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Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID-AFRIKA

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AIDS HELPLINE: 0800-0123-22 Prevention is the cure

CONTENTS • INHOUD*No.**Page
No. Gazette
 No.***GOVERNMENT NOTICES****South African Qualifications Authority***Government Notices*

623	National Standards Body Regulations: Standards Generating Body (SGB) for Jewish Studies: Human and Social Studies	3	27730
624	do.: Standards Generating Body (SGB) for Security: Law, Military Science and Security	4	27730
625	do.: Standards Generating Body (SGB) for Bomb Disposal and Explosives Control: Law, Military Science and Security	6	27730
628	National Standards Body Regulations: Standards Generating Body (SGB) for Development.....	7	27730

GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 623

1 July 2005

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ENSURING QUALITY QUALIFICATIONS

24 June 2005

The South African Qualifications Authority in terms of the National Standards Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby gives notice of an additional name for the following Standards Generating Body:

SGB for Jewish Studies in Organising Field 07: HUMAN AND SOCIAL STUDIES

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/QUALIFICATIONS
Atlas, Chanan	Theodor Herzl School (Port Elizabeth)	South African Board of Jewish Education	BA (Mathematics and Economics), Rabbinical Ordination. Teaching experience at high school level including Jewish Studies, and Hebrew. Teaching experience also at General Education and Training (GET) level including Jewish studies.


 P.P. **DUGMORE MPHUTHING**

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SAQA'S MISSION

"To ensure the development and implementation of a National Qualification Framework which contributes to the full development of each learner and to the social and economic development of the nation at large"



No. 624

1 July 2005

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24 June 2005

The South African Qualifications Authority in terms of the National Standards Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby gives notice of additional names for the following Standards Generating Body:

SGB: **Security** in Organising Field 08: **LAW, MILITARY SCIENCE AND SECURITY**

Nominee	Workplace	Nominating Body	Experience/Qualification
K. Hough	Anglo Platinum	Chamber of Mines of South Africa	<ul style="list-style-type: none"> Completed Human Resources Management Diploma Level 6 Accredited with PSIRA: Director Grade A Registered Assessor and Moderator with POSLEC SETA 12 years experience as a South African National Defence Force Officer 11 South African National Defence Force internal courses completed 2 years working experience as a Protection Services Training Officer 4 years working experience in Protection Services Training Currently working as Human Resources Development Manager Protection Services.

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ENSURING QUALITY QUALIFICATIONS

W. Acutt	The South African National Security Employers' Association	The South African National Security Employers' Association	<ul style="list-style-type: none"> • B. Com Degree-UNISA • Management Advancement Programme WITS • Certificate in Project Management • Diploma in Labour Law • Registered Grade A Security Officer • Employed by the South African Navy for 8 years • Worked for B.S.A Police for 15 years • Worked for Soweto City Council for 9 years • Worked for Coin Security Group (Pty) for 14 years
J Du Preez	Masterkey Locksmith CC	Locksmiths Association of South Africa	<ul style="list-style-type: none"> • Marketing Diploma • Qualified Locksmith • National Chairman of Locksmiths Association of South Africa • 16 years business experience as a locksmith

P.P. 
DUGMORE MPHUTHING

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INVESTOR IN PEOPLE

No. 625

1 July 2005

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24 June 2005

The South African Qualifications Authority in terms of the National Standards Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby gives notice of additional names for the following Standards Generating Body:

SGB for Bomb Disposal and Explosives Control in Organising Field 08: LAW, MILITARY SCIENCE AND SECURITY

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/QUALIFICATION
R. Padayachee	South African Police Service	South African Police Service	<ul style="list-style-type: none"> Basic Explosives Technicians Course 8 years experience in the South African Police Service
I.P.G. Ferreira	South Africa Police Service	South African Police Service	<p>Completed Courses in:</p> <ul style="list-style-type: none"> Basic Explosives Explosives Refresher Commercial Control Bomb Data System Robotica Basic Electronics Advanced Electronics Chemical and Biological Basic Explosive Ordinance Weapons of Mass Destruction <p>14 years experience in the field of Bomb Disposal in the South African Police Service</p>

