreation programmes/projects.

Range: Organisational and legal foundations include:

- Inter-relationship between organisational structure and design.
- Risk management processes and procedures.
- Statutory law in Sport and Recreation.

5. Evaluate the coordination and availability of resources to establish sustainable community recreation projects.

Critical Cross-Field Outcomes:

This qualification promotes, in particular, the following Critical Cross-Field Outcomes:

- Identifying and solving problems pertaining to the facilitation and managing of an integrated community recreation programme/project.
- Working effectively with others to build and maintain relationships related to community recreation programme/project needs and responses.
- Organising and managing oneself and one's activities when supporting community recreation initiatives/processes.
- Collecting, analysing, organising and critically evaluating information for a diverse range of target groups participating in community recreation programmes.
- Communicating effectively when dealing with a variety of stakeholders in response to a need for integrated community recreation programmes.
- Using science and technology effectively and critically when preparing and distributing reports based on the needs and requirements of a specific community recreation initiative.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- An analysis is made of current recreational practices against the historical development of recreation as a tool for community upliftment and personal well-being.
- A needs assessment is carried out to establish the needs of a specific target group.
- The results of a needs analysis are synthesised into a programme to solve the leisure time needs of a community.
- The outcomes of recreation programmes are evaluated to determine their benefits for the specific target groups for which they were designed.

Associated Assessment Criteria for Exit Level Outcome 2:

- Different leadership models within the context of recreation service delivery are described, analysed and evaluated.
- Ethical Principles are explained and applied in an occupational context.
- The consequences of acting outside own limits of competence are explained in terms of personal liability and risk to then organisation.
- Qualities of good managers are analysed to identify which are most effective in promoting sound, efficient management practices in parks and recreation.

- An explanation is given of how the application and use of positive leadership can assist an organisation to achieve its goals and objectives.
- Positive leadership and management principles and practices are applied to promote effective work performance in a work unit.
- Performance measures or benchmarks are developed for specific roles within an organisational structure.

Associated Assessment Criteria for Exit Level Outcome 3:

- Different types of delivery systems in the recreation sector are discussed and analysed in terms of their inter-relationships and related values.
- The different types of delivery systems in the recreation sector are investigated to ascertain the potential for collaboration and co-operation to the benefit of the community.
- The strengths of each delivery system are synchronised and used to improve the sustainability of a community recreation programme/project.

Associated Assessment Criteria for Exit Level Outcome 4:

- Legislation and relevant provincial and local regulations applicable to the recreation sector are interpreted and analysed to determine the compliance of current structures, organisations and programmes.
- Risks in recreational organisations are identified so as to minimise their occurrence and/or effect.
- Management processes are analysed in terms of current legislation and regulations and Non-compliances identified and procedures to address these are proposed.
- Different organisational structures are evaluated to establish the best framework for effective and efficient service delivery of community recreation programmes/projects.

Associated Assessment Criteria for Exit Level Outcome 5:

- The availability and co-ordination of resources, programmes and services offered by various stakeholders are analysed to develop a plan of action to effectively deliver a recreation programme/project in the community.
- Responsibilities, roles and functions of internal and external stakeholders are evaluated to ascertain strengths and weaknesses in relation to deliverables of a specific community programme/project.
- Areas of improvement are proposed to improve resource management in relation to the sustainability issues of a community recreation project/programme.

INTERNATIONAL COMPARABILITY

The following countries were selected for international comparability as they are regarded as providing the best practice in training:

New Zealand:

New Zealand is one of the few countries that offer vocational education and training in Community Recreation.

The New Zealand qualification framework has the following registered qualification at Level 6.

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

The National Diploma: Community Recreation (Programme and Event Management) (Level 6) is designed for people with the responsibility for running complex programmes and events.

Holders of this qualification will have demonstrated a solid foundation in recreation theories and programme and event management as well as skills in written and interpersonal.