PP 
DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SAQA'S MISSION

"To ensure the development and implementation of a National Qualification Framework which contributes to the full development of each learner and to the social and economic development of the nation at large"



No. 628

1 July 2005

**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

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. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address ***below no later than 5 August 2005***. All correspondence should be marked **Standards Setting – SGB Development** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. E. Brown
Postnet Suite 248
Private Bag X06
Waterkloof
0145

or faxed to 012 – 431-5144
ebrown.@saga.co.za


DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Diploma: Development Practice

SAQA QUAL ID	QUALIFICATION TITLE		
49710	National Diploma: Development Practice		
SGB NAME	NSB 05	PROVIDER NAME	
SGB Development	Education, Training and Development		
QUAL TYPE	FIELD	SUBFIELD	
National Diploma	Education, Training and Development	Adult Learning	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	245	Level 5	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose

The Qualification aims to ensure that qualified learners can facilitate critical thinking and decision making among community members, and can manage projects and resources. The Qualification ensures that qualified learners can evaluate development practice processes, and facilitate and manage development practice activities in communities. These activities can include development projects, learning activities, initiatives such as mobilisation and advocacy, etc. Learners are required to be able to conduct research, and this set of competences is transferable to other areas of learning.

Achieving this Qualification prepares learners for NQF Level 6 learning. The purpose of the Qualification for individuals is recognition and improved access to learning and employment systems. By setting a minimum standard, the quality of development practice education and training will improve and, therefore, the general field of education, training and development is improved.

The Qualification provides learners with credits on the National Qualifications Framework that articulate with other Qualifications by means of various Unit Standards that form part of this and other Qualifications. It facilitates access to, and mobility and progression within education, training and career paths in development practice and related fields. By crediting learning achievements, the many development practitioners who have not had access to the education and training system will receive recognition for their existing competences, redressing past unfair discrimination in education, training and employment opportunities. At the core of development practice lies the full personal development of each learner and those they work with, and the social and economic development and transformation of the nation at large, including the eradication of poverty.

Qualified learners are capable of:

- > Analysing information about communities using relevant participatory research methodologies.
Range: Analysis of community development approaches/theories, ideologies, and community dynamics, needs and existing assets are included.
- > Managing community projects or initiatives that meet the requirements of transformation development principles.
- > Mobilising and deploying resources for specific community development projects.
Range: Resources include human resources.
- > Identifying opportunities for collaboration through strategic alliances.
- > Designing learning activities that meet specified development practice requirements.
- > Recommending quality improvements for sustainable community development.

Qualified learners are also required to achieve one of the following outcomes:

- > Analysing and disseminating policies in terms of implications for specific community projects.
Range: Policies relevant for one area of specialisation are included, for example: Gender studies, ECD,

ABET, Women and children at risk, social justice, anti-globalisation, poverty eradication, economic literacy, youth, child care, HIV and AIDS, land care, health promotion, entrepreneurship, etc.

> Monitoring financial information according to specified requirements.

> Implementing development practice programmes to address specified needs.

Range: Programmes include one area of specialisation, for example: Gender studies, ECD, ABET, Women and children at risk, social justice, anti-globalisation, poverty eradication, economic literacy, youth, child care, HIV and AIDS, land care, health promotion, entrepreneurship, etc.

Rationale

This Qualification is targeting learners who are development practitioners who have already attained an NQF Level 4 Further Education and Training Certificate: Development Practice and aims to increase their range of competence to include a variety of contexts. The Qualification requires specialisation in a field of development practice, whereby the learner's career path is defined. Qualified learners are employed as development practitioners working at an individual, group, community and organisational level in various sectors and areas of development practice, for example, mining, health and health promotion, social development, agriculture, education and training, land reform, environmental management, land care, crime and security, entrepreneurship, peace, leadership, shop stewarding, etc. Employers include public and private institutions such as government departments, Non-Governmental Organisations (NGOs), Local Government, religious organisations, etc. Targeted learners also include community educators.

This Qualification aims to ensure that the qualifying learners can progress and do not reach a 'ceiling' in terms of their learning. Individuals who qualify benefit from formal, national recognition, and gain access to other Higher Education learning programmes and a career pathway in development practice. Qualified learners attain the research-based ability to describe various ways of thinking - a competence that is transferable to various contexts.

The Qualification is set to facilitate the professionalisation of the field of development practice, and to impact positively on standards of practice. It should ensure the value of development practice, through quality work, and enhanced impact of development processes. Application of the competences attained in this Qualification facilitates access of communities to better levels of service. Qualified learners' competence to describe the consequences of development practice activities should improve the sustainability of impact. At a societal level, improved quality of life should result for community members; self reliance leads to productivity; transformation is effected through education and development; and change is focused on improvement. Economic impacts include that skills development and capacity building lead to sustainable economic change and improvement, and the application of the skills to get out of financial debt.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The design of and credits allocated for this Qualification are based on the assumption that the learner has already achieved the set of competences required for the Further Education and Training Certificate: Development Practice (NQF Level 4), or has gained equivalent experience. This would include Communication and Mathematical Literacy at NQF Level 4, as well as being able to participate in the estimation and preparation of cost budgets for an element of work, and to monitor and control actual cost against budget (NQF Level 4 - NLRD ID Nr 10134).

Recognition of prior learning

This Qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local Qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence should be judged according to the general principles of assessment described in the notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this Qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A Qualification will be awarded should a learner demonstrate that the exit level outcomes of the Qualification have been attained.

QUALIFICATION RULES

All the Fundamental Component Unit Standards are compulsory (20 credits).

All the Core Component Unit Standards are compulsory (205 credits).

For the Elective Component learners are required to attain at least 20 credits out of 177 credits.

EXIT LEVEL OUTCOMES

Fundamental and Core Outcomes

1. Analyse information about communities using relevant participatory research methodologies.
Range: Analysis of community development approaches/ theories, ideologies, and community dynamics, needs and existing assets are included.
2. Manage community projects or initiatives that meet the requirements of transformation development principles.
Range: Projects should be of medium scale.
3. Mobilise and deploy resources for specific community development projects.
Range: Resources include human resources.
4. Identify opportunities for collaboration through strategic alliances.
5. Design learning activities that meet specified development practice requirements.
6. Recommend quality improvements for sustainable community development.

Elective Outcomes (achievement of one outcome required to qualify)

- 7a. Analyse and disseminate policies in terms of implications for specific community projects.
Range: Policies relevant for one area of specialisation are included, for example: Gender studies, Early Childhood Development, Adult Basic Education and Training, Women and children at risk, social justice, anti-globalisation, poverty eradication, economic literacy, youth, child care, HIV and AIDS, land care, health promotion, entrepreneurship, etc.
- 7b. Monitor financial information according to specified requirements.
- 7c. Implement development practice programmes to address specified needs.
Range: Programmes include one area of specialisation, for example: Gender studies, Early Childhood Development, Adult Basic Education and Training, Women and children at risk, social justice, anti-globalisation, poverty eradication, economic literacy, youth, child care, HIV and AIDS, land care, health promotion, entrepreneurship, etc.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Methodology is selected which is appropriate for specific context and is described in accordance with specified participatory research concepts.
Range: Methodology includes instruments and research tools, as well as knowledge, attitude and skills used to conduct participatory research.
 - > Participatory processes of collection, capturing and analysing research data are described and explained in accordance with current participatory research approaches and meet agreed ethical and professional requirements.
 - > All information gathered from all relevant community stakeholders and role players is analysed.
2.
 - > Plans prepared for managing projects are described and explained in accordance with specified transformation development principles.
 - > Plans meet requirements of stated time frames and community objectives, are context-appropriate, and viable within specific contexts and measurable.
 - > Agreement gained on key results is based on prioritised resource needs and monitoring and reporting of the achievement of key result areas, timeframes and stated measurable criteria/objectives meet the requirements of agreed upon implementation frameworks. Delegation and leadership styles of project managers are explained to indicate the principles of transformative development.
3.
 - > Researched, identified and initiated potential resource relationships ensure the achievement of key result areas, and building, maintaining and extending of resource relationship networks meet the purpose of enabling sustainable resource mobilisation processes.
 - > Resources are mobilised to meet community development objectives and optimise benefits to projects.
Range: Resources for projects, events, representation, etc.
 - > Resource plans are developed and facilitated in accordance with given organisational requirements. □ Resource plans are prioritised, based on organisational resource needs.
 - > Key roles and responsibilities are identified and assigned to meet requirements for cost effective resource

deployment.