United States of America:

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

The Baccalaureate degree in Recreation, Park Resources and Leisure has the following series of standards:

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

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

Series 8.00 describes the professional competencies including:

- Conceptual foundations: Understanding play, recreation and leisure in contemporary society and throughout the lifespan.
- Understanding the inter-relationship between leisure behaviour and the environment.
- Understanding of environmental ethics and its relationship to leisure behaviour.
- Understanding of the following as they relate to recreation, park resources and leisure:
 - History and development of the profession.
 - Professional organisations.
 - Current issues and trends in the profession.
 - Understanding of ethics and professionalism.
 - Understanding of the importance of maintaining professional competence and the available resources for professional development.
- Delivery systems:
 - Understanding of the roles, interrelationships and use of diverse delivery systems addressing recreation, parks resources and leisure.
 - Understanding of the importance of leisure service delivery systems for diverse populations.
 - Operating programs and services.
 - Designs of areas and facilities.
 - Community development.
 - Economic development.
- Programme and event planning:
 - Understanding of the variety of programmes and services to enhance individual, group and community quality of life.
 - Ability to implement the following principles and procedures related to programme/event planning for individual, group and community quality of life.
 - Assessment of needs.
 - Development of outcome oriented goals and objectives.
 - Selection and coordination of programmes, events and resources.
 - Marketing of programmes and events.
 - Preparation, operation and maintenance of venues.
 - Implementation of programmes and events.
 - Evaluation of programmes and events.
 - Understanding of group dynamics and processes.

- Ability to use various leadership techniques to enhance individual, group and community experiences.
- Administration and Management:
 - Apply basic principles of research.
 - Understand the fundamental principles and procedures of management.
 - Understand the fundamental principles and procedures of human resource management.
 - Understanding the principles and procedures of supervisory leadership.
 - Understanding of the principles and procedures of budgeting and financial management.
 - Understanding of the principles and procedures related to agency marketing techniques and strategies.
 - Ability to utilize the tools of professional communication.
 - Ability to apply current technology to professional practice.
- Knowledge of the following principles and procedures of developing areas and facilities:
 - Assessment.
 - Planning.
 - Functional design.
 - Evaluation.
 - Operation and maintenance.
 - Legal aspects.
 - Legal foundations and the legislative process.
 - Contracts and sport law.
 - Regulatory agents and methods of compliance.
- Understanding the principles and practices of safety, emergency and risk management related to recreation, park resources and leisure services:
 - Field Experiences.
 - Formal field experiences of 100 hours in an appropriate professional recreation organization/agencies prior to internship.
 - Internship, full time continuing experience in one appropriate professional recreation organization/agencies of 400 hours.

Australia:

The Outdoor Recreation Training Package (SRO03) is the national framework for skills development for the outdoor recreation industry.

It includes nationally recognised units of competency and qualifications to train and assess individuals in a range of outdoor recreation skills and occupations including:

- Aquatics instructor.
- Community recreation officer.

The following training packages exist:

- Qualifications: SRC04 Community Recreation.
- Code Title:
 - SRC10204 Certificate I in Community Recreation.
 - SRC20204 Certificate II in Community Recreation.
 - SRC30204 Certificate III in Community Recreation.
 - SRC40204 Certificate IV in Community Recreation.
 - SRO10103 Certificate I in Sport and Recreation.

- SRO20103 Certificate II in Sport and Recreation.
- SRO30103 Certificate III in Sport and Recreation.
- SRO40103 Certificate IV in Sport and Recreation.
- SRO50103 Diploma of Sport and Recreation.
- SRO50404 Diploma of Facility Management.
- SRO60103 Advanced Diploma of Sport and Recreation.
- THT50203 Diploma of Event Management.

● Qualification SRF04 Fitness.

● Code Titles:

- SRF30204 Certificate III in Fitness.
- SRF40204 Certificate IV in Fitness.
- SRF50204 Diploma of Fitness.
- SRO10103 Certificate I in Sport and Recreation.
- SRO20103 Certificate II in Sport and Recreation.
- SRO30103 Certificate III in Sport and Recreation.
- SRO40103 Certificate IV in Sport and Recreation.
- SRO50103 Diploma of Sport and Recreation.
- SRO50404 Diploma of Facility Management.
- SRO60103 Advanced Diploma of Sport and Recreation.
- THT50203 Diploma of Event Management.

United Kingdom:

Several Universities offer recreationally related Qualifications such as:

Herefordshire College of Technology.

HCT provides a range of outdoor education courses at its Holme Lacy Campus:

BSc (Honour's) Outdoor Adventure Leadership and Management (with University of Worcester).

BTEC National Diploma in Sport - Outdoor Education - (2 Years).