4.

> Identified strategic alliances are explained in relation to community project objectives and termination or review based on alliance objectives.

> Roles of stakeholders and role players are described in relation to their current political position on specific community issues.

Range: Description includes the features of gate-keeping in stakeholders and role players, and that the roles of stakeholders and role players are either in line or not in line with strategic objectives for specific issues or projects.

5.

> Methodology and applicable philosophy underpinning learning activities and expressed needs are addressed in accordance with the outcomes of consultation processes.

> Learning design plans are presented in written format in accordance with specified requirements.

Range: Requirements include key learning outcomes, time frames, resource requirements, learning support materials, specific learner group characteristics and special needs requirements, and impact and evaluation criteria. □ > Quality management recommendations are incorporated to achieve optimum alignment between organisational and learning objectives.

> Environments are created that promote lifelong learning.

6.

> Relevant mechanisms are used in formulating recommendations based on organisational quality management systems and practices.

Range: Recommendations include resource access, application and appropriateness, development activity impact within specified contexts, stakeholder input/participation/consultation, and achievement of development activity objectives through verbal communication.

> Recommendations are presented in written format which is accessible to all relevant project, community and organisational stakeholders.

> A set of recommendations is generated following the outcomes of predefined project evaluation and monitoring activities for the purpose of ensuring continuous improvement in project performance.

7a.

> Relevant policies are described in terms of specific contexts and key organisational and public policies are described in terms of community projects.

Range: Description of implications can be through verbal engagement in project planning and implementation, and written reporting.

> Discussion and debate on key policy issues are promoted with a view to increasing awareness within specific organisations, project activities and communities.

> Information is disseminated and presented regarding policies relevant for specific contexts and incorporates community and stakeholder feedback in order to facilitate alternative perspectives.

Range: Relevance includes accessibility, relevance of language, symbols, popular versions, etc.

7b.

> Suitable documentation and administrative systems appropriate for specific contexts are designed for financial monitoring and records are kept according to specified principles to ensure easy access to correct information.

> Legal requirements for financial monitoring are met.

> Financial controls are maintained.

Range: Financial controls include those relating to operational budgets, and cash flow budgets.

7c.

> Programme implementation strategies are identified in terms of appropriateness for addressing identified needs.

> Development of instruments for the facilitation and co-ordination of community programmes is explained and described in relation to transformative development.

Range: Coordination includes monitoring.

> Programmes are implemented to ensure optimal transformative development.

Integrated assessment

The assessment criteria in the Unit Standards are performance-based, assessing applied competence, rather than knowledge or skills only. The critical cross-field outcomes are also achieved in the Unit Standards. In addition to the competence assessed to achieve the Unit Standards, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to occupational and learning contexts, to qualify, and assessment approaches

used should be appropriate for assessing applied competence. Integrated assessment is meaningful if there are clear relationships between the purpose statement, exit level outcomes and integrated assessment of this Qualification.

Learners who qualify must be able to integrate concepts, ideas and behaviours across Unit Standards to achieve the purpose of the Qualification. Evidence (as specified in the associated assessment criteria) is required that the learner is able to achieve the exit level outcomes of the Qualification as a whole and in an integrated way, and thus its purpose, at the time of the award of the Qualification.

Evidence of integration may be presented by learners when being assessed against the Unit Standards, and separate assessment for integration may not be necessary. Workplace experience can be recognised when assessing towards this Qualification. Integrated assessment should include observable performance as well as the quality of thinking behind such performance. Formative assessment can be employed during learning towards the Unit Standards and during integration to achieve exit level outcomes, to ensure that integration takes place when summative assessment is employed.

INTERNATIONAL COMPARABILITY

Development practice in Africa is often funded by non-African countries, with South Africa being a leader in development practice in Africa. Internationally, programs for development practice are aimed primarily at the higher education level. Countries identified with programs include Uganda, New Zealand, Canada, the United States of America, the United Kingdom, Australia, Germany, Pakistan, Japan, and Norway.

Uganda's development practice activities are focused on the integration of development and gender programmes, and based within social sciences. Training programmes are mostly aimed at higher level consultants, and not at the level of this South African Qualification. These programmes include national planning, strategic planning project development, implementation, monitoring and evaluation, baseline surveys, needs assessment, community mobilisation, advocacy, and training. Uganda supplies training to participants from Uganda, Kenya, Rwanda, Tanzania, Zambia and Zimbabwe.

In New Zealand, no comparable Qualification in development practice exists on the national framework. Higher level programmes (equivalent of South African NQF Level 6) on offer include ethics of development practice, 'expert and 'expertise', multilaterals and development, bilateral aid and development, NGOs and development, capacity building, the private sector and microfinance, development in marginal places: conflict, development and marginal peoples, analysing needs, and impact (methods), as well as an independent research component.

In Japan, literacy is a main focus of development practice. Programmes address competencies related to materials development, workshop planning, and non-formal education. German programmes focus on monitoring and evaluation of development projects. In Pakistan, most development practice programmes are aimed at management level, and specifically, project management. Norwegian programmes are also at higher levels than this South African Qualification. The programmes in the United States of America focus on antipoverty programmes and training is focused on participation in such programs.

In Canada, the current emphasis is on workplace and career development practice. Programmes focus on professional development at levels higher than this South African Qualification, and include reviewing the major issues surrounding international development, understanding the connections between Canadian and international development issues and contexts, understanding connections between development theory, policy and practice, with special emphasis on participatory frameworks for development, introductory preparation for development practice through project planning and proposal writing.

The United Kingdom, including Scotland, defines community learning and development as informal learning and social development work with individuals and groups in their communities, to strengthen communities through enhancing people's confidence, knowledge and skills, organisational ability and resources. Similar to this South African Qualification, the focus is on empowerment, participation, inclusion, equal opportunity and anti-discrimination, self-determination, and partnerships. However, programmes are mostly aimed at degree level. Equivalent programmes address general communication skills, written communication skills (clarity, organisation, and style), oral communication (presentation), data gathering, analysis and evaluation skills, project proposal and report writing, stress management, and training management.

The Australian framework addresses community development practitioner competence at almost lower levels, and in relation to various other areas of competence, such as local government, and health work. There is no Qualification at the equivalent level of this South African Qualification.

ARTICULATION OPTIONS

Horizontal articulation is possible with the National Certificate: Development Practice (NQF Level 5), the

National Certificate: Human Resource Management and Practices (NQF Level 5), the National Certificate: Generic Management (NQF Level 5), National Diploma in Early Childhood Development (NQF Level 5) and the National Certificate: Arts and Culture Management (NQF Level 5). Vertical articulation is possible with the National Certificate: Development Practice (NQF Level 4), National Certificate: Project Management (NQF Level 4) and the BA degree (NQF Level 6).

MODERATION OPTIONS

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this Qualification.

Particular moderation and accreditation requirements are:

- > Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the Unit Standards that make up this Qualification must also be accredited through the relevant ETQA accredited by SAQA.
- > The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed here.
- > Moderation must include both internal and external moderation of assessments for the Qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the Qualification.
- > Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.
- > 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

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this Qualification. Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the assessment of learners for the Qualification and any of the Unit Standards that make up this Qualification.

To register as an assessor, the following are required:

- > Detailed documentary proof of relevant Qualification/s, practical training completed, and experience gained at a NQF level above the level of this Qualification.
- > Accreditation as an assessor.

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

- > Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. The learner must be declared competent in terms of the Qualification purpose and exit level outcomes.
- > Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- > Make sure evidence is gathered across the entire range, wherever it applies.

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

- > Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- > Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
- > Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the Qualification.
- > Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of Qualification.