BTEC First Diploma in Outdoor Education (1 year).

OCR Nationals in Leisure, Sport and Outdoor Education (1 year).

Plumpton College.

FdSc Outdoor Adventurous Activities (in partnership with Brighton University).

First Certificate Sport (Outdoor Education) for 14-16 year olds day release from school over two years.

BTEC First Diploma Sport (Outdoor Education) for one year.

BTEC National Diploma Sport (Outdoor Education) for two years.

Bicton College

Outdoor Leisure Management.

Adventurous Activity Leadership Level 2.

National Diploma in Outdoor Leisure.

Higher National Certificate (HNC) Countryside Recreation Management.

City and Guilds

● Higher Professional Diploma in Sport and Recreation Management has the following units:

- J/102/3032 Unit 1 The sport and recreation environment.
- Y/101/8000 Unit 2 Marketing in the sport and recreation industry.
- D/101/8001 Unit 3 Managing sports facilities safely.
- T/101/8005 Unit 4 Financial management in the sport and recreation industry.

- A/101/8006 Unit 5 Human resource management in the sport and recreation industry.
- F/101/8007 Unit 6 Quality and customer care management in the sport and recreation industry.
- F/101/8010 Unit 7 Event management in the sport and recreation industry.
- R/102/3034 Unit 8 Design and technical operations in sport.
- Y/102/3035 Unit 9 Sport development.
- K/101/8003 Unit 10 Service development and monitoring in sport and recreation.
- J/101/8011 Unit 11 Managing retail operations in the sport and recreation industry.
- J/101/8008 Unit 12 Environmental and ethical issues in the sport and recreation industry.
- L/101/8009 Unit 13 Funding and sponsorship in sport.
- M/101/8004 Unit 14 Research methods in sport and recreation.
- Y/501/5302 Unit 15 Wellness management.
- A/101/8345 Unit 16 Crowd safety and event control.
- D/501/5303 Unit 17 Outdoor recreation management.
- H/501/5304 Unit 18 Sport tourism.

This Qualification compares favourably with the South African Qualification in the recreational aspects but sport has been separated, whereas the City and Guilds Qualification includes sport.

Botswana:

Although there are no current Qualifications in Recreation the Department of Vocational Education and Training are cooperating with the DED to provide programmes in the vocational area of Sports, Recreation and Leisure.

Sport, Recreation and Leisure is a dynamic and developing sector in Botswana. It has a significant economic, political, social and cultural value in contemporary society. Public, voluntary and commercial organisations have to plan and manage resources in order to provide opportunities to meet the needs of the increasing number of people participating in a range of sports activities. The continuing growth of the industry creates employment opportunities, particularly in the expanding health and fitness market.

The Department of Vocational Education and Training is a Government Institution within the Ministry of Education, established with the goal to provide the country with vocational education and training to reduce poverty and unemployment and to produce graduates who are needed by industry. This will be developed in partnership between the public and private sectors.

Africa and SADC:

No formal Qualifications relating to recreation training was found in Africa and SADC.

Conclusion:

International comparability shows that this qualification compares favourably with qualifications in leisure and recreation offered by New Zealand, Australia, USA and the United Kingdom. The main difference is the distinction between Sport and Recreation. Most countries offer this as a combined Qualification and not as a separate Qualification for each.

ARTICULATION OPTIONS

Articulation Options:

Horizontal Articulation:

ID 72634: National Diploma: Recreation Management, at NQF Level 6.

Vertical Articulation:

ID 72454: Bachelor of Technology: Recreation Management, at NQF Level 7.

MODERATION OPTIONS

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with a relevant ETQA or with an ETQA that has a Memorandum of Understanding 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 a Memorandum of Understanding with relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the relevant ETQA's policies and guidelines for assessment and moderation.
- A learner wishing to be assessed for this qualification can only be assessed through an accredited assessment provider/centre.
- Moderation must include both internal and external moderation of assessments at 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 in the Exit Level Outcomes described in the Qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

The assessor for this qualification must:

- Have a relevant qualification that is at least one NQF Level higher than this qualification.
- Be registered as an assessor with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Have at least a minimum of 1 year on the job relevant experience.

NOTES

N/A

UNIT STANDARDS

This qualification is not based on Unit Standards.

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None