All assessments should be conducted in line with the following well-documented principles:

- > Appropriate: The method of assessment is suited to the performance being assessed.
- > Fair: The method of assessment does not present any barriers to achievements, which are not related to

the evidence.

- > Manage: The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
- > Integrate into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- > Valid: The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
- > Direct: The activities in the assessment mirror the conditions of actual performance as close as possible.
- > Authentic: The assessor is satisfied that the work being assessed is attributable to the learner being assessed.
- > Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > Open: Learners can contribute to the planning and accumulation of evidence. Learners for assessment understand the assessment process and the criteria that apply.
- > Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar than the judgement that would be made by other assessors.

NOTES

N/A

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	10289 Facilitate a programme of learning	Level 5	24	Reregistered
Core	12140 Recruit and select candidates to fill defined positions	Level 5	9	Reregistered
Core	15217 Develop an organisational training and development plan	Level 5	6	Registered
Core	15220 Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation	Level 5	4	Registered
Core	15221 Provide information and advice regarding skills development and related issues	Level 5	4	Registered
Core	15224 Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	Level 5	4	Registered
Core	15230 Monitor team members and measure effectiveness of performance	Level 5	4	Registered
Core	15231 Create and use a range of resources to effectively manage teams, sections, departments or divisions	Level 5	4	Registered
Core	15232 Coordinate planned skills development interventions in an organisation	Level 5	6	Registered
Core	15235 Prepare and conduct staff selection interviews	Level 5	3	Registered
Core	15237 Build teams to meet set goals and objectives	Level 5	3	Registered
Core	15238 Devise and apply strategies to establish and maintain relationships	Level 5	3	Registered
Core	110058 Demonstrate a critical understanding of theories and principles of transformative development practice	Level 5	8	Registered
Core	110059 Plan and conduct research that redress social development issues	Level 5	10	Registered
Core	110060 Plan learning programmes that redress social development issues	Level 5	8	Registered
Core	110061 Prepare learning support materials for programmes in development practice	Level 5	8	Registered
Core	110062 Plan the facilitation of learning in development practice	Level 5	10	Registered
Core	110063 Plan advocacy campaigns and workshops in development practice	Level 5	8	Registered
Core	115753 Conduct outcomes-based assessment	Level 5	15	Registered
Core	119763 Design learning events	Level 5	8	Draft - Prep for P Comment
Core	119764 Plan development project operations	Level 5	8	Draft - Prep for P Comment
Core	119765 Define community-based development project scope	Level 5	8	Draft - Prep for P Comment
Core	119766 Deploy community development workers	Level 5	8	Draft - Prep for P Comment
Core	119767 Build relationships for development practice	Level 5	12	Draft - Prep for P Comment
Core	119768 Manage development project resources	Level 5	10	Draft - Prep for P Comment
Core	12138 Conduct an organisational needs analysis	Level 6	10	Reregistered
Elective	115498 Resolve client requests and queries	Level 4	4	Registered
Elective	115499 Gather, record and interpret business related information	Level 4	4	Registered

Elective	115500	Inform client of planned process and follow-up on requests	Level 4	4	Registered
Elective	117156	Interpret basic financial statements	Level 4	4	Registered
Elective	117241	Develop a business plan for a small business	Level 4	5	Registered
Elective	10147	Supervise a project team of a technical project to deliver project objectives	Level 5	14	Reregistered
Elective	12842	Manage diversity in ECD settings	Level 5	12	Registered
Elective	13853	Mediate active learning in ECD programmes	Level 5	36	Registered
Elective	13854	Promote healthy development in ECD programmes	Level 5	12	Registered
Elective	13855	Develop and manage the ECD learning programme	Level 5	24	Registered
Elective	13856	Facilitate an inclusive educational environment in ECD settings	Level 5	12	Registered
Elective	14020	Monitor budgets related to community projects	Level 5	8	Registered
Elective	15236	Apply financial analysis	Level 5	4	Registered
Elective	115823	Gather and manage information for decision-making	Level 5	5	Registered
Elective	115855	Create, maintain and update record keeping systems	Level 5	5	Registered
Elective	117515	Tender for projects	Level 5	7	Registered
Elective	110480	Design and implement a system for the on-going monitoring, reporting and evaluation of a local economic development programme	Level 6	8	Registered
Elective	116338	Apply basic business accounting practices	Level 6	9	Registered
Fundamental	10295	Promote lifelong learning and development	Level 5	8	Reregistered
Fundamental	116491	Describe ethical procedures and practice for social justice	Level 5	6	Registered
Fundamental	116494	Explain the ethical principles for equality of opportunity	Level 5	6	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Build relationships for development practice

SAQA US ID	UNIT STANDARD TITLE		
119767	Build relationships for development practice		
SGB NAME		NSB 05	PROVIDER NAME
SGB Development		Education, Training and Development	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Education, Training and Development	Adult Learning
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 5	Regular

SPECIFIC OUTCOME 1

Identify stakeholders and role players that can impact on development practice.

SPECIFIC OUTCOME 2

Select appropriate strategies and approaches that can enhance development practice.

SPECIFIC OUTCOME 3

Plan strategic alliances and promotion of community projects.

SPECIFIC OUTCOME 4

Implement strategies to promote strategic alliances and community projects.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Define community-based development project scope

SAQA US ID		UNIT STANDARD TITLE	
119765		Define community-based development project scope	
SGB NAME		NSB 05	PROVIDER NAME
SGB Development		Education, Training and Development	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Education, Training and Development	Adult Learning
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Identify existing information that is relevant for specific project definition.

SPECIFIC OUTCOME 2

Develop research plans to define community needs.

SPECIFIC OUTCOME 3

Collect information about community needs according to research planning.

SPECIFIC OUTCOME 4

Consult relevant project stakeholders for input into project scope definition.

SPECIFIC OUTCOME 5

Integrate feedback regarding research into final project scope definition.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Deploy community development workers

SAQA US ID	UNIT STANDARD TITLE		
119766	Deploy community development workers		
SGB NAME	NSB 05	PROVIDER NAME	
SGB Development	Education, Training and Development		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Adult Learning	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Describe identified job requirements for community development workers.

SPECIFIC OUTCOME 2

Assess candidates for community development worker positions against specific criteria.

SPECIFIC OUTCOME 3

Recruit and mobilise candidates for community development worker positions.

SPECIFIC OUTCOME 4

Place and induct community development workers according to requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Design learning events

SAQA US ID	UNIT STANDARD TITLE		
119763	Design learning events		
SGB NAME	NSB 05	PROVIDER NAME	
SGB Development	Education, Training and Development		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Adult Learning	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Analyse relevant information that impacts on learning event design.

SPECIFIC OUTCOME 2

Design learning experiences that meet learning expectations.

SPECIFIC OUTCOME 3

Develop learning support materials relevant for specific learning outcomes.

SPECIFIC OUTCOME 4

Develop learning event plans according to context requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage development project resources

SAQA US ID	UNIT STANDARD TITLE		
119768	Manage development project resources		
SGB NAME		NSB 05	PROVIDER NAME
SGB Development		Education, Training and Development	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Education, Training and Development	Adult Learning
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 5	Regular

SPECIFIC OUTCOME 1

Develop and implement resource mobilisation plans based on stakeholder input.

SPECIFIC OUTCOME 2

Manage human resources in accordance with relevant legislation.

SPECIFIC OUTCOME 3

Manage project resources in accordance with organisational policies and procedures.

SPECIFIC OUTCOME 4

Apply project resources in accordance with priority needs.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Plan development project operations

SAQA US ID	UNIT STANDARD TITLE		
119764	Plan development project operations		
SGB NAME	NSB 05	PROVIDER NAME	
SGB Development	Education, Training and Development		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Education, Training and Development	Adult Learning	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Define activities sequence to ensure effective project implementation.

SPECIFIC OUTCOME 2

Allocate resources appropriately for specific contexts.

SPECIFIC OUTCOME 3

Define risk management strategies for specific projects.

SPECIFIC OUTCOME 4

Present project operational implementation plans to obtain agreement from stakeholders.



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